

New Mexico
Carl D. Perkins Vocational and Technical Education Act of 1998
(P.L. 105-332)
2006-2007 Consolidated Annual Report
July 1, 2006-June 30 2007

I. State Administration [sec. 121 of Perkins III]

A. Sole State Agency and Governance Structure

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

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

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

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

B. Organization of Vocational and Technical Education Programs

In 2007, New Mexico's High School Reform efforts continued with the passage of SB 561. This bill directs graduation curriculum that requires a student to take, at a minimum, at least one career cluster, workplace readiness, or language other than English course. Additionally, the bill requires long range planning via the use of New Mexico's Next Step Plan, whereby students may map their route to postsecondary engagement and may align to the programs of study that are situated within New Mexico's 7 identified career clusters. New Mexico's 7 Career Clusters are in turn crosswalked to the 16 National Career Clusters. A joint secondary (NM PED) and postsecondary (New Mexico Higher Education Department) alignment task force was created to ensure timely implementation of the rigorous curriculum, expansion of dual credit access for

students, and assessments at the 9th, 10th, and 11th grades which would address readiness for high school curriculum, college curriculum, and work place readiness.

Perkins sub-recipients are required to align secondary and postsecondary courses in a manner that provides employability skills and industry based certifications as a result of their studies, and that addresses activities that will be met when a student transitions into postsecondary engagement. The State's vocational education rule remains under consideration for revision. It has completed review by a statewide task force, and is now being reviewed at the policy level of the NM PED for presentation to the public as a part of a revised package of rules known as Standards for Excellence. It is likely that Career Clusters implementation will strengthen in New Mexico's education system with this rule change.

II. State Leadership Activities [sec. 124 of Perkins III]

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 **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 fourth year of implementation with an enrollment of 69 Seniors in 5 schools. Thirty-three percent of these seniors met the 37 core competencies. A total of 222 multi-year students (multiyear student consist of those in grades 9 through 11) were served in this program for a total of 291 students served. Of the multi-year students, 35% completed the 37 core competencies, and 18% of the 222 multi-year students met the additional 41 competencies. Of the 222 multiyear students, 387 students were served. **(Required Uses # 1, 4, 5, and Permissible Use #1, 2, 3, 4, 5, 7, and 13)**
- 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. NMSVBI's focus was on the manufacturing career cluster. Students were trained in aspects of the cabinet making industry and employability skills. Female students participated in this non-traditional occupational training and were provided the same skill sets as their male counterparts. NMSVBI initiated the discussion regarding potential articulation with other educational institutes in the region. Through their advisory committee, NMSVBI was able to bring together local partners and strengthen their relationship with the other local education entity in the community. **(Required Uses #2, 3, 4, and 5 and Permissible Uses #1, 3, 8 and 14)**
- From the activities undertaken in the previous grant year that pertained to Career Technical Education Project Activities deployed from the Eastern New Mexico University campus, a large number of schools determined to implement a career cluster framework. Those schools received focused technical assistance that included enhancing and refining career technical education

programs of study that included the development and implementation of the said in alignment with New Mexico's 7 identified career clusters, which are crosswalked to the National 16 Career Clusters. Additionally, dialogues were facilitated between the secondary and postsecondary institution(s) to strengthen the relationship for program of study development and maximization of dual credit options. Continuing on, Perkins funded sites were assisted with the development and deployment of the programs of study reflecting secondary/postsecondary partnerships. Finally, the State's High Schools That Work sites were in receipt of technical assistance on a monthly basis to expand the sites understanding of HSTW's ten key practices which are readily reflected when schools organize around a career technical framework.

- The CTEP operated as the organizing agent to host 1) a mathematics curriculum matrix training that focused on rigor and relevance framework (see Bill Daggett resources). As a result of training, HSTW sites were required to identify objectives that included the including implementation of rigorous and relevant curriculum, instructional strategies reflecting career technical education and academic integration, and academic excellence through career technical education; and, 2) a data analysis workshop for HSTW sites. These activities focused on providing an objective view of school practices and results; identification of actions supporting student achievement; identification of challenges to be addresses; creating/revising the school improvement plan using the HSTW Assessment Report; and establishing a plan to communicate findings with all stakeholders.

The CTEP also acted as the organizing agent for New Mexico's Career Technical Student Organizations by providing leadership training to the CTSO Boards of Directors, leadership to students affiliating with state CTSOs, and facilitating regional and state leadership conferences. **Required Uses #1, 3, 4, 6, and 8 and Permissible Uses # 5, 6,**

- Additionally, the CTWEB has, on a regular basis, provided technical assistance opportunities through the State's Project Directors' meeting, and continues 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)**
- The CTWEB has sought wherever possible to align to state and national initiatives on **High School Redesign and Reform** that focus on the 3Rs of Rigor, Relevance, and Relationships. In this regard, the bureau's projects directly support the integration of academics into career-technical education courses (and vice versa), the enhancement of career advisement, the central role of student organizations, and the educational partnerships with businesses. The lynchpin of these efforts can be said to be the **High Schools That Work (HSTW)** initiative.

Nine high schools in the state were in their third year of being HSTW sites and three schools were in their first year of being HSTW sites. These schools have begun re-designing around the Career Clusters while embedding the ten key practices of HSTW prescribed by the Southern Regional Education Board. CTWEB actively supported the implementation and re-design by providing focused technical assistance and professional development opportunities to the sites.

During the 2005-2006 school year, the nine existing HSTW sites participated in the national HSTW assessment, which is administered to sites in January of even-numbered years. Sites will again administer the assessment in January of 2008 providing New Mexico with comparison data for the pilot sites and baseline data for the newer HSTW schools.

All twelve schools submitted end-of-year reports. With a stronger emphasis on rigor and relevance through career clusters these reports indicated a variety of improvements in a variety of

areas. Two of the initial sites indicated increases in graduation rates: one from 81% to 100%; another from 87% to 94%. One of the new sites stated that the school's graduation rate increased from 95.6% to 98%. Six of the twelve sites have students jointly enrolled in secondary and post-secondary classes for concurrent credit; these sites indicated that the number of concurrently enrolled students is growing. Four of the twelve sites indicated an increase in the number of students taking the ACT with two of these reporting increases in overall student scores.

Faculty and administrative staff attended targeted professional development opportunities that included HSTW Site Development Workshops, Transitioning Students from Grade 8 to 9, Literacy Across the Curriculum, and Numeracy Across the Curriculum. Sites report that they each sent a significant team to the Summer Staff Development Conference sponsored by HSTW. In addition, on-site assistance was given to assist each school with the collection and use of data to improve student achievement.

Based on continuing challenges faced by the twelve HSTW sites, New Mexico will focus on intensive targeted assistance to each of the sites, and professional development focused on Improving the delivery and integration of CTE and core academics.

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

The state's activities reflect 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 systemic, accurate and reliable data collection system that will inform decisions relative to program needs and projected performance measures. As a supplemental funding source, the Perkins monies assist the support and the forward momentum of the identified initiatives.

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

Perkins III funds are audited as part of standard auditing processes at the state and local levels. Additionally, the CTWEB utilizes a system for fiscal accountability in accordance with NM PED policy and procedures. These procedures are described below.

- 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 to accomplish the goals set forth in the state plan. 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, two secondary consortia include 7 of the aforementioned public schools districts and one of the aforementioned Bureau of Indian Affairs secondary schools.

For the 2006-2007 fiscal year, funds were distributed as follows:

Grant	Percentage of Distribution Amounts	Method of Distribution	No.	Breakdown Amount
Basic Grant:				\$9,263,582.00
Local Funds:	85% of the total state allotment			\$7,874,045.00
Postsecondary	45% of the budgeted amount	Formula	18	\$3,543,320.00
Secondary	45% of the budgeted amount	Formula	27	\$3,543,320.00
Reserve	10% of the budgeted amount		16	\$787,404.47
Leadership	10% of the total state allotment			\$926,358.00
Required Uses		Contracts	4	\$836,358.00
Nontraditional	\$100,000	Contract	0	\$60,000.00
State Institutions	Up to 1% of the total state allotment = \$80,000	Contracts	1	\$30,000.00
Administration	5% of the total state allotment			\$463,179.00
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

A. See Attachment B for the latest version of the local application.

IV. Accountability [sec. 113 of Perkins III]

A. State Performance Summary

Below is a chart that reflects a comparison of participation of New Mexico's CTE student population to the State census data. Interestingly enough, there appear to be measurable differences between the percentages of participation within the subgroups. The identified

differences will be target areas for providing support services to increase participation in a more evenly distributed manner.

	Male	Female	White	Hispanic	Am Indian	Asian	Black
Census Data Update (July 2006) State %	49%	51%	45%	42%	10%	1%	3%
New Mexico VT Student % Secondary	55%	46%	35%	54%	9%	1%	3%
New Mexico VT Student % Postsecondary	39%	62%	34%	41%	11%	2%	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	3,906	6,551	59.62%	45%	Met
1S2	42,735	52,781	80.97%	71.21%	Met
2S1	7,335	8,372	87.61%	89.41%	Did not meet
2S2	378	8,576	4.41%	5.23%	Did not meet
3S1	4,997	14,694	34.01%	63.34%	Did not meet
4S1	2,791	9,745	28.64%	55.15%	Did not meet
4S2	1,460	2,902	50.31%	41.70%	Met
ZS1	3,906	6,551	59.62%	N/A	N/A
ZS2	3,945	6,551	60.22%	N/A	N/A
ZS3	7,335	8,372	87.61%	N/A	N/A

Relying on the STARS database, which stores data entered from individual school districts, the table above reflects that three of seven indicators were met. Data available from STARS is in an early implementation phase, and while the data is more precise than in the past, CTWEB is constructing queries that will be undertaken in the future that will serve to fine-tune the collection of data needed to examine outcomes related to Perkins performance across the state.

- **Academic Achievement (1S1):** Strategies focused on improved academic achievement for career-technical students through the implementation of programs of study that included integrated academic instruction.
- **Skill Attainment (1S2):** Strategies for this sub-indicator focused on strong leadership and direction for local providers, ensuring that students exited high school with a skill level that ensured employment.
- **Completion (2S1):** New Mexico did not meet the targeted goal for this indicator. New Mexico did, however, show improvement over the prior year in the percentage of students who did complete high school with a diploma.
- **Diploma with a Credential (2S2):** While the percentage of students meeting this performance measure almost doubled, New Mexico still did not meet its agreed upon level of performance. Although secondary career-technical education programs are aligning with industry certification requirements, students sometimes find it difficult to pay for the industry

related assessment. In instances where New Mexico’s programs of study may not yet fully align to industry standards, students in these programs will not have an opportunity to participate in the assessment.

- **Placement (3S1):** Collection of social security numbers is not an option for Public Schools in New Mexico. The data collected for this measure was collected through a comparison of probability matches of data sets available from secondary and postsecondary entities. The data reflects that the State did not meet its targeted performance measure.
- **Non-traditional participation (4S1):** Although there was an increase in the total numbers of students enrolled in non-traditional programs, there is a sharp drop in the identified non-traditional students enrollment in these programs. This performance measure was not met.
- **Non-traditional completion (4S2):** The percentage of students identified as participating in a non-traditional program and completing the program exceeded the targeted goal for this indicator.
- **ZS1-ZS3 – Math Attainment, Reading Attainment, and Graduation:** Although these performance measures were not required for reporting, they are included in the report for the purpose of supporting the establishment of baseline data for the future.

Postsecondary:					
Core Indicator	Numerator	Denominator	Performance		Outcome
			Actual	Target	
1P1	2,724	3,770	72.25%	71.11%	Met
1P2	15,016	18,432	81.47%	80.74%	Met
2P1	789	2,606	30.28%	30.09%	Met
3P1	2,564	3,100	82.71%	72.66 %	Met
3P2	2,025	2,509	80.71%	85.38%	Did not meet
4P1	4,718	20, 379	23.15%	23.00%	Met
4P2	1,075	4,809	22.35%	20.08%	Met

Of the seven sub-indicators for postsecondary schools, six measures exceeded targeted performance. In reviewing the data, the following conclusions are reached:

- **Academic Achievement (1P1):** New Mexico reported fewer numbers of students participating at the postsecondary level, however a greater percentage of academic achievement was attained.
- **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. New Mexico continues to experience difficulty in securing Social Security numbers for comparison 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	Limited English Proficient	Nontraditional
1S1:Target	45.00%	45.00%	45.00%	45.00%	45.00%	45.00%	45.00%
1S1:Actual	20.23%	52.07%	No <u>n</u>	No <u>n</u>	No <u>n</u>	32.31%	No <u>n</u>
1S2:Target	71.21%	71.21%	71.21%	71.21%	71.21%	71.21%	71.21%
1S2:Actual	73.52%	77.90%	No <u>n</u>	No <u>n</u>	No <u>n</u>	51.25%	No <u>n</u>
2S1:Target	89.41%	89.41%	89.41%	89.41%	89.41%	89.41%	89.41%
2S1:Actual	64.92%	82.86%	76.00%	No <u>n</u>	77.91%	87.03%	No <u>n</u>
2S2:Target	5.23%	5.23%	5.23%	5.23%	5.23%	5.23%	5.23%
2S2:Actual	2.62%	4.55%	No <u>n</u>	No <u>n</u>	No <u>n</u>	4.46%	No <u>n</u>
3S1:Target	63.34%	63.34%	63.34%	63.34%	63.34%	63.34%	63.34%
3S1:Actual	24.95%	35.57%	No <u>n</u>	12.50%	No <u>n</u>	19.63%	No <u>n</u>
4S1:Target	55.15%	55.15%	55.15%	55.15%	55.15%	55.15%	55.15%
4S1:Actual	40.66%	45.58%	54.41%	No <u>n</u>	43.28%	38.57%	50.63%
4S2:Target	41.70%	41.70%	41.70%	41.70%	41.70%	41.70%	41.70%
4S2:Actual	50.64%	52.91%	No <u>n</u>	No <u>n</u>	55.22%	40.92%	No <u>n</u>
ZS1:Target	NA	NA	NA	NA	NA	NA	NA
ZS1:Actual	20.23%	52.07%	No <u>n</u>	No <u>n</u>	No <u>n</u>	55.88%	No <u>n</u>

ZS2:Target	NA	NA	NA	NA	NA	NA	NA
ZS2:Actual	18.89%	54.33%	No <u>n</u>	No <u>n</u>	No <u>n</u>	32.31%	No <u>n</u>
ZS3:Target	NA	NA	NA	NA	NA	NA	NA
ZS3:Actual	18.89%	54.33%	No <u>n</u>	No <u>n</u>	No <u>n</u>	32.31%	No <u>n</u>

No n = no individuals to report

Special Populations – Postsecondary:							
Performance	Individuals with Disabilities	Economically Disadvantaged	Single Parents	Displaced Homemakers	Other Educational Barriers	LEP	Nontraditional
1P1:Target	71.11%	71.11%	71.11%	71.11%	71.11%	71.11%	71.11%
1P1:Actual	79.08%	70.29%	65.83%	74.42%	66.43%	66.95%	71.76%
1P2:Target	80.74%	80.74%	80.74%	80.74%	80.74%	80.74%	80.74%
1P2:Actual	82.71%	80.02%	74.52%	82.31%	78.10%	77.77%	73.26%
2P1:Target	30.09%	30.09%	30.09%	30.09%	30.09%	30.09%	30.09%
2P1:Actual	51.43%	34.98%	27.50%	29.79%	26.60%	28.05%	18.12%
3P1:Target	72.66%	72.66%	72.66%	72.66%	72.66%	72.66%	72.66%
3P1:Actual	No <u>n</u>	42.57%	72.00%	63.89%	80.04%	57.14%	79.43%
3P2:Target	85.38%	85.38%	85.38%	85.38%	85.38%	85.38%	85.38%
3P2:Actual	No <u>n</u>	54.28%	58.82%	No <u>n</u>	85.24%	54.71%	81.94%
4P1:Target	23.00%	23.00%	23.00%	23.00%	23.00%	23.00%	23.00%
4P1:Actual	25.27%	21.74%	23.63%	13.31%	20.43%	15.42%	27.05%
4P2:Target	20.08%	20.08%	20.08%	20.08%	20.08%	20.08%	20.08%
4P2:Actual	24.73%	21.82%	22.90%	13.66%	21.89%	15.23%	26.87%

No n = no individuals to report

Secondary Special Populations students met the performance measures in seven sub-indicator areas; did not meet the performance measures in twenty-one sub-indicator areas; and data on twenty-one sub-indicators had no individuals to report. Postsecondary Special Populations students met the performance measures for 17 sub-indicators, did not meet the measures in 29 sub-indicators. Data for three of the sub-indicators were not available. Although Secondary and Postsecondary schools have reported difficulty in obtaining consistent data on Special Populations, it is anticipated that the State's collaboration with MPR Associates, Inc. will result in improved data collection and reporting. It should be noted that the postsecondary level is able to report a number of Special Populations only on a voluntary basis.

