

Consolidated Annual Report, Program Year 2016 - 2017

New Mexico

Step 3: Use of Funds: Part A

1. During the reporting year, did your state use Perkins funds to develop valid and reliable assessments of technical skills?

No

2. During the reporting year, did your state use Perkins funds to develop or enhance data systems to collect and analyze data on secondary and postsecondary academic and employment outcomes?

Yes

In early 2015, the College and Career Readiness Bureau (CCRB) retained a full-time data systems programmer, and now we are able to make substantial improvements to our data systems. In 2016-17, our major area of focus was on improving systems that were developed in the prior year. Changes now allow Perkins directors and CTE teachers to have a more complete understanding of their data, and to develop meaningful plans that address deficiencies in a more nuanced manner.

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Step 3: Use of Funds: Part B

1. During the reporting year, how did your state assess the career and technical education programs funded under Perkins IV?

A risk-based rubric is utilized by the CCRB staff to review and assess Perkins funded CTE programs for each recipient. The rubric reviews administrative, programmatic, and financial risks. Grant monitors complete a risk-based rubric for all recipients.

This risk based rubric was used on an ongoing basis throughout the year for various reasons such as to guide technical assistance efforts, to determine which recipients will receive a formal monitoring visit, and the focus of the site visit. Other objective measures of risk include LEA report card grades for College & Career Readiness, the number of missed Perkins outcome indicators, the percentage of Perkins award funds unspent at the end of the fiscal year, how many RfRs were denied and for what reason, and the time elapsed since the last formal monitoring. Schools that have not been visited in the past five years are prioritized even if they otherwise demonstrate low risk.

The inclusion of multiple objective measures of risk ensures that monitoring visits are directed to those recipients requiring the most support in compliance with the grant. Monitoring visits in 2016-17 were conducted by teams of two to four staff and typically required several business days. Reviews include on-site interviews with administration, CTE teachers, students, guidance counselors, business/fiscal personnel, data coordinators and the Perkins Director, or head of CTE at the site. A document review focuses on the recipient's support documentation in the areas of program implementation, data collection, fiscal responsibilities and collaboration between secondary, postsecondary and industry partners. In 2016-17, six secondary sites and one postsecondary site were monitored.

The team evaluates the LEA's local plan, evidence of expenditures meeting required and permissive uses of funds, student enrollment, transcripts, Next Step Plans, and other data. After the visit, the team compiles its information, determines if any issues of non-compliance exist and then the monitoring team leader writes a formal Letter of Findings. The LEA and assigned grant monitor work together to develop a corrective action plan to address any findings. Generally, the goal for the corrective action plan is that it be completed in the current school year.

New Mexico funds several LEAs with special CTE grants for High Schools that Work (HSTW) implementation. These sites are assessed through an annual needs assessment and progress monitoring visits, conducted by the Southern Education Regional Board (SREB) and CCRB staff.

In 2016-17, each of the four participating LEAs received a needs assessment and two progress monitoring visits.

2. During the reporting year, how did your state develop, approve, or expand the use of technology in career and technical education?

For the 2016-17 school year, several subrecipients received Perkins funding specifically for developing or expanding the use of technology. Institutions used Perkins funds to purchase equipment that helped enable technology in the classroom.

3. During the reporting year, what professional development programs did your state offer, including providing comprehensive professional development (including initial teacher preparation) for career and technical education teachers, faculty, administrators, and career guidance and academic counselors at the secondary and postsecondary levels? On what topics?

Each year, the CCRB offers a wide variety of professional development programs to high school CTE teachers and postsecondary faculty, as well as special offerings for administrators and counselors. The largest event is the annual New Mexico Association for Career and Technical Education (NMACTE) conference, held June 15-16, 2017, in Ruidoso. The event included a variety of exhibitor sponsors, who offered support services and products for attendees to consider.

