



UNITED STATES DEPARTMENT OF EDUCATION  
WASHINGTON, DC 20202

DEC 08 2016

Dr. Elaine Perea  
Deputy Director College and Career Readiness Bureau  
New Mexico Public Education Department  
300 Don Gaspar, Room 131  
Santa Fe, New Mexico 87501

Dear Dr. Perea:

This letter provides follow-up and closure to your Perkins monitoring visit on September 14-18, 2015. The primary purpose of the visit was to assess your State's compliance with the provisions of the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV). The visit also was intended to help your State identify possible ways to improve its Perkins administration, implementation, and accountability systems.

The Perkins monitoring team had the following findings and identified the following corrective actions at the conclusion of the visit:

**Local Applications**

*Finding#1:* The CCRB's local applications for both secondary and postsecondary eligible recipients failed to address each of the required elements regarding programs of study as outlined in section 134 of the Perkins Act.

*Corrective Action Required:* The CCRB must revise its secondary and postsecondary local application forms for the upcoming program year, beginning July 1, 2016, to address each of the required elements section 134 of Perkins IV.

*Finding#2:* The CCRB's local applications for both secondary and postsecondary eligible recipients failed to integrate academic and technical skill standards as outlined in section 134(b)(3)(A) of the Act.

*Corrective Action Required:* The CCRB must revise its secondary and postsecondary local application forms for the upcoming program year, beginning July 1, 2016, to address each of the required elements section 134 of Perkins IV.

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## **Programs of Study**

*Finding #1:* The CCRB failed to provide documentation that it has established at least two CTE POS that may be adopted by secondary and postsecondary eligible recipients to be offered as an option to students (and their parents as appropriate) when planning for and completing future coursework.

*Corrective Action Required:* The CCRB must develop or adopt at least two CTE POS that meet the requirements of section 122(c)(1)(A)(i-iv) of Perkins IV. Following the development/adoption of at least two POS, the State must submit the POS to our office and provide evidence that it has disseminated the POS to all secondary and postsecondary eligible recipients, either by posting the POS to the State's CTE website or by other means of dissemination.

*Finding #2:* The CCRB failed to ensure that each eligible recipient of Perkins funds is offered at least one POS pursuant to Perkins IV.

*Corrective Action Required:* Following the allocation of Perkins funds to eligible recipients after July 1, 2016, the State must submit a random set of approved secondary and postsecondary annual applications to the Department as evidence that the State has ensured that each sub-recipient now offers at least one POS. Also, the CCRB must revise its Perkins sub-recipient monitoring instruments and guidelines to ensure that sub-recipients continue to offer at least *one* POS in accordance with their approved local application.

## **Accountability**

*Finding #1:* The CCRB failed to ensure that data reported by eligible recipients to the eligible agency is complete, accurate, and reliable.

*Corrective Action Required:* The CCRB must develop and submit to this office for approval written policies and procedures for ensuring that data reported by eligible recipients to the eligible agency is complete, accurate, and reliable. In addition, the CCRB should also expand the current data reporting calendar to reflect additional due dates when the IT Department is to assess the accuracy and completeness of their secondary and postsecondary data. Furthermore, the CCRB, in conjunction with their IT Department, must ensure the delivery of school year data to the LEAs in time for them to simultaneously complete their annual report and performance improvement plan.

*Finding # 2:* The CCRB failed to require eligible recipients to develop program improvement plans that take into consideration the performance gaps among different categories of students, including special populations.

*Corrective Action Required:* The CCRB must develop and submit to this office for approval an improvement plan template that enables eligible recipients to develop

program improvement plans that take into consideration the performance gaps among different categories of students, including those students belonging to special populations.

*Finding #3:* The CCRB failed to provide copies of annual reports from eligible recipients that include —

- a. Disaggregated data for students by race, ethnicity, gender, (secondary only), and special population categories described in section 3(29) of Perkins IV; and
- b. The identification of disparities or gaps in the performance of different categories of students.

*Corrective Action Required:* The CCRB must develop and submit to this office for approval an annual report template that enables eligible recipients to disaggregate student performance data by gender, race, ethnicity, and special population categories as described in section 3(29) of the legislation. The revised annual report template should also contain a section where the eligible recipient can identify disparities or gaps in the performance of different categories of students.

I am pleased to inform you that your State has addressed the required corrective actions and our office has closed your monitoring findings. Please maintain this letter for your records. Our group will continue to monitor your progress in implementing these corrective actions by reviewing your State's Consolidated Annual Report (CAR), State plan revisions, and other documents that are regularly submitted to this office. Although not anticipated, should further problems associated with these findings be noted, we will bring the matter to your attention and negotiate further actions with your State accordingly.

Thank you for your efforts and timeliness in responding to the findings and corrective actions. We hope that the monitoring process was a productive one for you and your State.

Sincerely,



Edward R. Smith  
Chief, Program Administration Branch  
Division of Academic and Technical Education