The refinement of data collection tools encompasses a redesigned format for reporting using an online reporting for postsecondary and the STARS data collection system for secondaries. This refinement has occurred as a result of collaboration among the State, MPR, secondary and postsecondary entities. It will continue to be refined as the State makes progress in implementation of a uniform student identifier that will be utilized by both secondary and postsecondary educational entities. The challenge that will remain is the reporting of placement in the military or in the workforce.

Reporting on postsecondary measures is currently implemented via an online system. The system is constructed to collect Perkins reporting requirements.

Data collection measures have been under revision for some three years and are approaching a level of reliability that was previously not available at the state. Collaboration among representatives from secondary, postsecondary, and the NM PED Information Systems Bureau, have been instrumental in facilitating a continuous improvement approach.

Tech Prep:

Tech Prep - Secondary:					
Core Indicator	Numerator	Denominator	Performance		Outcome
			Actual	Target	
1S1	506	1052	48.10%	45.00%	Met
1S2	1,536	2,130	72.11%	71.21%	Met
2S1	1,863	2,130	87.46%	89.41%	Did not meet
2S2	20	865	2.31%	5.23%	Did not meet
3S1	460	1606	28.64%	63.34%	Did not meet
4S1	239	1,091	21.91%	55.15%	Did not meet
4S2	95	205	46.34%	41.70%	Met

Tech Prep - Postsecondary:					
Core Indicator	Numerator	Denominator	Performance		Outcome
			Actual	Target	
1P1	272	317	85.80%	71.11%	Met
1P2	931	1,070	87.01%	80.74%	Met
2P1	40	441	9.07%	30.09%	Did not meet
3P1	226	269	84.01%	72.66%	Met
3P2	191	269	71.00%	85.38%	Did not meet
4P1	136	434	31.34%	23.00%	Met
4P2	126	528	23.86%	20.08%	Met

The Tech-Prep data reflects improvements New Mexico has made in collecting data. Efforts to improve reporting methods will be continued, and the goal of New Mexico is to have a database that houses reliable and valid data tuning will continue. The above data collection reflects efforts that are an improvement over 2005-2006.

C. Definition of Vocational Concentrator and Tech Prep Students

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

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

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

postsecondary credit hours, and have declared a career-technical education major.

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

D. Measurement Approaches and Data Quality Improvement

As the CTWEB worked on improving the data quality, numerator and denominator changes were negotiated in 1S1 to reflect Academic Achievement aligned to New Mexico’s accountability assessment. Additionally, 5S1 (ZS2) is reported below.

Sub-indicator		Measurement Approach	Quality of the Data	Improvement Activities
Academic Attainment				
1S1	Secondary	<p><u>Numerator:</u> Total number of 10th grade vocational education students who passed the NM High School Competency Examination (NMHSCE).</p> <p>Total number of 11th grade vocational education students who performed at the Proficient and Above levels for reading on the NMHSSBA</p> <p><u>Denominator:</u> Total number of 10th grade vocational education students who took the NMHSCE.</p> <p>Total number of 11th grade vocational education students who participated in the reading assessment of NMHSSBA.</p>	<p>Extracted course codes using the STARS code set for CT identified courses. CT Student demographics were pulled using the identified course codes. These records were then filtered to extract only 11th graders. Reading test data was then pulled using the 11th graders Unique ID.</p>	<p>During the 2006-2007 year, New Mexico used the new data collection system STARS as well as the New Mexico High School Standards Based Assessment for Academic Achievement.</p>
1P1	Postsecondary	<p><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).</p> <p><u>Denominator:</u> The total number of vocational concentrators who took academic courses during the census semester.</p>	<p>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.</p>	<p>Collection for the 2006-2007 year remained the same as in the past.</p>

Vocational Skill Attainment			
1S2	Secondary	<p><u>Numerator:</u> Total number of the cohort who passed the identified program/course with a grade of "C" or better.</p> <p><u>Denominator:</u> Total number of students enrolled in the program/course.</p>	<p>The data collected was reported by the local entities according to STARS manual.</p> <p>New Mexico's implementation of Programs of Study is in its third year; a template to identify LEAs POS is being piloted and will be implemented in the 2008-2009 grant year; this will assist in the identification of technical skill attainment.</p>
1P2	Postsecondary	<p><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).</p> <p><u>Denominator:</u> The total number of vocational concentrators who took vocational courses during the census semester.</p>	<p>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.</p> <p>Collection for the 2006-2007 year remained the same as in the past.</p>
Completion			
2S1	Secondary	<p><u>Numerator:</u> The number of 12th grade vocational education students who earned a high school diploma.</p> <p><u>Denominator:</u> The total number of 12th grade vocational education students who enrolled at the beginning of the school year.</p>	<p>The data collected was reported by the local entities according to STARS manual.</p> <p>During the 2006-2007 school year, New Mexico extracted data at the State level to meet the definitions of the reporting measure.</p>
2P1	Postsecondary	<p><u>Numerator:</u> Total number of vocational concentrators who obtained a degree or credential within 3 years</p> <p><u>Denominator:</u> Total number of vocational concentrators</p>	<p>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.</p> <p>Collection for the 2006-2007 year remained the same as in the past.</p>
Placement			
3S1	Secondary	<p><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.</p> <p><u>Denominator:</u> Total number of students who received a high school diploma or Certificate of Course Work Completion.</p>	<p>The data collected for this measure was collected through a comparison of probability matches of data sets available from secondary and postsecondary entities.</p> <p>State level work encompassing the use of a common student identifier for NM secondary and postsecondary students is under development.</p>

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 via online reporting from postsecondary entities	Collection for the 2006-2007 year remained 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 via online reporting from postsecondary entities	Collection for the 2006-2007 year remained the same as in the past.
Non-traditional Enrollment				
4S1	Secondary	<u>Numerator:</u> The total number of non-traditional vocational education participants enrolled in a non-traditional program. <u>Denominator:</u> The total number of vocational education students enrolled in a non-traditional program as identified by NM PED.	Extracted course codes using the STARS code set for CT Non-traditional identified courses. CT Student demographics were pulled using the identified course codes. Male and female courses were filtered and Non-traditional enrollment counts were produced. Non-Traditional students were aggregated.	This data extraction came from the 2006-2007 student enrollment data within STARS.
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.	Collection for the 2006-2007 year remained the same as in the past.
Non-traditional Completion				
4S2	Secondary	<u>Numerator:</u> The total number of non-traditional vocational education participants who completed a non-traditional program as identified by NM PED. <u>Denominator:</u> The total number of vocational education students enrolled in a non-traditional program as identified by NM PED who completed the program/course	Extracted course codes using the STARS code set for CT Non-traditional identified courses. CT Student demographics were pulled using the identified course codes. These records were then filtered by those that completed with a Vocational identified graduation. Male and female courses were filtered and Non-traditional enrollment counts were produced. Non-Traditional students were aggregated.	This data extraction came from the 2006-2007 student enrollment data within STARS.

4P2	Postsecondary	<p><u>Numerator:</u> The total number of students in underrepresented gender groups who completed a non-traditional program in the reporting year.</p> <p><u>Denominator:</u> Total number of students who completed a non-traditional program in the reporting year.</p>	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.	Collection for the 2006-2007 year remained the same as in the past..
5S1 or ZS2	Secondary	<p><u>Numerator:</u> Total number of 11th grade vocational education students who performed at the Proficient and above levels for mathematics on the NMHSSBA.</p> <p><u>Denominator:</u> Total number of 11th grade vocational education students who participated in the mathematics assessment of the NMHSSBA.</p>	Extracted course codes using the STARS code set for CT identified courses. CT Student demographics were pulled using the identified course codes. These records were then filtered to extract only 11th graders. Mathematics test data was then pulled using the 11th graders Unique ID.	During the 2006-2007 year, New Mexico used the new data collection system STARS as well as the New Mexico High School Standards Based Assessment for Academic Achievement.

Improvements have occurred within the secondary and postsecondary data collection systems. Work to ensure continuous improvement regarding collection of valid and reliable data continues as the State collaborates with MPR Associates Inc.

D. Effectiveness of Improvement Strategies in Previous Program Year

Improvement strategies for the 2006 - 2007 fiscal year were submitted to OVAE in the form of conditions placed on the 2006-2007 grant award. Those conditions for improvement were as follows:

“By August 18, 2006, your state(New Mexico) must submit to this office from the state board, or an official authorized to speak on behalf of the state board, the state’s improvement plan in compliance with the requirements of section 123(a) of Perkins III, which must be implemented by October 1, 2006, and include a description of the following:

1. *Your state’s consultation required by section 123(a) with appropriate agencies, individuals and organizations, identifying the specific entities consulted and indicating how and when these entities were consulted;*
2. *The manner and time of your state’s notification of all eligible recipients of the requirements of the plan; and*
3. *Your state’s timetable for completing each of the activities in the state’s plan.”*

The response provided by the State on August 18, 2006 included plans to address the conditions as follows:

Question #1: *Your state’s consultation required by section 123(a) with appropriate agencies, individuals and organizations, identifying the specific entities consulted and indicating how and when these entities were consulted.*

The PED met with the State Workforce Development Board on June 23, 2006 to present the performance data as well as the new data collection system.

Question #2: *The manner and time of your state’s notification of all eligible recipients of the requirements of the plan.*

The PED met with public school districts, two-year postsecondary institutions and the Higher Education Department on January 17, 2006 to present the Consolidated Annual Report, which includes the performance data. The discussion included the progress to date for the new data collection system.

Additionally, the PED met with public school districts and two-year post secondary institutions on July 25, 2006 and presented the requirements of the grant award conditions. At this meeting the public school districts were walked through the process for the new data collection system and had an opportunity to practice completing the data sheets. (See Attachment B)

Question #3: *Your state's timetable for completing each of the activities in the state's plan.*

New Mexico identified the issues and potential for not meeting agreed-upon performance measures in the Fall of 2004. A meeting between a local consortia and the PED resulted in the improvement activities, which ultimately required a revision to its entire data collection system. As noted in the Improvement Process Overview above, it is New Mexico's intent to begin using the new data collection system in August 2006.

As indicated in New Mexico's Response to Conditions attached to PR/AWARD NUMBER V243A070031, and for reasons stated in the said Response, improvement strategies that had been identified were not implemented in full by the identified 2006-2007 timeline.

To address this deficit, CTWEB consulted with OVAE beginning in February 2007 and received permission to revise its activities on data collection. The revision strategies included a continuation of collaboration with MPR Associates, Inc. with the goal of further revision to the States data collection and program of study templates.

The concentrated efforts of the State and MPR have resulted in the data collection improvements that have been utilized in reporting the 2006-2007 data.

E. Improvement Strategies for Next Program Year

One obstacle that has influenced New Mexico's ability to meet its performance measures has been the data collection system for secondary schools. During the 2007-2008 grant year, discussions and work centered on the development and implementation of not only an action plan for the indicators, but pilot reporting.

Full implementation of the reporting method will be utilized for New Mexico's 2007-2008 CAR. Collaboration with MPR Associates, Inc. will continue through June 2008. And, it is planned that during the 2008-2009 grant year, the State will oversee further revisions to the reporting methods that will further quantify the outcomes reported.

Regarding postsecondary institutions, discussions are underway at the State level to implement a common student identifier that can be utilized to identify student engagement at the post secondary education level. When implemented this student identifier will be utilized by CTWEB in it reporting.

New Mexico will continue to revise, develop and implement Programs of Study for students in grades 9-14. Annually, a statewide task force reviews, advises, and recommends improvements to the Perkins application. The States' Career Clusters framework serves as the foundation for the Programs of Study and New Mexico has identified seven clusters for concentration within the State. A mapping from the state's Career Clusters to the 16 National Career Clusters has been done.

New Mexico's public schools will base instruction on Career and Technical Education materials adopted during the summer of 2007. The National Knowledge and Skills statements for the 16 Career Clusters were instrumental in the selection of these materials, as New Mexico's standards for Career and Technical Education mirror these.

The next steps for program improvement during the 2007-2008 school year include:

- Continued revision of data collection system for secondary education;
- Reviewing, developing and implementing revisions for the postsecondary data collection system;
- Strengthening and reinforcing accountability of LEAs, emphasizing the connection between continuous improvement and grant awards; and
- Continuing the use of the statewide task forces and the Advisory Committee for program improvement.

V. Monitoring Follow-up

New Mexico received a monitoring visit on the following dates: October 1-5, 2007. Final communication to New Mexico from OVAE is in process. However, the general recommendations provided at OVAE's exit meeting were:

Align funding to performance measure attainment;
Improve collection and reporting of data at the state level;
Expand support for students of special population; and
Ensure awarded entities meet all criteria set forth in the Act.