NMACTE offered concurrent informational sessions throughout both days. The keynote for 2016 was Michael Daggs. He discussed commitment, personal engagement and personal buy-in as key the phrases that describe a difference-maker. Two pre-conferences and 44 workshops made for a robust event covering many CTE related topics. The CCRB conducted two professional development sessions for Perkins directors this year. The first one, Oct. 13, 2015, in Santa Fe, New Mexico, was designed to support Perkins Directors who have less than two years' experience in overseeing the grant. Topics covered included the application processes and responsibilities, the Annual Performance Report, managing redistribution funds, data collection and data quality, and financial systems and processes.

The second Perkins directors' professional development session was the annual Perkins Application Meeting. The meeting took place January 23-24, 2017 and included several guest speakers. Vanessa Barela introduced participants to EdReady, a personalized math prep program. Brock Smith discussed the benefits of using Precision Exams as both an end of course exam and an industry recognized credential. SREB representative Clara Clark discussed the Common Career Technical Core. Organizers from the state's career technical student organizations discussed the use of co-curricular leadership activities as a way to improve soft skills. The New Mexico Department of Workforce Solutions demonstrated its new Internship portal, and directors received a refresher on how to use the labor data portal to determine trends in the job market.

The CCRB staff also facilitated several sessions. A discussion with secondary directors about their performance data led to the finalization of the performance measure targets for the 2017-18 school year. A similar discussion and goal setting process was facilitated with the postsecondary directors. A robust discuss focused on what makes a strong program of study. A presentation on Section 134 of the Perkins Act focused on what needs to be addressed in the local application in order to sufficiently address requirements.

Another ongoing professional development series that the CCRB sponsors is the Project Based Learning (PBL) professional development series taught by SREB. The professional development series spanned six days of training that was divided into three, two day segments. The training was open to all secondary and postsecondary campuses in the state. The training focused on designing project based units that were built around a common work place problem. During the second session, teachers had the opportunity to share projects and design new work-place scenarios with local business representatives who participated in the event to support the teachers.

The CCRB staff also provided customized presentations when requested. These presentations included all-day CTE trainings at several postsecondary institutions. These professional development programs focused on Programs of Study, curriculum design, the nine required uses, defining special population students, and strategies for assuring access for and success for special population members. Technical assistance was provided to participants on how to use Perkins funding for meeting the needs of special population students as well as how to design and execute effective programs of study.

4. During the reporting year, how did your state provide preparation for non-traditional fields in current and emerging professions, and other activities that expose students, including special populations, to high skill, high wage occupations?

School year 2016-17 was the third year of New Mexico's partnership with the National Alliance for Partnerships in Equity (NAPE). The goal for this partnership is for NAPE to implement its PIPE-STEM™ project in New Mexico. PIPE-STEM™ is a data-driven decision-making institutional change process focused on increasing participation, completion, and transition of females who are enrolled in STEM-related programs of study. Two postsecondary institutions are leading this effort.

CCRB began a three-year project in 2014-15 in support of nontraditional learners. Eastern New Mexico University – Roswell (ENMU–R) was awarded a multi-year contract for its proposal for a coalition of high schools and institutions of higher education in southeast New Mexico to create programs of study that impact both student graduation and nontraditional career choices. In 2014-15, ENMU–R collected, analyzed and inventoried currently existing programs of study for nontraditional students in southeastern New Mexico. In year two, ENMU–R compiled the information into a database and developed mock-ups of how the data will be accessed via an online portal. In 2016-17, ENMU–R finalized the website for statewide promotion, adoption and implementation.

The CCRB staff provides technical assistance to grant recipients according to their requests, and in 2016-17, several recipients requested help with issues related to nontraditional students. Albuquerque Public Schools again hosted a conference focusing on nontraditional issues, and CCRB Education Administrator Mary Medina presented the keynote speech for students at the event. The audience consisted of students from the various Albuquerque high schools and district charter schools, CTE teachers, and related educational support personnel.

5. During the reporting year, how did your state provide support for programs for special populations that lead to high skill, high wage and high demand occupations?