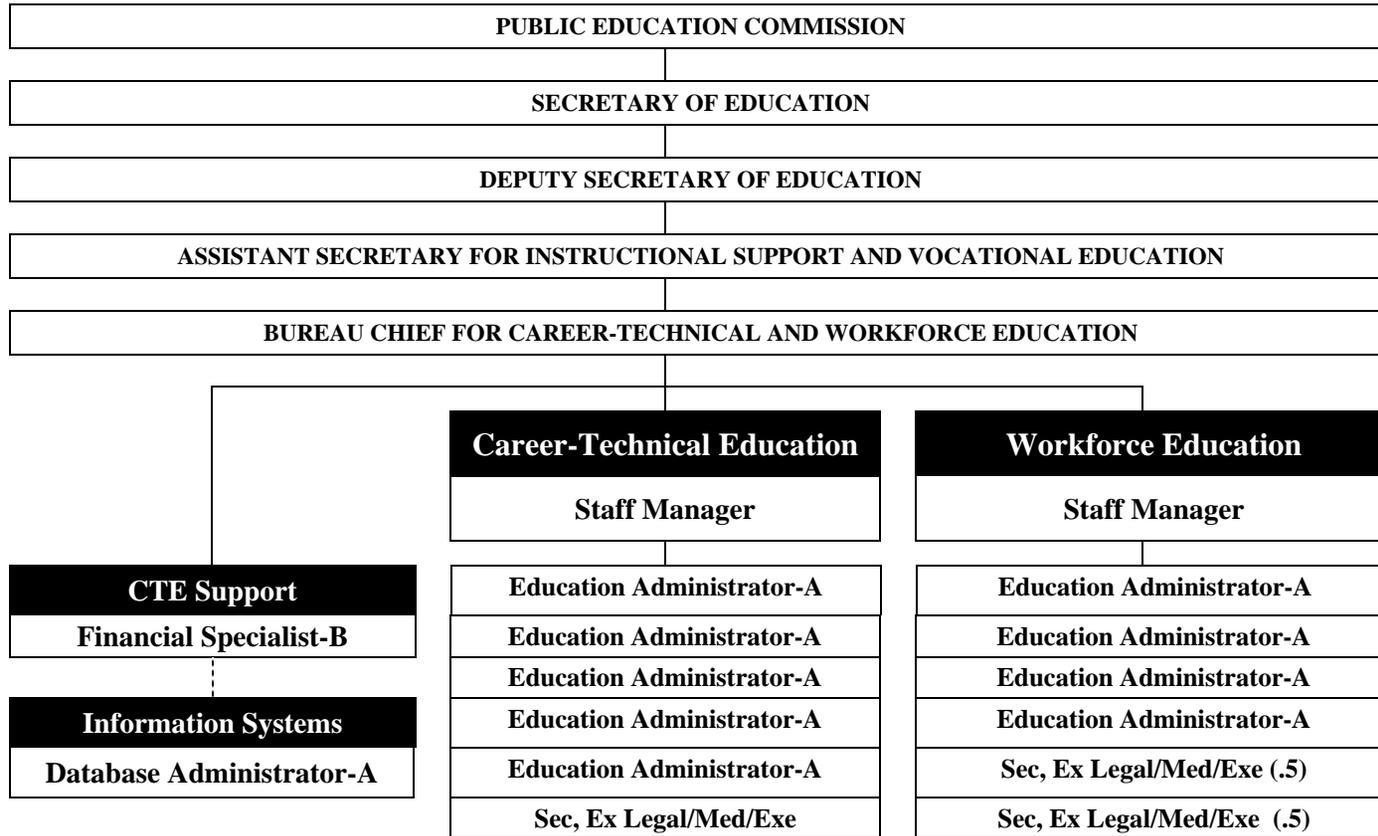
VI. Workforce Investment Act (WIA) Incentive Grant Award Results

New Mexico was not the recipient of an incentive grant.

ATTACHMENT A

Career-Technical and Workforce Education Bureau

ORGANIZATIONAL STRUCTURE



Attachment B

Local Application

January 30, 2007

MEMORANDUM

TO: Eligible Schools and Institutions
FROM: Melissa W. Lomax, Ph.D.
Bureau Chief, Career Technical and Workforce Education Bureau
RE: Carl D. Perkins Career and Technical Education Improvement Act of 2006
Basic Grant 2007-2008 Request for Applications

APPLICATIONS DUE: Friday, March 30, 2007 at 4:00 pm

Greetings and Welcome to the January 2007 Carl D. Perkins Directors' Meeting, hosted by the Career Technical and Workforce Education Bureau of the New Mexico Public Education Department. You will see from today's agenda that the day is organized to provide you information on what will be needed to submit your grant application.

It is the hope of this Bureau that each of you will be successful in your endeavors and that the students of New Mexico - as a direct result of your work - will experience the integration of rigorous and challenging academic and career - technical instruction. It is my firm conviction that this type of instructional integration can positively impact the learning experiences of New Mexico's students as they prepare for their next-steps to either continue their formal education or enter the workforce.

With regard to Career Technical and Workforce Education, 2007 has the potential to be a year of expansion as well as a year of new initiatives.

EXPANSION:

Office of Workforce Training and Development: In 2004, Governor Richardson established the Office of Workforce Training and Development. To support the efforts of this new department, the Governor created a Workforce Coordination and Oversight Committee to support alignment of the state's education and workforce development programs with the occupational demands of the future economy of New Mexico. This initiative is part of Governor Bill Richardson's efforts to lower New Mexico's high school drop-out rate by providing career choices and opportunities after graduation. The Governor's initiative is also designed to provide a variety of career options for students and adult workers, and to provide clear direction on training and educational needs that intersect with needs for industry advancement. Included in the initiative are planned programs for internships, apprenticeships, industry certifications, or 2- and 4-year degrees, all of which align to the purposes of Perkins IV.

RENEWAL:

Perkins IV and Potential for Education Redesign Efforts: Perkins IV supports the alignment of career-technical education with State initiatives relating to the redesign of

secondary schools and enhanced collaboration with postsecondary education. The implementation of the new law ensures that career-technical education programs are an integral part of these efforts.

The New Mexico Public Education Department's vision of having *a world-class education system in which all New Mexico students are prepared to succeed in a diverse and increasingly complex world* dovetails with the potential that grant recipients will have to support educational reform via integration of Perkins IV with the Governor's Career Clusters Initiative, and with rigorous, challenging academic & career- technical instruction reflecting New Mexico's Standards and Benchmarks. Collectively, the initiatives promote economic and workforce development for the State and meet the Public Education Department's goals of ensuring that students graduate from high school better prepared to succeed in postsecondary education and the world of work, as well as increasing the academic excellence and achievement of students.

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 IV promotes the development of integrated, "one-stop" education and workforce development systems at the State and local levels.

New Leadership within CTWEB: There is new leadership within the Public Education Department's Bureau for Career Technical and Workforce Education. My name is Melissa Lomax. I have worked within public education for some 17 years as teacher, counselor, university professor, central office & campus-based public school administration, and now in State public school administration. I received my Ph.D. in Counseling and Student Services in 1996 from the University of North Texas in Denton, and I hail from the small town of Stamford, OS (Other State—not nearly as pretty as New Mexico!).

From the public trust that has been placed in me to serve in this capacity, my pledge is to honor that trust. My expectations of CTWEB staff are no less than the expectations I hold for myself as a public servant: be respectful in all interactions, be consistent in delivery of communications, speak with candor, and be available.

On both of the above mentioned fronts - expansion and renewal - CTWEB is poised and ready to serve the students, educators, and workforce of this great State! I thank you for the opportunity at hand, and I trust we will move forward with diligence in serving students, teachers, and the workforce of New Mexico.

Sincerely,

Melissa W. Lomax, Ph.D.
Bureau Chief
Career Technical and Workforce Education Bureau

Career-Technical and Workforce Education Bureau Contact Information

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Bureau FAX :		827-1826	

Eastern New Mexico University – Career-Technical Education Project Contact Information

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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.



**CARL D. PERKINS CAREER AND TECHNICAL EDUCATION IMPROVEMENT
ACT OF 2006**
(Public Law 109-270)

REQUEST FOR APPLICATION

Basic Grant

Grant Period
JULY 1, 2007 – JUNE 30, 2008
RFA Due Date: March 30, 2007, 4:00 PM

Veronica C. García, Ed.D.
Secretary of Education

Catherine Cross-Maple, Ed.D.
Deputy Secretary of Education

Patricia Parkinson, Ed.D.
Assistant Secretary of Education

Melissa W. Lomax, Ph.D.
CTWEB, Bureau Chief

NEW MEXICO PUBLIC EDUCATION DEPARTMENT
Career-Technical and Workforce Education Bureau
Room 207
120 South Federal Pl
Santa Fe, NM 87501

This application can be accessed at:
<http://www.ped.state.nm.us/CTWEB>

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CARL D. PERKINS CAREER AND TECHNICAL EDUCATION IMPROVEMENT ACT

Request for Application Grant Period: July 1, 2007 – June 30, 2008

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 4:00 pm on the due date of March 30, 2007. 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 2006-2007 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.

BACKGROUND INFORMATION

1. Introduction

The purpose of the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV) is to assist states in developing a comprehensive system of Career-Technical Education. New Mexico's Career-Technical Education is founded on the Career-Focused Student Learning System (see Figure 1). Through the implementation of the Transition State Plan under Perkins IV, New Mexico seeks continued improvement in Career-Technical education programs by moving toward the deployment of the Career-Focused Student Learning System at the secondary and postsecondary levels using the Career Clusters Framework.

Every local application for funding under Perkins IV must clearly address the requirements of the State's Transition Plan, the Act, and the State's Content Standards and Benchmarks. 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 through secondary and postsecondary linkages.

The application differs slightly from the 2006-2007 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 local application describe how each of the Required Uses will be met; HOWEVER: each funded organization is responsible for meeting the Required Uses in their project, and the assurances in the Letter of Transmittal include this commitment.

- **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 Academic Dean (or CEO) and the Principal (or 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 the advisory committees, Career-Technical Student organizations, 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 shall propose local levels of performance for the core indicators that meet state levels of performance. See *Instructions for Completing the Performance Measures Forms* in this document enumerated as Performance Measures page 1 for further information about the proposed baseline.

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, 2007, and will no longer be valid.

2. The Career-Focused Student Learning System

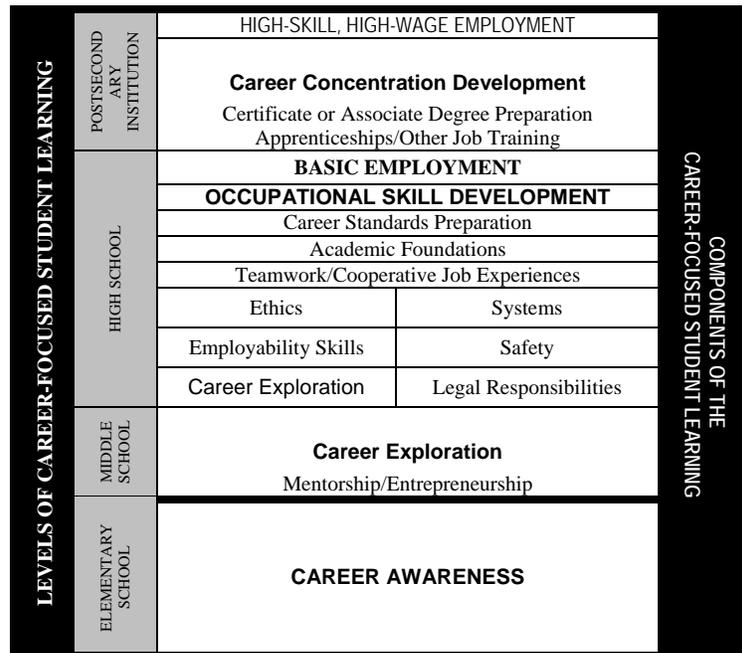


FIGURE 1. The Career-Focused Student Learning System.

The Career-Focused Student Learning System includes:

- A strong academic core (aligned to NM Graduation Requirements (NMSA 22-13-1.1, New Mexico Content Standards and Benchmarks) 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 Career and Technical Education Act of 2006 (PL 109-270)

Signed into law on August 12, 2006, the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV) 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 or high-demand careers. Congress intended for the new Perkins Act to be a sign of its support, and for the new Act to go further than ever before to improve Career-Technical Education programs and provide for new innovation at the state and local level.

Perkins IV 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, or high-demand careers.

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

- integrate academic and career-technical education through a coherent sequence of courses;
- promote student attainment of challenging academic and career-technical standards;
- link career and technical education at the secondary and postsecondary level through career and technical programs of study;
- provide students with strong experience in, and understanding of, all aspects of an industry to include work-based learning;
- address the needs of individuals who are members of special populations;
- involve parents, employers, labor organizations, and representatives of special populations;
- provide strong linkages between secondary and postsecondary education;
- develop, improve and expand the use of technology; and
- provide professional development for secondary and postsecondary teachers, faculty, administrators, and career guidance and academic counselors, in the areas of integration, best practices, and the use of scientifically based research data to improve career-technical education.

Accountability: To promote continuous program improvement, Perkins IV builds upon the previous Act by establishing and supporting a state and local performance accountability system designed to assess the effectiveness of the state and local funding recipients in achieving progress in career-technical education. The U.S. Secretary of Education and the State must reach agreements on the levels of performance, with the Secretary's role being limited to negotiating agreement on the numbers or percentages for the levels of performance for the following mandatory "core performance indicators" specified in the law:

Secondary-

- Student attainment of challenging academic content aligned standards (New Mexico Content Standards and Benchmarks) and student academic achievement standards, as adopted by the state under the Elementary and Secondary Education Act (ESEA) (NCLB) and measured by the state determined proficiency levels on the academic assessment under ESEA;
- Student attainment of career and technical skill proficiencies, including student achievement on technical assessments, that are aligned with industry-recognized standards, if available and appropriate;
- Student rates of attainment in each of the following areas: A) a secondary school diploma; B) a GED credential, or other state-recognized equivalent (including recognized alternative standards for individuals with disabilities); C) a proficiency credential, certificate, or degree, in conjunction with a secondary school diploma (if offered by the state);
- Student graduation rates as described in the ESEA (NCLB);
- Student placement in postsecondary education or advanced training, in military service, or in employment; and
- Student participation in and completion of career-technical education programs that lead to nontraditional fields.

Postsecondary-

- Student attainment of challenging career and technical skill proficiencies, including student achievement on technical assessments, that are aligned with industry-recognized standards, if available and appropriate;
- Student attainment of an industry-recognized credential, a certificate, or degree;
- Student retention in postsecondary education or transfer to a baccalaureate degree program;
- Student placement in military service or apprenticeship programs or placement or retention in employment, including placement in high-skill, high-wage or high-demand occupations or professions;
- Student participation in, and completion of, career-technical education programs that lead to employment in nontraditional fields.

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 New Mexico Cluster area, 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. If more than one program of study is developed in a particular cluster area, add the funding for all programs of study and report by the cluster. This financial information is not used by the state or the US DOE for cost sharing or matching of funds.

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/or institution CEO. **Note: No other signatures will be accepted.**

3. Application Questionnaire

Please answer each of the items on the form provided.

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. At minimum, the secondary principal and the postsecondary dean of instruction must sign the form. District superintendent and the institution CEO signatures will also be accepted. 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:

Melissa W. Lomax, Ph.D., Bureau Chief
 New Mexico Public Education Department
 Career-Technical and Workforce Education Bureau
 300 Don Gaspar
 Santa Fe, NM 87501

Dear Dr. Lomax:

Attached is the **(school district/institution)** application for the Carl D. Perkins 2007-2008 – Basic Grant.

The funds will be used by **(school district/institution)** for the following Cluster areas:

NAME	Budget
Perkins IV Supplementary Funds:	
Arts and Entertainment:	\$
Information and Communications:	\$
Business Services:	\$
Energy and Environmental Technologies:	\$
Health and Biosciences:	\$
Engineering, Manufacturing and Construction:	\$
Hospitality:	\$
Administrative Costs @ 5%	\$
Indirect Costs @ _____ of the 5%	\$
SUBTOTAL ~ For Perkins Supplementary Funds	\$
Local Funds – Identified by Cluster (Note: this information is not used for cost sharing or matching of funds.)	
Arts and Entertainment:	\$
Information and Communications:	\$
Business Services:	\$
Energy and Environmental Technologies:	\$
Health and Biosciences:	\$
Engineering, Manufacturing and Construction:	\$
Hospitality:	\$
SUBTOTAL ~ For Local Funds	\$
TOTAL FUNDS (Perkins + Local) Used to Support the Career and Technical Education Initiative:	\$

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 by Cluster.
- **Federal Assurances** with original signatures of district superintendent or postsecondary CEO.
- Completed **Application Questionnaire**.
- **Program of Study Signature Page** with original signatures of principal or district superintendent and postsecondary academic dean or CEO, for each funded Program of Study.
- Completed **Program(s) of Study** using the Program of Study template provided in this application. 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, 2007 and ending June 30, 2008.

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 US 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 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 Nine Required Uses of Funds (see Appendix C). The applicant understands that it will be held accountable on Compliance Reviews for meeting the Nine Required Uses.

- 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 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 (if applicable), 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 or 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

(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:

(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;

(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:

**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 grant.

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

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

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 POSTSECONDARY 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, AAudits 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

Standard Form 424B (Rev. 7-97) Back

**CARL D. PERKINS
CAREER AND TECHNICAL EDUCATION IMPROVEMENT ACT OF 2006**

Basic Grant Application Questionnaire

Section 134 of the Perkins Act of 2006 requires that each local applicant shall provide the following information regarding the program(s) to be funded by the Perkins Grant. This information is to be shared on an institutional basis and is required only once; and not for each Program of Study. Please reference items in the Program of Study where applicable. The cells in this table will expand as needed when completing this form electronically; however, please limit responses to 400 words or less.

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

rigorous and challenging courses in core academic subjects. (Only Secondary Institutions need to respond to this question.) (Note: This question relates to Required Use 1)

Enter information here→

(4) Describe how comprehensive professional development for career and technical education, academic, guidance, and administrative personnel will be provided that promotes the integration of coherent and rigorous content aligned with challenging academic standards and relevant career and technical education (including curriculum development). (Note: This question relates to Required Uses 4 and 5)

Enter information here→

(5) Describe how parents, students, academic and career and technical education teachers, faculty, administrators, career guidance and counselors, representatives of tech prep consortia (if applicable), representatives of the entities participating in activities described in section 117 of Public Law 105-220 (if applicable), representatives of business (including small business) and industry labor organizations, representatives of special populations, and other interested individuals are involved in the development, implementation, and evaluation of career and technical education programs assisted under this title, and how such individuals and entities are effectively informed about, and assisted in understanding, the requirements of this grant, including career and technical programs of study. (Note: This question relates to Required Use 5)

Enter information here→

(6) Provide assurances that the eligible recipient will provide a career and technical education program that is of such size, scope, and quality to bring about improvement in the quality of career and technical education programs. (Note: This question relates to Required Uses 2, 3, 4, 7 and 8)

Enter information here→

(7) Describe the process that will be used to evaluate and continuously improve the performance of your organization. (Note: This question relates to Required Uses 6 and 7)

Enter information here→

(8) Describe how your organization will:

(A) review career and technical education programs, and identify and adopt strategies to overcome barriers that result in lowering rates of access to or lowering success in the programs, for special populations. (See Definitions, Appendix E) (Note: This question relates to Required Use 6)

Enter information here→

(B) provide programs that are designed to enable the special populations to meet the State adjusted levels of performance. (Note: This question relates to Required Use 6 and 9)

Enter information here→

(C) provide activities to prepare special populations, including single parents and displaced homemakers, for high-skill, high-wage, or high-demand occupations that will lead to self-

sufficiency. (Note: This question relates to Required Uses 6 and 9)

Enter information here→

(9) Describe how individuals who are members of special populations will not be discriminated against on the basis of their status as members of the special populations. (Note: This question relates to Required Uses 6 and 9)

Enter information here→

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

Enter information here→

(11) Describe how career guidance and academic counseling (through the New Mexico Next Steps Plan) will be provided to career and technical education students, including linkages to future education and training opportunities. (Note: This question relates to Required Use 2)

Enter information here→

(12) Describe efforts:

(A) to improve the recruitment and retention of career and technical education teachers, faculty, and career guidance and academic counselors, including individuals in groups underrepresented in the teaching profession.

Enter information here→

(B) to improve the transition to teaching from business and industry

Enter information here→

**CARL D. PERKINS
CAREER AND TECHNICAL EDUCATION IMPROVEMENT ACT OF 2006**

Program of Study Signature Page

Grant Period: July 1, 2007 – June 30, 2008

Applicant Agency:	_____
Program of Study:	_____

Project Director:	_____
Telephone:	_____
Email Address:	_____
Mailing address:	_____

Fiscal Agent:	_____
Telephone:	_____
Email Address:	_____

List the school district(s) and postsecondary institution(s) included in the Pathway partnership.

Educational Entities (Partnerships)	High School Principal (or Superintendent), and Academic Dean (or CEO) Signature

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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. (Please see Program of Study templates enumerated as Program of Study pages 9-12 in this document). Note: This document is formatted in MS Word (tables). Each cell of the table will expand as information is entered.

In building a career-technical education program of study, New Mexico graduation requirements shall be the foundational coursework, which includes local graduation requirements. A college preparatory core can then be integrated to demonstrate the alignment to the baccalaureate degree; keeping in mind that college entrance requirements typically require two years of a foreign language for admission.

The following bullets will help guide the development of the Program of Study:

- Integration of a college preparatory core. (Example, SREB defines a college preparatory core as:
 - four credits in English courses with content and performance standards of college-preparatory English;
 - four credits in mathematics courses with content and performance standards of college-preparatory Algebra I, geometry and Algebra II;
 - three science courses, including two credits in courses with content and performance standards of college-preparatory biology, chemistry, physics or applied physics; three social studies courses with content and performance standards of college-preparatory courses;
 - at least four courses in an academic or a career/technical [CT] major;
 - A technology course covering word processing, database, spreadsheets, presentation software and use of the Internet and e-mail);
- Integration of college entrance requirements (Align to the Higher Education Institution identified in the Program of Study Template. Example:
 - 4 English courses, including at least one 11th or 12th grade composition;
 - 3 math courses, including algebra 1 or 2, geometry, trigonometry, calculus or higher;
 - 2 social science courses, including U.S. history;
 - 2 natural science courses, including at least one lab science in biology, chemistry or physics;
 - 2 foreign language courses in the same language or proof of proficiency in a second language);
- Encourages a fourth year of mathematics that aligns to the career area of study;
- May include dual credit options;

- Includes industry recognized and/or industry credentials for students and teachers where available and appropriate;
- Includes a specific budget;
- Includes an advisory committee and meeting calendar for the year (minutes are required for submission); and
- Identifies the specific Career-Technical Student Organization with which to affiliate at the secondary level.

Each item number below corresponds to the numbering scheme in the Program of Study Form which follows.

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 (except for the Addendum POS).

1. Insert name of school or institution. (e.g. Success High School; Achievement Community College)
2. Indicate the appropriate State level Career Cluster for the Program. Select from the following list:
 - 1) Arts and Entertainment
 - 2) Business Services
 - 3) Communications and Information
 - 4) Energy and Environmental Technologies
 - 5) Engineering, Construction and Manufacturing
 - 6) Health and Biosciences
 - 7) Hospitality and Tourism

See Appendix G for Crosswalk to assist you in responding to number 3 below. More information about the State level Career Cluster initiative can be found at www.workinnewmexico.gov.

3. Indicate the matching National Career Cluster (one of the 16 recognized Clusters – see Appendix B for Listing)
4. Indicate the appropriate Pathway as it aligns to the National Career Cluster Framework (e.g. Management). To see a listing of the pathway titles go to careerclusters.org/16clusters.htm, then click on the PDF or word document next to the heading *Resources*.
5. Indicate the specific Associate Degree Plan or Certificate option at the Postsecondary level for which the Program of Study aligns.

Program of Study and Budget Summary Sections

6. In an effort to demonstrate the beginning of an alignment to the four-year institution as required in the Federal Act, delineate the name of the four-year institution to which the program of study aligns.
7. In an effort to demonstrate the alignment to the four-year degree (bachelor degree), delineate the title of the bachelor degree to which the program of study can/will lead. While some AAS degrees are terminal, line the program of study to a related bachelor degree option.

Labor Market Information:

8. 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.)

For high-demand jobs that do not meet the minimum entry salary requirement of \$10.30 per hour, complete the table and respond to question 4 on the Addendum Program of Study.

9. Identify the student organization with which to affiliate at the secondary level. The career-technical education student organizations recognized by the State of New Mexico are identified on the Program of Study form. Postsecondary institutions are welcome to identify the student organization with which to affiliate at the postsecondary level if applicable; however, it is not required.
10. Provide the names of local industry partners providing support. Support may come by way of providing technical assistance on instruction or laboratory environments, review of curriculum, evaluation of the program, sponsorships for fees of industry recognized certifications, financial support, etc. (e.g. Public Service Co. of NM)
11. Identify the industry recognized credentials and/or certification(s) offered to students through this program of study (e.g. Oracle Certification). The credential/certification does not dictate the curriculum; the credential/certification is the result of the sequential education/training program. Industry recognized credentials and/or certifications are only required if they are available and appropriate for the pathway. Note, there is a core indicator of performance related to the credential, therefore, it is strongly encouraged that all institutions seek to offer a relevant/related industry credential if possible.
12. List the names of 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) Educators at the secondary and postsecondary level are to be listed as ad-hoc only. Therefore, an adequate makeup of advisory members is necessary to inform instruction, communicate business and industry needs, etc. The advisory members may be different

than those listed in the local industry partnership list as specified in number 10 above. Advisory committees must meet at a minimum of twice during the school year. At a minimum, the advisory committee shall function at the cluster level. Secondary and postsecondary institutions are encouraged to merge the advisory committees if possible and practical.

Page 2 – Secondary Program of Study Information

13. Identify all courses that meet New Mexico Graduation Requirements. Include the corresponding STARS course codes. All courses listed on this section shall be in red font. BIE schools shall use local course catalogue codes in lieu of STARS course codes.

Graduation Requirements (Public School Code 22-13-1.1) are as follows:

For students entering ninth grade in 2005-2006 and after (fifteen and one-half specified and seven and one-half elective)

- i. Four units of English, with major emphasis on grammar and literature;
- ii. Three units in mathematics, at least one of which is equivalent to the algebra 1 level or higher;
- iii. Three units in science, one of which shall have a laboratory component;
- iv. Three units in social science, which shall include United States history and geography, world history and geography and government and economics;
- v. One unit in physical education;
- vi. One unit in communication skills or business education, with a major emphasis on writing and speaking and that may include a language other than English;
- vii. One-half unit in New Mexico history for students entering the ninth grade beginning in the 2005-06 school year; and
- viii. Seven and one-half elective units for students entering the ninth grade in the 2005-06 school year that meet public education content and performance standards. Student service learning shall be offered as an elective.

Note: While graduation requirements for students who entered high school prior to the 2005-2006 school year are different than what is listed above, the program of study shall be designed to accommodate the requirements of freshmen students entering high school in 2005-2006. Accommodation for graduation requirements for students who entered high school prior to 2005-2006 can be made in the student's Next Step Plan. Graduation requirements for those students who entered high school prior to school year 2005-2006 are listed below for your information only.

For students entering prior to 2005-06 (14 specified, 9 elective)

- i. Four units of English, with major emphasis on grammar and literature;
- ii. Three units in mathematics, at least one of which is equivalent to the algebra 1 level or higher;
- iii. Two units in science, one of which shall have a laboratory component;
- iv. Three units of social science, which shall include United States history and geography; world history and geography and government and economics;
- v. One unit in physical education or other physical activity;
- vi. One unit in communication skills or business education, with a major emphasis on writing and speaking and that may include a language other than English;
- vii. Nine elective units that meet the state board content and performance standards. Student service learning shall be offered as an elective.

BIE and BIE Grant/Contract schools may use this section to delineate the tribal course requirements for graduation/completion.

14. Enter the course name and STARS course code for each course included in this Program of Study that is an additional local district required course or tribal required course if BIE. BIE schools shall use local course catalogue codes in lieu of STARS course codes. These courses shall be recorded in black font except for dual credit courses which shall be recorded in green font.
15. Enter the course name and STARS course codes for each course included in this Program of Study that is a career requirement or elective or college entrance requirement i.e. accounting I, foreign language, etc. Institutions may record “foreign language I”, “foreign language II” rather than “Spanish I” etc. The foreign language requirement must be two years of instruction in the same language. Although it is likely for 2 year institutions to not require the foreign language, it may be a requirement for admission to a 4 year institution – and the new Act supports the partnerships among secondary schools, postsecondary institutions, and baccalaureate degree granting institutions. Native American languages and American Sign Language (ASL) are acceptable foreign languages. Color code courses that are dual credit in green font.
16. Identify any extra help strategies offered to support this program. Extra help strategies at the secondary level could include Reading Lab/Accelerated Reader, Math Tutoring Lab, etc. At the Postsecondary level, it may be aspects of the student services office/system.

In the notes section below Item 16 on the program of study, include any information that will assist one in reading the document. For example, note the type of schedule being offered in the secondary component i.e. block schedule, AB schedule, 7 period day, etc.

Page 3 – Post-Secondary Program of Study Information

17. 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>.)
18. Enter the course requirements in the general education core for this degree plan of study.
19. Enter the required courses for the certificate or associate degree.
20. Enter the additional course requirements unique to this institution.
21. Enter applicable college electives aligned to pathway certification and or two-year certificate or degree.
22. List the career enhancement options offered by this institution in this program of study.

Page 4 – Addendum Program of Study

23. This question is for Secondary institutions only. Reflect on how the deployment of this program of study has an impact on student academic achievement. Examples may include the fourth year of math, the contextual learning environment, the alignment to EPSS goals and school wide strategies, aligned professional development, etc. BIE institutions shall discuss how the program of study aligns to the 1114 plan.
24. This question is for Postsecondary institutions only. If the institution is not currently a partner in the WIA system, then describe the actions that the institution will deploy to become an active partner in the WIA system. Elaborate about the connection between the program of study and the One-Stop-Centers.
25. This question is to be responded to by Secondary and Postsecondary institutions. The names and certifications being sought through this funding shall be included in the response to this question. Inclusion of anticipated date of completion of the certification is also necessary. Professional development shall align to Required Use 5 of the Perkins Act.
26. If the program of study does not meet the \$10.30 minimum entry wage requirement, but is a high demand job, describe how the proposed wage meets the criteria of self sufficiency. The definition of self sufficiency can be found in Appendix E.