CCRB presented topics related to support of special populations during the NMACTE Conference held June 2017. The participating audience consisted of instructors (secondary and postsecondary), administrators, and support staff. CCRB also collaborated closely with the New Mexico GRADS (Graduation Reality And Dual-Role Skills) Program to implement the U.S. Health and Human Services Department Grant, Support for Expectant and Parenting Teens, Fathers, and their Families. The goal of that grant is to provide expectant and parenting teens and their families with a comprehensive network of support services to assist them to complete their education and to increase access to health care, family planning services, child care, housing and other support.

New Mexico continued to use Perkins Leadership and Reserve Grant funds to support the New Mexico Jobs for America's Graduates (JAG-NM) network of schools, an affiliate of the nation's largest dropout prevention and recovery program. JAG-NM provides a secondary educational setting that promotes the academic performance, skills development, civic responsibility, leadership, and social awareness that are necessary to prepare for high-wage, high-skill, and high-demand occupations.

In all programs supported by the CCRB, subrecipients directly address support for special populations.

6. During the reporting year, how did your state offer technical assistance for eligible recipients?

Technical assistance to LEAs and postsecondary institutions occurred through a variety of methods to include email, telephone, webinar and face-to-face technical assistance visits. The technical assistance included meetings, monitoring visits, collaboration at conferences or other meeting venues such as the Perkins Application Workshop, the statewide PED data conference, professional development sessions, the Association for Career and Technical Education meetings and conferences, and customized workshops requested by the sub-grantees.

In an effort to support schools to design rigorous and relevant career pathways, the state also supported work with four HSTW sites, one in each workforce development region of the state. The schools submitted applications and began transformation work in fall of 2015. The four schools participated in a structured series of activities.

The focus of their efforts is to develop and implement high-quality programs of study. Each of the HSTW sites received at least 16 days of on-site direct coaching for the school administrative and leadership teams, and a two-day needs assessment visit and two progress monitoring visits.

Working on behalf of the efforts of the CCRB, technical assistance was also provided to secondary and postsecondary institutions by the College Board, the Career-Technical Leadership Project at Eastern New Mexico University, the Pecos Valley Regional Education Cooperative 8, and the New Mexico Business Roundtable.

7. Serving individuals in state institutions

Part I: State Correctional Institutions

Amount of Perkins funds used for CTE programs in state correctional institutions:

0

Number of students participating in Perkins CTE programs in state correctional institutions:

0

Describe the CTE services and activities carried out in state correctional institutions.

Mexico did not fund state correctional institutions using Perkins funds during 2016-17.

Part II: State Institutions Serving Individuals with Disabilities

Amount of Perkins funds used for CTE programs in state institutions serving individuals with disabilities:

10000

Number of students participating of Perkins CTE programs in institutions serving individuals with disabilities:

Describe the CTE services and activities carried out in institutions serving individuals with disabilities.

The students from NMSD benefited from training in networking, postsecondary training opportunities, use of assistive technology, attainment of soft skills, and interviewing techniques. Several opportunities were provided for collaboration between employers, educational professionals, service partners, families, and students to analyze labor markets, and to develop networking and marketable employment skills. Professional development for teachers also was provided on how to assist students in the transition out of school.

8. During the reporting year, did your state use Perkins funds to support public charter schools operating career and technical education programs?

Yes

The Albuquerque Public Schools district provides support for three district charter schools through its local application.

- Corrales International School received support again this year for its PLTW Biomedical Sciences pathway.
- DATA Charter School continued to receive support for a third year in Architectural Design & Drafting.
- The Career Enrichment Center (CEC) is a technology center that offers CTE classes to students enrolled in other APS schools.

In addition, New Mexico awarded one of four HSTW Perkins funded grants to a Media Arts Collaborative Charter School (MACCS) in Albuquerque.