2007-2008 School Year		<i>(INSERT SCHOOL OR INSTITUTION NAME AND EDUCATION PARTNERS) (1)</i>	
STATE CLUSTER:	(2)	CAREER PATHWAY:	(4)
NATIONAL CLUSTER:	(3)	2 YEAR DEGREE PLAN:	(5)
4 YEAR DEGREE PLAN ALIGNMENT	HIGHER EDUCATION INSTITUTION NAME:		(6)
	HIGHER EDUCATION DEGREE PLAN:		(7)

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2007-2008 School Year		(INSERT SCHOOL OR INSTITUTION NAME AND EDUCATION PARTNERS) (1)	
STATE CLUSTER:	(2)	CAREER PATHWAY:	(4)
NATIONAL CLUSTER:	(3)	2 YEAR DEGREE PLAN:	(5)
4 YEAR DEGREE PLAN ALIGNMENT	HIGHER EDUCATION INSTITUTION NAME:		(6)
	HIGHER EDUCATION DEGREE PLAN:		(7)

9 th Grade	10 th Grade	11 th Grade	12 th Grade
NEW MEXICO GRADUATION REQUIREMENTS			
(13)	(13)	(13)	(13)
LOCAL DISTRICT REQUIRED ELECTIVES / TRIBAL STANDARDS			
(14)	(14)	(14)	(14)
CAREER AREA REQUIREMENTS-ELECTIVES / COLLEGE ENTRANCE REQUIREMENTS			
(15)	(15)	(15)	(15)
ACADEMIC ENHANCEMENT OPTIONS			
Define Extra Help strategies:			
(16)			
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:	

2007-2008 School Year		(INSERT SCHOOL OR INSTITUTION NAME AND EDUCATION PARTNERS) (1)	
STATE CLUSTER:	(2)	CAREER PATHWAY:	(4)
NATIONAL CLUSTER:	(3)	2 YEAR DEGREE PLAN:	(5)
4 YEAR DEGREE PLAN ALIGNMENT	HIGHER EDUCATION INSTITUTION NAME:		(6)
	HIGHER EDUCATION DEGREE PLAN:		(7)

Year One			Year Two	
Fall	Spring	Summer	Fall	Spring
NEW MEXICO COMMON CORE – 00 Credit Hours				
Core Area I: (17)	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				
(18)				
PROGRAM REQUIREMENTS – 00 CREDIT HOURS				
(29)				
COMMUNITY COLLEGE COURSE REQUIREMENTS – 0 Credit Hours				
(20)				
ELECTIVES – 0 Credit Hours				
CAREER ENHANCEMENT OPTIONS				
Work-based Learning/Community Service Options			Short-Term Training Options	
Examples: (21)			[Industry-recognized Credentials/Certifications]	
			(22)	

ADDENDUM PROGRAM OF STUDY

2007-2008 School Year		(INSERT SCHOOL OR INSTITUTION NAME AND EDUCATION PARTNERS) (1)	
STATE CLUSTER: (2)		CAREER PATHWAY: (4)	
NATIONAL CLUSTER: (3)		2 YEAR DEGREE PLAN: (5)	
4 YEAR DEGREE PLAN ALIGNMENT	HIGHER EDUCATION INSTITUTION NAME:	(6)	
	HIGHER EDUCATION DEGREE PLAN:	(7)	

<p>1. Secondary Applicants Only:</p> <p style="text-align: center;">Describe how the program of study supports the Education Plan for Student Success (EPSS)</p> <p>Enter information here→ (23)</p>
<p>2. Postsecondary Applicants Only:</p> <p>Postsecondary applicants are mandated partners in the Workforce Investment Act (WIA). Describe how representatives of local workforce investment boards will be involved in the development, implementation and evaluation of career and technical programs, and informed about, and assisted in understanding, the requirements of this Perkins IV Act.</p> <p>Enter information here→ (24)</p>
<p>3. Secondary and Post-Secondary Applicants: Instructor Professional Organizations and Certifications</p> <p style="text-align: center;">What industry recognized certifications or professional development will be pursued by teachers/faculty through funds under this application?</p> <p>Enter information here→ (25)</p>
<p>4. The Perkins IV Act allows for LEA's to establish programs of study that are geared toward high skill, high wage, or high demand occupations that will lead to self sufficiency. If this Program of Study does not meet the minimum entry salary of \$10.30 per hour (New Mexico's definition of high wage), but seeks to meet a high demand occupational need, respond to the following question: Describe how this program of study, through supporting evidence, addresses a high demand occupation that meets a self sufficiency wage as defined in Appendix E of this application.</p> <p>Enter information here→ (26)</p>

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

RECIPIENT: _____

PROGRAM OF STUDY: _____

ITEM	CODE	EXPLANATION	ITEM TOTALS
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

Core indicators of performance are defined for secondary and postsecondary career-technical education students in the State Plan. These indicators must be valid and reliable.

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

Each form contains a table 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 computing the percentages that are reported to the U.S. Department of Education annually.

In each Table, Columns 1 through 6, 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 6). The Performance Level for Year 1 has not yet been determined.

On the appropriate form, each applicant is to estimate the Performance Levels it will achieve for Year 1. Since these are new performance measures, there is no baseline to start from. After negotiations with the US Department of Education, District and Postsecondary Institutions will be notified of the state level baseline.

In a manner almost identical to the adjusted performance level negotiations between the US Department of Education Secretary and states, local recipients must also establish performance goals. Each local recipient must agree to accept the state adjusted levels of performance as their own local adjusted levels of performance, or negotiate with the state for new levels for each of the core indicators established by the state. Local levels must also be expressed in percentage or numerical form, and require continuous improvement.

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 contact the CTWEB staff if you require assistance in completing this form.

SECONDARY PERFORMANCE MEASURES

CORE INDICATOR: **1S1 Academic achievement in Reading – NCLB Assessment**
STATE LEVEL PERFORMANCE MEASURE: *Numerator: TBD*
Denominator: TBD

Note: The 11th grade CRT will be utilized for the NCLB Assessment

State Level of Performance						Local Level of Performance					
Column 1	Column 2	Column 3	Column 4	Column 5	Column 6	Column 7	Column 8	Column 9	Column 10	Column 11	Column 12
Final Agreed Upon Baseline	Year 2	Year 3	Year 4	Year 5	Year 6	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
7/1/07-6/30/08	7/1/08-6/30/09	7/1/09-6/30/10	7/1/10-6/30/11	7/1/11-6/30/12	7/1/12-6/30/13	7/1/07-6/30/08	7/1/08-6/30/09	7/1/09-6/30/10	7/1/10-6/30/11	7/1/11-6/30/12	7/1/12-6/30/13
TBD											

CORE INDICATOR: **1S2 Academic achievement in Math – NCLB Assessment**
STATE LEVEL PERFORMANCE MEASURE: *Numerator: TBD*
Denominator: TBD

Note: The 11th grade CRT will be utilized for the NCLB Assessment

State Level of Performance						Local Level of Performance					
Column 1	Column 2	Column 3	Column 4	Column 5	Column 6	Column 7	Column 8	Column 9	Column 10	Column 11	Column 12
Final Agreed Upon Baseline	Year 2	Year 3	Year 4	Year 5	Year 6	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
7/1/07-6/30/08	7/1/08-6/30/09	7/1/09-6/30/10	7/1/10-6/30/11	7/1/11-6/30/12	7/1/12-6/30/13	7/1/07-6/30/08	7/1/08-6/30/09	7/1/09-6/30/10	7/1/10-6/30/11	7/1/11-6/30/12	7/1/12-6/30/13
TBD											

CORE INDICATOR: **2S1 Technical skill attainment aligned to industry standards, where possible**
STATE LEVEL PERFORMANCE MEASURE: *Numerator: TBD*
Denominator: TBD

State Level of Performance						Local Level of Performance					
Column 1	Column 2	Column 3	Column 4	Column 5	Column 6	Column 7	Column 8	Column 9	Column 10	Column 11	Column 12
Final Agreed Upon Baseline	Year 2	Year 3	Year 4	Year 5	Year 6	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
7/1/07-6/30/08	7/1/08-6/30/09	7/1/09-6/30/10	7/1/10-6/30/11	7/1/11-6/30/12	7/1/12-6/30/13	7/1/07-6/30/08	7/1/08-6/30/09	7/1/09-6/30/10	7/1/10-6/30/11	7/1/11-6/30/12	7/1/12-6/30/13
TBD											

CORE INDICATOR: **3S1 Attainment of a high school diploma**
STATE LEVEL PERFORMANCE MEASURE: *Numerator: TBD*
Denominator: TBD

State Level of Performance						Local Level of Performance					
Column 1	Column 2	Column 3	Column 4	Column 5	Column 6	Column 7	Column 8	Column 9	Column 10	Column 11	Column 12
Final Agreed Upon Baseline	Year 2	Year 3	Year 4	Year 5	Year 6	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
7/1/07-6/30/08	7/1/08-6/30/09	7/1/09-6/30/10	7/1/10-6/30/11	7/1/11-6/30/12	7/1/12-6/30/13	7/1/07-6/30/08	7/1/08-6/30/09	7/1/09-6/30/10	7/1/10-6/30/11	7/1/11-6/30/12	7/1/12-6/30/13

TBD											
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CORE INDICATOR: **3S2 Attainment of a GED or State-Recognized Equivalent**
STATE LEVEL PERFORMANCE MEASURE: *Numerator: TBD*
Denominator: TBD

State Level of Performance						Local Level of Performance					
Column 1	Column 2	Column 3	Column 4	Column 5	Column 6	Column 7	Column 8	Column 9	Column 10	Column 11	Column 12
Final Agreed Upon Baseline	Year 2	Year 3	Year 4	Year 5	Year 6	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
7/1/07-6/30/08	7/1/08-6/30/09	7/1/09-6/30/10	7/1/10-6/30/11	7/1/11-6/30/12	7/1/12-6/30/13	7/1/07-6/30/08	7/1/08-6/30/09	7/1/09-6/30/10	7/1/10-6/30/11	7/1/11-6/30/12	7/1/12-6/30/13
TBD											

CORE INDICATOR: **3S3 Attainment of a proficiency credential in conjunction with a diploma**
STATE LEVEL PERFORMANCE MEASURE: *Numerator: TBD*
Denominator: TBD

State Level of Performance						Local Level of Performance					
Column 1	Column 2	Column 3	Column 4	Column 5	Column 6	Column 7	Column 8	Column 9	Column 10	Column 11	Column 12
Final Agreed Upon Baseline	Year 2	Year 3	Year 4	Year 5	Year 6	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
7/1/07-6/30/08	7/1/08-6/30/09	7/1/09-6/30/10	7/1/10-6/30/11	7/1/11-6/30/12	7/1/12-6/30/13	7/1/07-6/30/08	7/1/08-6/30/09	7/1/09-6/30/10	7/1/10-6/30/11	7/1/11-6/30/12	7/1/12-6/30/13
TBD											

CORE INDICATOR: **4S1 Graduation rates as determined by NCLB**
STATE LEVEL PERFORMANCE MEASURE: *Numerator: TBD*
Denominator: TBD

State Level of Performance						Local Level of Performance					
Column 1	Column 2	Column 3	Column 4	Column 5	Column 6	Column 7	Column 8	Column 9	Column 10	Column 11	Column 12
Final Agreed Upon Baseline	Year 2	Year 3	Year 4	Year 5	Year 6	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
7/1/07-6/30/08	7/1/08-6/30/09	7/1/09-6/30/10	7/1/10-6/30/11	7/1/11-6/30/12	7/1/12-6/30/13	7/1/07-6/30/08	7/1/08-6/30/09	7/1/09-6/30/10	7/1/10-6/30/11	7/1/11-6/30/12	7/1/12-6/30/13
TBD											

CORE INDICATOR: **5S1 Placement in postsecondary, military or employment**
STATE LEVEL PERFORMANCE MEASURE: *Numerator: TBD*
Denominator: TBD

State Level of Performance						Local Level of Performance					
Column 1	Column 2	Column 3	Column 4	Column 5	Column 6	Column 7	Column 8	Column 9	Column 10	Column 11	Column 12
Final Agreed Upon Baseline	Year 2	Year 3	Year 4	Year 5	Year 6	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
7/1/07-6/30/08	7/1/08-6/30/09	7/1/09-6/30/10	7/1/10-6/30/11	7/1/11-6/30/12	7/1/12-6/30/13	7/1/07-6/30/08	7/1/08-6/30/09	7/1/09-6/30/10	7/1/10-6/30/11	7/1/11-6/30/12	7/1/12-6/30/13
TBD											

**CORE
INDICATOR:
STATE LEVEL
PERFORMANCE
MEASURE:**

6S1 Participation in non-traditional programs

*Numerator: TBD
Denominator: TBD*

State Level of Performance						Local Level of Performance					
Column 1	Column 2	Column 3	Column 4	Column 5	Column 6	Column 7	Column 8	Column 9	Column 10	Column 11	Column 12
Final Agreed Upon Baseline	Year 2	Year 3	Year 4	Year 5	Year 6	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
7/1/07-6/30/08	7/1/08-6/30/09	7/1/09-6/30/10	7/1/10-6/30/11	7/1/11-6/30/12	7/1/12-6/30/13	7/1/07-6/30/08	7/1/08-6/30/09	7/1/09-6/30/10	7/1/10-6/30/11	7/1/11-6/30/12	7/1/12-6/30/13
TBD											

**CORE
INDICATOR:
STATE LEVEL
PERFORMANCE
MEASURE:**

6S2 Completion of non-traditional programs

*Numerator: TBD
Denominator: TBD*

State Level of Performance						Local Level of Performance					
Column 1	Column 2	Column 3	Column 4	Column 5	Column 6	Column 7	Column 8	Column 9	Column 10	Column 11	Column 12
Final Agreed Upon Baseline	Year 2	Year 3	Year 4	Year 5	Year 6	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
7/1/07-6/30/08	7/1/08-6/30/09	7/1/09-6/30/10	7/1/10-6/30/11	7/1/11-6/30/12	7/1/12-6/30/13	7/1/07-6/30/08	7/1/08-6/30/09	7/1/09-6/30/10	7/1/10-6/30/11	7/1/11-6/30/12	7/1/12-6/30/13
TBD											

POSTSECONDARY PERFORMANCE MEASURES

CORE INDICATOR: **1P1 Technical skill attainment, aligned with industry standards where possible**
STATE LEVEL PERFORMANCE MEASURE: *Numerator: TBD*
Denominator: TBD

State Level of Performance						Local Level of Performance					
Column 1	Column 2	Column 3	Column 4	Column 5	Column 6	Column 7	Column 8	Column 9	Column 10	Column 11	Column 12
Final Agreed Upon Baseline	Year 2	Year 3	Year 4	Year 5	Year 6	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
7/1/07-6/30/08	7/1/08-6/30/09	7/1/09-6/30/10	7/1/10-6/30/11	7/1/11-6/30/12	7/1/12-6/30/13	7/1/07-6/30/08	7/1/08-6/30/09	7/1/09-6/30/10	7/1/10-6/30/11	7/1/11-6/30/12	7/1/12-6/30/13
TBD											

CORE INDICATOR: **2P1 Attainment of an industry-recognized credential, a certificate or degree**
STATE LEVEL PERFORMANCE MEASURE: *Numerator: TBD*
Denominator: TBD

State Level of Performance						Local Level of Performance					
Column 1	Column 2	Column 3	Column 4	Column 5	Column 6	Column 7	Column 8	Column 9	Column 10	Column 11	Column 12
Final Agreed Upon Baseline	Year 2	Year 3	Year 4	Year 5	Year 6	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
7/1/07-6/30/08	7/1/08-6/30/09	7/1/09-6/30/10	7/1/10-6/30/11	7/1/11-6/30/12	7/1/12-6/30/13	7/1/07-6/30/08	7/1/08-6/30/09	7/1/09-6/30/10	7/1/10-6/30/11	7/1/11-6/30/12	7/1/12-6/30/13
TBD											

CORE INDICATOR: **3P1 Retention in postsecondary education or transfer to a 4 year degree program**
STATE LEVEL PERFORMANCE MEASURE: *Numerator: TBD*
Denominator: TBD

State Level of Performance						Local Level of Performance					
Column 1	Column 2	Column 3	Column 4	Column 5	Column 6	Column 7	Column 8	Column 9	Column 10	Column 11	Column 12
Final Agreed Upon Baseline	Year 2	Year 3	Year 4	Year 5	Year 6	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
7/1/07-6/30/08	7/1/08-6/30/09	7/1/09-6/30/10	7/1/10-6/30/11	7/1/11-6/30/12	7/1/12-6/30/13	7/1/07-6/30/08	7/1/08-6/30/09	7/1/09-6/30/10	7/1/10-6/30/11	7/1/11-6/30/12	7/1/12-6/30/13
TBD											

CORE INDICATOR: **4P1 Placement in military service, apprenticeship program, or placement/retention in employment in a high-skill, high-wage or high-demand occupation or profession.**
STATE LEVEL PERFORMANCE MEASURE: *Numerator: TBD*
Denominator: TBD

State Level of Performance						Local Level of Performance					
Column 1	Column 2	Column 3	Column 4	Column 5	Column 6	Column 7	Column 8	Column 9	Column 10	Column 11	Column 12
Final Agreed Upon Baseline	Year 2	Year 3	Year 4	Year 5	Year 6	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

7/1/07-6/30/08	7/1/08-6/30/09	7/1/09-6/30/10	7/1/10-6/30/11	7/1/11-6/30/12	7/1/12-6/30/13	7/1/07-6/30/08	7/1/08-6/30/09	7/1/09-6/30/10	7/1/10-6/30/11	7/1/11-6/30/12	7/1/12-6/30/13
TBD											

CORE INDICATOR: **5P1 Participation in non-traditional programs**
STATE LEVEL PERFORMANCE MEASURE: *Numerator: TBD*
Denominator: TBD

State Level of Performance						Local Level of Performance					
Column 1	Column 2	Column 3	Column 4	Column 5	Column 6	Column 7	Column 8	Column 9	Column 10	Column 11	Column 12
Final Agreed Upon Baseline	Year 2	Year 3	Year 4	Year 5	Year 6	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
7/1/07-6/30/08	7/1/08-6/30/09	7/1/09-6/30/10	7/1/10-6/30/11	7/1/11-6/30/12	7/1/12-6/30/13	7/1/07-6/30/08	7/1/08-6/30/09	7/1/09-6/30/10	7/1/10-6/30/11	7/1/11-6/30/12	7/1/12-6/30/13
TBD											

CORE INDICATOR: **5P2 Completion of non-traditional programs**
STATE LEVEL PERFORMANCE MEASURE: *Numerator: TBD*
Denominator: TBD

State Level of Performance						Local Level of Performance					
Column 1	Column 2	Column 3	Column 4	Column 5	Column 6	Column 7	Column 8	Column 9	Column 10	Column 11	Column 12
Final Agreed Upon Baseline	Year 2	Year 3	Year 4	Year 5	Year 6	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
7/1/07-6/30/08	7/1/08-6/30/09	7/1/09-6/30/10	7/1/10-6/30/11	7/1/11-6/30/12	7/1/12-6/30/13	7/1/07-6/30/08	7/1/08-6/30/09	7/1/09-6/30/10	7/1/10-6/30/11	7/1/11-6/30/12	7/1/12-6/30/13
TBD											

**CARL D. PERKINS CAREER AND TECHNICAL EDUCATION IMPROVEMENT
ACT OF 2006**

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 are 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 (performance measures)			
Improvement of academic and technical skill is described			
Address integration of coherent and rigorous content (academic – CTE connection)			
Exposure to all aspects of the industry are provided for students			
CTE students are taught to the same academic proficiency as all other students			
Challenging academic subjects are promoted to secondary CTE students			
Professional development reflects integration of CTE and academic curriculum to meet			

Item	Yes	No	Comments
rigorous academic standards			
Cross section of stakeholders involved in development, implementation and evaluation of CTE programs			
Meets size, scope and quality definition			
Describes process of continuous 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			
Activities support special populations in attainment of high skills, high wage or high demand occupations that lead to self sufficiency.			
Includes policy/process of non-discrimination of special populations			
Addressed Non-traditional training and employment opportunities			
Gives examples of career guidance, academic counseling and Next Step Plans are implemented			
Provides plans for retention of CTE personnel			
Provides plans for improving transition to teaching from business and industry			
Program(s) of Study:			
Signature Page is completed and signed by Superintendent/CEO and/or Principal/Academic Dean, or combination thereof			
The Program of Study is completed in full			
Labor Market information is included; a minimum of one occupation is identified.			
Identification of a CTSO affiliation (secondary only)			
Local industry partners are identified			
Certifications offered to students are identified			
An advisory committee is identified and educational faculty/staff are listed as ad-hoc			
A minimum of two advisory committee meeting dates are proposed			
Program(s) of study are a progressive			

Item	Yes	No	Comments
continuum of courses (Grades 9-14)			
Secondary component meets NM Graduation Requirements			
Local graduation requirements are identified (if applicable)			
Integrates a college preparatory core			
Integrates college entrance requirements			
Encourages a fourth year of mathematics			
CTE courses meet scope/quality definition			
Promotes dual credit options (recommended)			
Academic Enhancement Options are identified			
Postsecondary component leads to associate degree, or certificate program			
New Mexico Common Core is identified at the postsecondary level			
Career Enhancement Options are identified			
The secondary Program of Study is aligned to the district's EPSS goals (secondary only)			
Describes the involvement of local workforce development boards (postsecondary only)			
Applicant identifies the staff who will seek industry certifications through the use of Perkins funds (includes projected completion dates)			
The postsecondary institution has identified the involvement of the Workforce Investment Boards			
Sufficient details to Addendum Program of Study, Question 4, are reported in alignment with the definition of self sufficiency			
Program(s) of Study Budget			
Each Program of Study has a specified budget			
POS Budget is fully itemized in each category			
Local Performance Measures			
Note: After negotiations with the US Department of Education, LEA's will be notified of the state level baseline.			

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 BIE Schools
- Charter Schools Operated as Local Educational Agencies (Under governance of the NM Public Education Commission)

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, 2007 and ends June 30, 2008.

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, 2007 through June 30, 2008, 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. BIE school population data is acquired from the BIE 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 BIE 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

BIE 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, 2007 through June 30, 2008, 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 BIE assisted students as compared to the total number of Career-Technical Pell Grant recipients and Career-Technical BIE assisted students in the state.

Example- Western NM University:

Postsecondary Funds		Eligible Institution's CTE Pell Grant and BIE assisted Enrollment		State Total CTE Pell Grant and BIE assisted Enrollment		Amount of funding for which the institution is eligible in this example
\$ 3,567,968	x	507	÷	20,854	=	\$86,744

Postsecondary Institutions

(Note: Shaded Institutions do not meet the \$50,000 minimum funding threshold)

Western NM University

**Approximate
Basic
Grant**

Amount

\$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

BIE INSTITUTIONS

Crownpoint Institute of Technology	\$53,381
Southwest Indian Polytechnic Institute	\$45,511
Dine' College	\$5,133

APPENDIX B

THE 16 NATIONAL 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>Preparing individuals for employment in career pathways that relate to families and human needs.</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>Planning, managing, and providing legal, public safety, protective services and homeland security, including professional and technical support services.</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>Planning, managing, and performing marketing activities to reach organizational objectives.</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>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 NINE REQUIRED USES OF FUNDS FOR THE CARL D. PERKINS VOCATIONAL AND TECHNICAL EDUCATION ACT

1. Strengthen the academic and career and technical skills of students participating in career and technical education programs, by strengthening the academic and career and technical education components of such programs through the integration of academics with career and technical education programs through a coherent sequence of courses, such as career and technical programs of study described in section 122(c)(1)(A), to ensure learning in--
 - A the core academic subjects (as defined in section 9101 of the Elementary and Secondary Education Act of 1965); and
 - B career and technical education subjects;
2. Link career and technical education at the secondary level and career and technical education at the postsecondary level, including by offering the relevant elements of not less than 1 career and technical program of study described in section 122(c)(1)(A);
3. Provide students with strong experience in, and understanding of, all aspects of an industry, which may include work-based learning experiences;
4. Develop, improve, or expand the use of technology in career and technical education, which may include—
 - A. training of career and technical education teachers, faculty, and administrators to use technology, which may include distance learning;
 - B. providing career and technical education students with the academic and career and technical skills (including the mathematics and science knowledge that provides a strong basis for such skills) that lead to entry into the technology fields; or
 - C. encouraging schools to collaborate with technology industries to offer voluntary internships and mentoring programs, including programs that improve the mathematics and science knowledge of students;
5. Provide professional development programs that are consistent with section 122 to secondary and postsecondary teachers, faculty, administrators, and career guidance and academic counselors who are involved in integrated career and technical education programs, including--
 - A. in-service and pre-service training on--
 - (i) effective integration and use of challenging academic and career and technical education provided jointly with academic teachers to the extent practicable;
 - (ii) effective teaching skills based on research that includes promising practices;
 - (iii) effective practices to improve parental and community involvement; and
 - (iv) effective use of scientifically based research and data to improve instruction;
 - B. support of education programs for teachers of career and technical education in public schools and other public school personnel who are involved in the direct delivery of educational services to career and technical education students, to ensure that such teachers and personnel stay current with all aspects of an industry;
 - C. internship programs that provide relevant business experience; and
 - D. programs designed to train teachers specifically in the effective use and application of technology to improve instruction;
6. Develop and implement evaluations of the career and technical education programs carried out with funds under this title, including an assessment of how the needs of special populations are being met;

7. Initiate, improve, expand, and modernize quality career and technical education programs, including relevant technology;
8. Provide services and activities that are of sufficient size, scope, and quality to be effective; and
9. Provide activities to prepare special populations, including single parents and displaced homemakers who are enrolled in career and technical education programs, for high skill, high wage, or high-demand occupations that will lead to self-sufficiency.

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

NON-TRADITIONAL FOR FEMALES

AGRICULTURE CONSERVATION

Agri-Business
Agricultural Science

LIFE SKILLS SUPPORT

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

Truck/Bus Driving
Air Transportation
Airplane Piloting

TECHNICAL TRADES

Trade and Industrial
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.

BIE: Formerly known as BIA, BIE is Bureau of Indian Education.

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 requires a sequence of more than one course, resulting in an associate degree, two-year certificate, or an industry recognized credential, entry into a baccalaureate program at a four-year institution. 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).

CEO: This acronym stands for Chief Education Officer of a higher education institution. Postsecondary institutions may classify the CEO as Campus Director or President,

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;
- Charter Schools Operated as Local Educational Agencies (Under governance of the NM Public Education Commission) 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, or more, 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.

Self Sufficiency Wage: The Self-sufficient Standard is the estimate of the level of income necessary for a given family type to be independent of welfare and/or other public and private subsidies.

The Self-sufficient Standard calculates the amount of income necessary to meet basic needs – including paying taxes – in the regular marketplace without public subsidies or private/informal (e.g. Babysitting by relatives) subsidies. Included are all costs associated with employment such as transportation, taxes, child care; and takes into account cost differences such as family size, composition, age of children, regional variations, and the different rate increases, over time, of various costs.

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

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.

STARS – Student Teacher Accountability Reporting System: A data collection system for information analysis and reporting of student and teacher data. The system can be accessed www.ped.state.nm.us/stars/index.html.

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 Indian;
- 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 Indian.

Waiver: Postsecondary institutions may apply for a waiver 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.

Secondary institutions may apply for a waiver in any case in which the LEA is in a rural, sparsely populated area or is in public charter school operating CTE programs and demonstrates that it is unable to enter a consortium to provide CTE activities.

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

**2007 Indirect Cost Rates
have not yet been
established as of the
release of this
application. All eligible
institutions will be
notified when the
approved indirect cost
rates are released from
the NM PED.**

See Appendix F.1 for prior year indirect cost rates for estimated budget plans.