9. During the reporting year, did your state use Perkins funds to support family and consumer sciences programs?

Yes

Through the leadership portion set aside that funds the Career Technical Leadership Project (CTLP), family and consumer sciences programs continue to be supported through professional development, online resources, competitions, and leadership activities within FCCLA (Family, Career, and Community Leaders of America) and SkillsUSA.

10. During the reporting year, did your state use Perkins funds to award incentive grants to eligible recipients for exemplary performance or for use for innovative initiatives under Sec. 135(c)(19) of Perkins IV?

No

11. During the reporting year, did your state use Perkins funds to provide career and technical education programs for adults and school dropouts to complete their secondary school education?

No

13P. During the reporting year, did your state use Perkins funds to provide assistance to individuals who have participated in Perkins assisted services and activities in continuing their education or training or finding appropriate jobs?

No

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Step 3: Use of Funds: Part C

1. During the reporting year, how did your state provide support for career and technical education programs that improve the academic and career and technical skills of students through the integration of academics with career and technical education?

New Mexico provided professional development to teams of educators to improve the integration of academics with CTE Literacy Design Collaborative (LDC) and Mathematics Design Collaborative (MDCare programs that provide resources to support the implementation of the Common Core within CTE areas, through a collaboration in which educators share resources. These leadership teams are charged with identifying common instructional strategies and priorities that can be used in all classes, including CTE and electives.

2. During the reporting year, how did your state support partnerships among local educational agencies, institutions of higher education, adult education providers, and, as appropriate, other entities, such as employers, labor organizations, intermediaries, parents, and local partnerships, to enable students to achieve state academic standards, and career and technical skills.

A part of New Mexico's ongoing effort to ensure partnerships between educational entities and business and industry representatives, during 2016-17 CCRB developed a strong relationship with the New Mexico Department of Workforce Solutions. The culminating event, in the summer of 2017, brought together staff from both agencies in a facilitated all-day training. Both agency's staff worked together to better understand the work of the other agency and develop plans for future collaboration.

Additionally, all subrecipients supported by Perkins funds are required to directly address building and maintaining these relationships, and this is a topic of frequent support during technical assistance visits.

3. During the reporting year, did your state use Perkins funds to improve career guidance and academic counseling programs?

Yes

Several subrecipients received custom presentations regarding counseling and advisement.

4. During the reporting year, did your state use Perkins funds to establish agreements, including articulation agreements, between secondary school and postsecondary career and technical education programs to provide postsecondary education and training opportunities for students?

Yes

Subrecipients are required to establish agreements between secondary school and postsecondary career and technical education programs. All funded secondary and postsecondary programs have relationships with their partner institutions.

5. During the reporting year, did your state use Perkins funds to support initiatives to facilitate the transition of sub baccalaureate career and technical education students into baccalaureate programs?

No

6. During the reporting year, did your state use Perkins funds to support career and technical student organizations?

Yes

The College and Career Readiness Bureau partners with Eastern New Mexico University to support the operation of the CTLP. The CTLP manages six CTSOs in New Mexico: Business Professionals of America, DECA, Family, Career and Community Leaders of America, HOSA—Future Health Professionals, SkillsUSA, and Technology Students Association (TSA). These organizations engage student members in career and technical education activities as an integral part of the instruction program to meet the needs of a well-trained workforce for the 21st century.

Educators Rising (formerly Teacher Education Association) is another CTSO being supported through Perkins funds. It is facilitated out of New Mexico State University.

7. During the reporting year, did your state use Perkins funds to support career and technical education programs that offer experience in, and understanding of, all aspects of an industry for which students are preparing to enter?

Yes

During 2015-16, Perkins funds were used to support a variety of career and technical education programs. Through the advisory process schools are encouraged to work together with their work force boards and local economic development leaders to identify not only guest speakers for their classrooms but also gain relevant training materials and actual job/internships for their students. Instructors are also encouraged to actively engage their students in participation in career and technical student organizations such as FFA, HOSA, FCCLA, TSA, SKILLS USA; Educators Rising; DECA, BPA, which provide experiences with leadership, soft-skills attainment, and a variety of personal/professional networks.