APPENDIX F.1

INDIRECT COST RATES FOR NM PUBLIC SCHOOL DISTRICTS

New Mexico Public Education Department

2006 Approved Indirect Cost Rates For Planning Purposes

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	DISTRICT	RATE
ALAMOGORDO	2.78%	LAS VEGAS CITY	3.23%
ALBUQUERQUE	2.10%	LAS VEGAS WEST	3.17%
ANIMAS	NI*	LOGAN	NI*
ARTESIA	2.74%	LORDSBURG	NI*
AZTEC	2.22%	LOS ALAMOS	NI*
BELEN	3.44%	LOS LUNAS	2.64%
BERNALILLO	NI*	LOVING	3.51%
BLOOMFIELD	2.54%	LOVINGTON	2.63%
CAPITAN	3.95	MAGDALENA	2.71%
CARLSBAD	2.68%	MAXWELL	3.48%
CARRIZOZO	NI*	MELROSE	NI*
CENTRAL	2.22%	MESA VISTA	6.95%
CHAMA VALLEY	5.39%	MORA	4.10%
CIMARRON	2.41%	MORIARTY	3.38%
CLAYTON	2.74%	MOSQUERO	NI*
CLOUDCROFT	NI*	MOUNTAINAIR	2.42%
CLOVIS	2.70%	PECOS	4.26%
COBRE	2.06%	PENASCO	6.30%
CORONA	10.02%	POJOAQUE	3.75%
CUBA	5.16%	PORTALES	1.93%
DEMING	2.94%	QUEMADO	NI*
DES MOINES	NI*	QUESTA	3.95%
DEXTER	2.05%	RATON	Pending
DORA	NI*	RESERVE	4.80%
DULCE	4.22%	RIO RANCHO	2.13%
ELIDA	NI	ROSWELL	3.52%
ESPANOLA	4.98%	ROY	NI
ESTANCIA	5.20%	RUIDOSO	2.32%

APPENDIX F.1

INDIRECT COST RATES FOR NM PUBLIC SCHOOL DISTRICTS

New Mexico Public Education Department

2006 Approved Indirect Cost Rates For Planning Purposes

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
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
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

APPENDIX G

Mapping of New Mexico's Career Clusters and Pathways to the U.S. Department of Education's Career Clusters

United States Department of Education

- Audio-Video Technology and Communications
- Agriculture, Food & Natural Resources
- Architecture and Construction
- Business, Management & Administration
- Education & Training
- Finance
- Government & Public Administration
- Health Science
- Hospitality & Tourism
- Human Services
- Information Technology
- Law, Public Safety & Security
- Manufacturing
- Marketing, Sales & Service
- Science, Technology, Engineering & Mathematics
- Transportation, Distribution & Logistics

New Mexico Career Clusters Initiative

Arts and Entertainment

Business Services

Communications and
Information

Energy and
Environmental
Technologies

Engineering,
Construction and
Manufacturing

Health and Biosciences

Hospitality and Tourism

Mapping of New Mexico's Career Clusters and Pathways to the
U.S. Department of Education's Career Clusters

NEW MEXICO'S SEVEN CAREER CLUSTERS	NEW MEXICO'S FORTY-SIX CAREER PATHWAYS	U.S. DEPT OF EDUCATION'S CAREER CLUSTERS
Arts and Entertainment Cluster	<input type="checkbox"/> Design Pathway <input type="checkbox"/> Entrepreneurship Pathway <input type="checkbox"/> Foreign Language Pathway <input type="checkbox"/> Performing Arts Pathway <input type="checkbox"/> Visual Arts Pathway	<input type="checkbox"/> Arts, A-V, Technology and Communications <input type="checkbox"/> Business, Management and Administration <input type="checkbox"/> Marketing, Sales and Service <input type="checkbox"/> Education and Training <input type="checkbox"/> Hospitality and Tourism <input type="checkbox"/> Arts, A-V, Technology and Communications <input type="checkbox"/> Arts, A-V, Technology and Communications
Business Services Cluster	<input type="checkbox"/> Administrative and Information Support Pathway <input type="checkbox"/> Business, Financial Management and Accounting Pathway <input type="checkbox"/> Consumer Sales and Service Pathway <input type="checkbox"/> Economics and Management Pathway <input type="checkbox"/> Education and Training Pathway <input type="checkbox"/> Human Resources Management Pathway <input type="checkbox"/> Information Technology Systems Administration Pathway <input type="checkbox"/> Legal Services Pathway	<input type="checkbox"/> Business, Management and Administration <input type="checkbox"/> Business, Management and Administration <input type="checkbox"/> Finance <input type="checkbox"/> Human Service <input type="checkbox"/> Marketing, Sales and Service <input type="checkbox"/> Business, Management and Administration <input type="checkbox"/> Marketing, Sales and Service <input type="checkbox"/> Education and Training <input type="checkbox"/> Human Services <input type="checkbox"/> Business, Management and Administration <input type="checkbox"/> Human Service <input type="checkbox"/> Information Technology <input type="checkbox"/> Government and Public Administration <input type="checkbox"/> Law, Public Safety, Corrections and Security
Communications and Information Cluster	<input type="checkbox"/> Communications Pathway <input type="checkbox"/> Marketing Pathway <input type="checkbox"/> Media Technologies Pathway <input type="checkbox"/> Network Systems Pathway <input type="checkbox"/> Printing Technology Pathway	<input type="checkbox"/> Arts, A-V, Technology and Communications <input type="checkbox"/> Marketing, Sales and Service <input type="checkbox"/> Business, Management and Administration <input type="checkbox"/> Marketing, Sales and Service <input type="checkbox"/> Transportation, Distribution and Logistics <input type="checkbox"/> Arts, A-V, Technology and Communications <input type="checkbox"/> Information Technology <input type="checkbox"/> Information Technology <input type="checkbox"/> Arts, A-V, Technology and Communications <input type="checkbox"/> Business, Management and Administration

NEW MEXICO'S SEVEN CAREER CLUSTERS	NEW MEXICO'S FORTY-SIX CAREER PATHWAYS	U.S. DEPT OF EDUCATION'S CAREER CLUSTERS
Energy and Environmental Technologies Cluster	<input type="checkbox"/> Software Application Development Pathway <input type="checkbox"/> Web Development Pathway <input type="checkbox"/> Civil Engineering Pathway <input type="checkbox"/> Environmental Systems Pathway <input type="checkbox"/> Government Relations Pathway <input type="checkbox"/> Health, Safety and Environmental Regulation Pathway <input type="checkbox"/> Machining, Instrument and Electrical Pathway <input type="checkbox"/> Maintenance Operations Pathway <input type="checkbox"/> Process Engineering Pathway <input type="checkbox"/> Product Engineering Pathway	<input type="checkbox"/> Information Technology <input type="checkbox"/> Information Technology <input type="checkbox"/> Science, Technology, Engineering & Mathematics <input type="checkbox"/> Science, Technology, Engineering & Mathematics <input type="checkbox"/> Manufacturing <input type="checkbox"/> Agriculture, Food & Natural Resources <input type="checkbox"/> Government & Public Administration <input type="checkbox"/> Law, Public Safety & Security <input type="checkbox"/> Health <input type="checkbox"/> Manufacturing <input type="checkbox"/> Agriculture, Food & Natural Resources <input type="checkbox"/> Science, Technology, Engineering and Mathematics <input type="checkbox"/> Manufacturing <input type="checkbox"/> Agriculture, Food & Natural Resources <input type="checkbox"/> Architecture & Construction <input type="checkbox"/> Architecture & Construction <input type="checkbox"/> Manufacturing <input type="checkbox"/> Transportation, Distribution & Logistics <input type="checkbox"/> Science, Technology, Engineering & Mathematics <input type="checkbox"/> Science, Technology, Engineering & Mathematics <input type="checkbox"/> Manufacturing <input type="checkbox"/> Science, Technology, Engineering & Mathematics <input type="checkbox"/> Manufacturing <input type="checkbox"/> Architecture & Construction
Engineering, Construction and Manufacturing Cluster	<input type="checkbox"/> Architecture and Drafting Pathway <input type="checkbox"/> Construction Pathway <input type="checkbox"/> Logistics and Inventory Pathway <input type="checkbox"/> Project Management Pathway <input type="checkbox"/> Quality Assurance Pathway <input type="checkbox"/> Systems Integration Engineering Pathway <input type="checkbox"/> Trades, Installation and Repair Pathway	<input type="checkbox"/> Architecture & Construction <input type="checkbox"/> Architecture & Construction <input type="checkbox"/> Transportation, Distribution & Logistics <input type="checkbox"/> Architecture & Construction <input type="checkbox"/> Business, Management & Administration <input type="checkbox"/> Manufacturing <input type="checkbox"/> Transportation, Distribution, & Logistics <input type="checkbox"/> Agriculture, Food & Natural Resources <input type="checkbox"/> Science, Technology, Engineering & Mathematics <input type="checkbox"/> Information Technology <input type="checkbox"/> Architecture & Construction

NEW MEXICO'S SEVEN CAREER CLUSTERS	NEW MEXICO'S FORTY-SIX CAREER PATHWAYS	U.S. DEPT OF EDUCATION'S CAREER CLUSTERS
Health and Biosciences Cluster	<input type="checkbox"/> Applied Research Engineering Pathway <input type="checkbox"/> Basic Science Pathway <input type="checkbox"/> Medical Diagnosis Services Pathway <input type="checkbox"/> Medical Treatment Services Pathway <input type="checkbox"/> Para-Professional Healthcare Treatment Pathway	<input type="checkbox"/> Manufacturing <input type="checkbox"/> Transportation, Distribution, & Logistics <input type="checkbox"/> Science, Technology, Engineering & Mathematics <input type="checkbox"/> Health <input type="checkbox"/> Science, Technology, Engineering & Mathematics <input type="checkbox"/> Health
Hospitality and Tourism Cluster	<input type="checkbox"/> Culinary Arts Pathway <input type="checkbox"/> Destination and Events Management Pathway <input type="checkbox"/> Environmental, Historic and Cultural Preservation Pathway <input type="checkbox"/> Hotel and Resort Management Pathway <input type="checkbox"/> Recreation and Gaming Pathway <input type="checkbox"/> Restaurant Management Pathway	<input type="checkbox"/> Hospitality & Tourism <input type="checkbox"/> Marketing Sales & Service <input type="checkbox"/> Business, Management & Administration <input type="checkbox"/> Agriculture, Food & Natural resources <input type="checkbox"/> Hospitality & Tourism <input type="checkbox"/> Law Public Safety & Security <input type="checkbox"/> Transportation, Distribution & Logistics <input type="checkbox"/> Business, Management & Administration <input type="checkbox"/> Finance <input type="checkbox"/> Hospitality & Tourism <input type="checkbox"/> Marketing Sales & Service <input type="checkbox"/> Hospitality & Tourism <input type="checkbox"/> Science, Technology, Engineering & Mathematics <input type="checkbox"/> Law, Public Safety & Security <input type="checkbox"/> Transportation, Distribution & Logistics <input type="checkbox"/> Hospitality & Tourism <input type="checkbox"/> Business, Management & Administration

APPENDIX H ADDITIONAL LOCAL PLAN RESOURCES

ACCOUNTABILITY

Tools for Improving Education Accountability Systems

<http://www.ecs.org/clearinghouse/57/51/5751.doc> : This provides a policy inventory of state educational accountability systems.

Education Commission of the States

<http://www.ecs.org/ecsmain.asp?page=/html/ProjectbySubject.asp?issueID=108%0d%0a> : State Funding for Community Colleges is a 50-State Survey from the year 2000. It collected different approaches that states took toward funding community colleges.

Data on Vocational Education/DOVE

<http://nces.ed.gov/surveys/dove/>: The website provides reports derived from data about vocational education primarily from existing NCES surveys.

National Assessment of Vocational Education 2004

<http://www.ed.gov/rschstat/eval/sectech/nave/navefinal.pdf> : This document was distributed in 2004. It presents a synthesis of evidence on the implementation and outcomes of vocational education and of the 1998 Carl D. Perkins Vocational and Technical Education Act (Perkins III).

ARTICULATION

National Articulation and Transfer Network

<http://www.natn.org> : NATN, a fast-growing coalition of over 200 large urban high schools, community colleges, and culturally-enriched, four-year degree institutions, is a non-profit organization helping students of color identify opportunities for educational advancement and success at both two and four year colleges. NATN is governed by representatives from schools, colleges, universities, and associations of educational institutions.

Access to the Baccalaureate

<http://www.pathtoCollege.org> : A joint project of the American Association of Community Colleges and the American Association of State Colleges and Universities, the Access to the Baccalaureate project identified non-financial barriers to community college students wishing to pursue a baccalaureate degree, and highlights best practices for addressing those issues. The findings of this project helped inform new language in the Perkins Act that allows state and local funds to be used for easing the transition of postsecondary CTE students into baccalaureate programs (though not for those programs themselves).

The National Association of Tech Prep Leadership

<http://www.natpl.org> : The website provides information, links and research tools regarding Tech Prep.

The National Tech Prep Network

<http://www.cord.org/ntpn> : Provides tools and resources on the website to learn more about Tech Prep.

CAREER COUNSELING

The Education, Social, and Economic Value of Informed and Considered Career Decisions

http://acrna.net/publications/iccd_update_2005.pdf : This document looks at the extensive body of evidence on the economic, social and economic value of career information and the services that foster informed and considered career decisions.

The National Center for School Counseling Outcome Research

<http://www.umass.edu/schoolcounseling/index.htm> : This site may provide useful research information and models for states to use as a reference.

CAREER INFORMATION DELIVERY SYSTEMS

General Information

http://acrna.net/publications/CIDS_FactSheet.pdf : This document provides information on Career Information Delivery Systems and why they are important.

Quality Assurance Standards

http://www.acsci.org/acsci_pubs1.htm : ACSCI standards provide a framework for organizations and individuals to reference in order to promote the delivery of the highest quality of career information and services.

Bridges Transition

<http://www.bridges.com/us/home.html> : A company that provides leading resources for education and career planning

COIN Educational Products

<http://www.coin3.com> : A company that helps guide students to successful career planning with a variety of educational products which counselors, teachers, and students need for a complete career education program.

DISCOVER

<http://www.act.org/discover/index.html> : This is a comprehensive career planning program that combines the power of our research-based developmental guidance model with the convenience of multiple delivery options.

CareerZone

<http://www.nycareerzone.org> : Provides job and career information based on individuals' skills and interests.

CAREER AND TECHNICAL EDUCATION BEST PRACTICES

Education Commission of the States: Career/Technical Education

<http://www.ecs.org/html/issue.asp?issueID=148> : This site provides a plethora of information on career technical education and what is being done within the states regarding graduation rates, state policies, accelerated learning, etc.

Career/Technical Education: Research and Readings

<http://www.ecs.org/html/IssueSection.asp?issueid=148&s=Selected+Research+%26+ Readings> : Numerous selected readings and research on career technical education.

State Career and Technical Education Resources

<http://www.khake.com/page36.html> : A great compilation of resources from all 50 states' career and technical education divisions, as well as national resources and resources for state employees.

West Virginia's EDGE program

<http://www.wvtechprep.wvnet.edu> : The website provides information for educators, students and parents on the EDGE program and the outcomes and goals associated with it.

Exemplary and Promising Programs

<http://www.nccte.org/exemplary/index.asp> : The project is designed to increase the visibility of exemplary and promising programs and practices in secondary and postsecondary career and technical education, enabling practitioners to realistically determine the feasibility of adopting/adapting such practices in their own settings.

Exemplary Worksite Learning Award

<http://www.cord.org/exemplary-worksite-learning-award> : The Caterpillar Inc.-sponsored Exemplary Worksite Learning Award (EWSLA) was established in 1994 by CORD and the National Tech Prep Network (NTPN) to encourage Tech Prep/School-to-Career initiatives that integrate meaningful worksite opportunities into their curricula and to showcase the best of these programs.

Programs and Practices That Work

http://www.napequity.org/nape_programsthatwork.html : A project of the Association for Career and Technical Education, the National Alliance for Partnerships in Equity, the National Association of State Directors of Career and Technical Education, and the National Women's Law Center. The purpose of this project is to identify local or state educational agencies across the country that have implemented effective programs and practices for improving the access and success of students pursuing careers nontraditional for their gender. The project will solicit input from the career and technical education community to identify programs and practices that meet the selection criteria. Information on these effective programs and practices will be shared with the field through a variety of media in an attempt to provide states and local education agencies with ideas for development of their own programs and practices to successfully prepare students for nontraditional careers.