Many schools utilize the NCCER/NOCTI/Precision Exam platforms. These certifications assist students in gaining valuable hands-on training locally. Participating students earn Automotive Service Excellence (ASE) certifications in several areas.

NMSU has also taken the lead in providing local PLTW training in New Mexico for teachers in the areas of aerospace engineering, environmental engineering, and biomedical engineering. The New Mexico Restaurant Association has developed specific ProStart I, II, III curricula and training for instructors, and supports summer externships with large restaurant corporations such as Darden Restaurants.

8. During the reporting year, did your state use Perkins funds to support partnerships between education and business, or business intermediaries, including cooperative education and adjunct faculty arrangements at the secondary and postsecondary levels?

Yes

A representative from within the CCRB from the Public Education Department continues to sit on the Governor's Job Training Incentive Program board as a required member. This board is operated within the Economic Development Department. Monthly meetings occur with businesses that are seeking incentive funds to hire and train New Mexico residents for emerging employment. This partnership provides an opportunity for the CCRB to inform business members of secondary and postsecondary CTE programs and it allows for dialog to encourage their participation as advisors for CTE programs of study. Membership on the board also provides an opportunity for CCRB to gather information from the employer community and relay the information to Perkins sub grantees through technical assistance and presentations at workshops.

9. During the reporting year, did your state use Perkins funds to support the improvement or development of new career and technical education courses and initiatives, including career clusters, career academies, and distance education?

Yes

CCRB developed a guidebook describing possible career technical education programs of study. Dr. Michael Stanton, a former principal and CCRB contractor, met with teachers and industry representatives to evaluate programs of study in each of the sixteen career clusters specified by careerclusters.org. Over 20,000 copies of the guidebook were distributed during 2016-17.

10. During the reporting year, did your state use Perkins funds to provide activities to support entrepreneurship education and training?

No

11. During the reporting year, did your state use Perkins funds to improve the recruitment and retention of career and technical education teachers, faculty, administrators, or career guidance and academic counselors, and the transition to teaching from business and industry, including small business?

No

12. During the reporting year, did your state use Perkins funds to support occupational and employment information resources?

No

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Step 4: Technical Skills Assessment

Provide a summary of your state's plan and timeframe for increasing the coverage of programs entered above.

Enter the number of students assessed for technical skill attainment, and the total number of CTE concentrators reported for the program year. The percent of students assessed for technical skill attainment will be automatically calculated.

Population	Number of Students in the Numerator	Number of Students in the Denominator	Percent of Students Assessed
Secondary Students			
Postsecondary Students			

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Step 8: Program Improvement Plans

Extension Requested?

No

Required Program Improvement Plans

Your state has met at least 90% of the state adjusted level of performance for all core indicators of performance. You do not need to provide state program improvement plans.

Local Program Improvement Plans

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Review & Certification

CAR Certification

I certify to the best of my knowledge and belief that this report, consisting of narrative performance information, financial status reports (FSRs)*, and performance data, is accurate and complete.

I certify that the state has implemented a system of internal controls as defined in 2 C.F.R. 200.61., and taken any necessary corrective actions, to help ensure that all data included in this part of the SY 2015-16 CSPR, to the best of my knowledge, are true, reliable, and valid.

I understand that the U.S. Department of Education will use only the performance data that it receives by the December 31 submission deadline each year to determine whether my state has met at least 90 percent of its agreed upon state adjusted performance levels for each of the core indicators of performance under section 113 of Title I of the Act or whether the state must submit a program improvement plan as required in section 123(a)(1) of Perkins IV.

I further understand that the use of the Personal Identification Number (PIN) supplied to me by the Department to certify and submit the CAR is the same as certifying and signing the document with a hand-written signature.

State Director

Elaine Perea

Title/Agency

NM PED

Date

12/29/2017 6:01:15 PM