Promising Practices Network (PPN)

<http://www.promisingpractices.net/>: PPN is dedicated to providing quality evidence-based information about what works to improve the lives of children, youth, and families. The PPN site features summaries of programs and practices that are proven to improve outcomes for children. All of the information on the site has been carefully screened for scientific rigor, relevance, and clarity.

Cisco Learning Institute. Gender Initiative Strategies

<http://gender.ciscolearning.org/Strategies/Index.html> : Cisco Learning Institute and its Gender Initiative partners have conducted research on gender recruitment, participation, and retention strategies by studying the Networking Academy program. Based on the findings, CU and its Gender Initiative partners have developed effective tools to increase female retention and recruitment in the classroom and are creating best practice profiles presented here as strategies.

US Department of Education's Gender Equity Expert Panel

http://www.ed.gov/pubs/genderequity/gender_equity.pdf : The purpose of the Gender Equity Expert Panel was to identify promising and exemplary programs that would enable educators and community members to make better-informed decisions about effective ways to encourage gender equity and counteract gender inequities and discrimination.

BEST (Building Engineering and Science Talent)

<http://www.bestworkforce.org/index.htm> : BEST was launched in September 2001 as a public-private partnership to follow through on the September 2000 recommendations of the Congressional Commission on the Advancement of Women and Minorities in Science, Engineering and Technology Development. BEST sought to convene the nation's respected practitioners, researchers and policymakers and identify "what's working" across the country to develop the technical talent of under-represented groups in preK through 12, higher education, and the workplace.

CAREER PATHWAYS

States' Career Clusters Initiative

<http://careerclusters.org> : The Career Clusters Initiative was created so that states could implement a career-focused strategy for Career-Technical Education that supports workforce preparation, economic development and educational reform.

Career Cluster Crosswalk

<http://careerclusters.org/crosswalks.htm> : This page on the Career Cluster website provides several different crosswalks for the Career Clusters.

The Postsecondary Educational Experiences of Postsecondary Career and Technical Education Concentrators: Selected from the NELS: 88/2000 Postsecondary Education Transcript Study

<http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2006309> : This publication presents information on the postsecondary educational experiences of students from the high school class of 1992 who concentrated in career and technical education (CTE) while in high school, including their postsecondary enrollment, course taking, and degree attainment patterns.

Education Commission of the States: Alignment of High School Graduation Rates with College Entrance Requirements.

http://www.ecs.org/html/educationissues/HighSchool/highschooldb1_intro.asp?topic=hsc : This database identifies states that set statewide college admission requirements and it provides policy information from all 50 states on the alignment of state high school graduation requirements to state-set college admission requirements in English, mathematics, social studies, science and foreign language.

College and Careers Transitions Initiative Virtual Reader

<http://www.league.org/league/projects/ccti/vr/library.asp> : Provides a library of documents and sources that address the five intended outcomes of CCTI: achievement, attainment, employment, enrollment and remediation.

Career Cluster Preferred Products

<http://careerclusters.org/preferred.htm> : This website provides numerous products from different sources to help programs implement programs focused on career pathways.

COLLEGE ACCESS

Financial Aid

<http://www.acrnetwork.org/parents/finaid.htm>: Resources to help students develop sound financial plans.

National College Access Network

<http://www.collegeaccess.org/NCAN> : The National College Access Network is dedicated to assisting local communities all over the country initiate, develop and sustain their own college access programs.

Pathways to College Network

<http://www.pathwaystocollege.net> : A national alliance of organizations committed to using research-based knowledge to improve postsecondary education access and success for the nation's underserved students, including underrepresented minorities, low-income students, those who are the first in their families to go to college, and students with disabilities.

COMMUNITY COLLEGE STATE LEADERSHIP

National Council of State Directors of Community Colleges

www.statedirectors.org : The National Council of State Directors of Community Colleges is an affiliated council of the American Association of Community Colleges (AACC). The council provides a forum for the exchange of information about developments, trends, and problems in state systems of community colleges.

GRADUATION AND CAREER PLANS

South Carolina Education and Economic Development Act Guidelines

<http://www.scois.net/NewFolder2006/Allhomepagefiles/EEDAGuidelines71206%20.pdf> : This document provides the guidelines for South Carolina's Graduation and Career Plan requirements.

GRADUATION RATES/DROPOUT RATES

Cost of High School Dropouts

<http://uwadmnweb.uwyo.edu/CRNLEGISLATIVE/info%20htmlpages/ACRNA%20and%20Dropouts.htm> : Provides information on how ACRNA helps assist with lowering the dropout rate.

Education Commission of the States: Drop Out Rates/Graduation Rates

<http://www.ecs.org/html/issue.asp?issueID=108&subIssueID=163> : Provides a description of state dropout rates/graduation rates; what states are doing; and specific research that has been done on this issue.

User's Guide to Computing High School Graduation Rates, Volume 1: Review of Current and Proposed Graduation Indicators

<http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2006604> : This volume examines the existing measures of high school completion and the newly proposed proxy measures

User's Guide to Computing High School Graduation Rates, Volume 2: Technical Evaluation of Proxy Graduation Indicators

<http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2006605> : The analysis in Volume 2 draws upon the student record data from two states to compute the true cohort on-time graduation rate and proxy graduation measures for each of these states, and to compare the performance of each proxy indicator to that of the true cohort rate.

Graduation Counts Compact from NGA

<http://www.nga.org/portal/site/nga/menuitem.9123e83a1f6786440ddcbeeb501010a0/?vgnextoid=e6e4a22a73125010vgnvcm1000001a01010arcrd&vgnnextchannel=4b18f074f0d9ff00vgnvcm1000001a01010arcrd> : A compact signed by the governors of all 50 states that acknowledges the importance of graduation rates and sets a standard graduation rate that all states agree to follow.

HIGH SCHOOL REFORM

NGA's Center for Best Practices for High Schools

<http://www.nga.org/portal/site/nga/menuitem.8274ad9c70a7bd616adcbeeb501010a0/?vgnextoid=e9e8fbc137400010VgnVCM1000001a01010aRCRD>: This website provides several different resources regarding high school reform and the actions governors are taking throughout the nation.

A Call to Action: Transforming High School for All Youth

<http://www.hsalliance.org> : This document is a framework of six core principles and recommended strategies for preparing our nation's youth for college, careers and active civic participation.

Reinventing the American High School for the 21st Century

<http://www.acteonline.org/policy/legislativeissues/highschoolreform.cfm> : A position paper by ACTE that outlines the organization's visions on what high schools should be and how ACTE can contribute to reform and redesign efforts.

Highlights of High School Initiatives

<http://mb2.ecs.org/reports/Report.aspx?id=876> : A database of innovative state and district high school reform programs.

Education Reforms 1990-2000

<http://nces.ed.gov/programs/statereform> : This system uses NCES data to compile and disseminate data on state-level education reform efforts in the following areas: standards, assessments and accountability; school finance reforms; resources for learning; and, state support for school choice options.

ACTE's Crosswalk on High School Reform

http://www.acteonline.org/policy/legislative_issues/high_school_reform.cfm: This document provides a crosswalk of the numerous high school reform initiatives being led by different organizations.

IMPROVING STUDENT SUCCESS RATES

Achieving the Dream Initiative

<http://www.achievingthedream.org> : *Achieving the Dream: Community Colleges Count* is a multiyear national initiative to help more community college students succeed. The initiative is particularly concerned about student groups that traditionally have faced significant barriers to success, including students of color and low income students. Achieving the Dream works on multiple fronts, including efforts at community colleges and in research, public engagement and public policy. It emphasizes the use of data to drive change.

NONTRADITIONAL

National Alliance for Partnerships in Equity

<http://www.napequity.org> : NAPE is a consortium of state and local education and workforce development agencies working in partnership to create equitable opportunities for special population students.

Equity Assistance Centers

<http://www.edgateway.net/pub/docs/262> : The Equity Assistance Centers (EAC) were first established in 1978. There are 10 Regional Equity Assistance Centers funded by the U.S. Department of Education under Title IV of the 1964 Civil Rights Act. They provide assistance to public schools in the areas of race, gender, and national origin to promote equal educational opportunities.

National Women's Law Center

<http://www.nwk.org> : The National Women's Law Center works to ensure that women and girls have equal educational opportunities. The Center has long pushed for vigorous enforcement of Title IX through public education, advocacy, and key lawsuits challenging discrimination in athletics; sexual harassment, and single-sex programs that exclude young women, among other issues.

Women Work! The National Network for Women's Employment

<http://www.womenwork.org> : Women Work! strengthens families and communities by supporting, advocating and advancing women's economic self-sufficiency. Our network of members helps thousands of women nationwide successfully enter, re-enter and advance in the workforce each year.

Wider Opportunities for Women

<http://www.wowonline.org> : Wider Opportunities for Women (WOW) works nationally and in its home community of Washington, D.C. to build pathways to economic independence for America's families, women, and girls.

Nontraditional Careers for Men

<http://www.napequity.org/pdf/NontradformalesfromBLSrev08-O5.pdf> : Provides the SOC codes, BLS title, CIP Codes and Program Title for nontraditional careers for men.

Nontraditional Careers for Women

<http://www.napequity.org/pdf/NontradforfemalesfromBLS08-05rev.pdf> : Provides the SOC codes, BLS title, CIP Codes and Program Title for nontraditional careers for women.

PARENTAL INVOLVEMENT

PTA Goes to Work

http://www.pta.org/local_leadership_subprogram_1138815939640.html : Whether your child or student's goal is to attend college or go immediately into the workforce, PTA Goes to Work can help you make sense of the often overwhelming amount of information that is available regarding career planning and job training.

ACRN

<http://acrnetworkorg/parents.aspx> : This resource allows parents to help their children do well in school, make the most of their talents and interests, and get the education and skills they need for college and work.

PERKINS RESOURCES

ACTE Perkins Webcast

http://www.acteonline.org/policy/legislative_issues/Perkins-new.cfm : This webcast focused on helping career and technical educators understand the new Perkins Act.

National Association of State Directors for Career Technical Education: Legislative

<http://www.careertech.org/show/reauthorization> : Provides resources and materials on the Perkins reauthorization process, along with a side-by-side and other materials to help states interpret Perkins IV Professional Development.

Actions States Can Take to Place a Highly Qualified Career/Technical Teacher in Every Classroom

<http://www.sreb.org/programs/hstw/publications/2005Pubs/05V73ActionsStatesTake.asp> : This document presents actions for states to take to strengthen the preparation of their career/technical teachers, this report also addresses five key questions with respect to recruitment, preparation, induction and support of career/technical teachers.

ACTE's Resources on Certification

http://www.acteonline.org/resource_center/certifications.cfm : This site provides three valuable resources on state by state certification requirements.

Multistate Academic and Vocational Curriculum Consortium (MAVCC)

<http://mavcc.com> : A provider of career and technical instructional materials that help prepare students for a diverse, high performance workforce. MAVCC has developed two nationally recognized training resources that help educators at the state and local levels develop and implement successful plans/strategies to recruit and retain non-traditional students: *Taking the Road Less Traveled: Educator's Tool Kit to Prepare Students for Nontraditional Careers and Destination Success: Tools for Improving Student Outcomes in Nontraditional Programs* CD-ROM.

Sacramento County ROP

<http://nontrad101.org> : Nontraditional Careers 101 for Educators is a free online professional development opportunity for teachers to learn more about increasing the participation and completion of students in nontraditional CTE programs.

GrayMill Consulting

<http://www.graymill.com> : Focused on education and the equitable treatment of all students, GrayMill is an independent educational consulting agency, designed to provide professional development services, conference speakers and technical assistance. The primary focus of the agency is the national distribution of three highly successful research based programs for teachers, parents and administrators: *Generating Expectations for Student Achievement (GESA)*, *GESA for Parents*, and *The Equity Principal*.

Cisco Systems Inc. Gender Initiative Institute:

http://gender.ciscolearning.org/Tools_Resources/Gender_Module.html : This course was designed for the Cisco Networking Academy Program community and provides reasons for low female participation in IT. It also provides strategies and resources for recruitment and retention of females in the Networking Academy program.

STATE LEVEL SPECIAL POPULATIONS PROJECTS

Nontraditional Career Resource Center

<http://ncrc.rutgers.edu> : The Nontraditional Career Resource Center is a program funded by the New Jersey Department of Education, and is housed at the Center for Women and Work at Rutgers, the State University of New Jersey. Our mission is to bridge the education and workforce development communities to increase awareness and opportunities for 7th through 12th grade students interested in nontraditional careers

California Joint Special Populations Advisory Committee

<http://www.ispac.org> : This project, known as the Joint Special Populations Statewide Advisory Committee(CJSPAC), is part of a joint effort between the California Department of Education and the California Community Colleges Chancellor's Office to develop the academic, vocational and technical skills of secondary and postsecondary special population students who elect to enroll in vocational and technical education programs.

New York State Project for Nontraditional Employment and Training

<http://www.albany.edu/nontraditionalcareers> : The NET Project provides statewide technical assistance to Career and Technical Education institutions that sponsor Carl D. Perkins funded programs for nontraditional career options. The web site is designed to provide timely and useful resources to support the mission of building a nontraditional workforce through expanded educational and career opportunities for students.

Illinois Center for Specialized Professional Support (ICSPS)

<http://www.icsps.ilstu.edu> : Throughout its over 30 year history, ICSPS has provided professional development, publications and technical assistance to Career and Technical Education (CTE) administrators, coordinators, and instructors. Our services to CTE are designed to promote the success of special populations learners enrolled in CTE secondary and postsecondary classes. ICSPS also provides support to efforts to recruit special populations into CTE studies and to ensure skill instruction which will promote well-selected, satisfying, self-sufficient employment. ICSPS is primarily funded through Illinois Community College Board and Illinois State Board of Education.

WORKFORCE DEVELOPMENT

A Promising Practices Guide to Workforce Development

<http://www.wowonline.org/wow/summary/standard.asp> : This site provides information on self-sufficiency in the public workforce system. It provides a definition of the self-sufficiency standard; areas of promising practice as well as great resources and links to other articles that address workforce development.

Compilation of Workforce Development Resources

<http://www.napequity.org/napeotherpublications.htm> : Provides many resources on workforce development that have been published by NAPEquity's members and other organizations.

CCBenefits

<http://www.ccbenefits.com/>: CCBenefits, Inc. is a limited access website. It was established with the Association of Community College Trustees (ACCT). Since that time, they have worked to provide the tools needed for community colleges to demonstrate the positive impact of their college and promote the vigorous economic growth of your community. This resource provides individuals with an economic impact analysis and high performing planning tools.

Projections of Education Statistics to 2015

<http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2006084> : As you create the state plan, this resource may provide useful information on expected enrollments; degrees; tuitions; and other facts for the coming years.

Bureau of Labor Statistics Occupational Outlook Handbook

<http://www.bls.gov/oco> : This document provides information on hundreds of jobs. It addresses the training and education needed, earnings, expected job prospects, what workers do on the job, and working conditions. In addition, the Handbook gives you job search tips, links to information about the job market in each State, and more.

ENROLLMENT AND PERFORMANCE DATA