

Perkins Application Workshop

January 10-11, 2019

Welcome!

College and Career Readiness Bureau



College & Career Readiness Bureau





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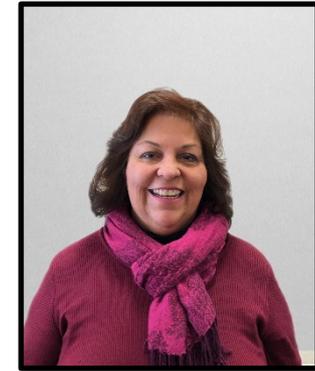
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Spending: College and Career

2016 Federal spending

- ▶ Career Technical Education \$1 billion
- ▶ College attendance subsidies > \$70 billion

2016–17 New Mexico spending

- ▶ \$38 million on college attendance subsidies via NM Lottery
- ▶ nothing on CTE

Perkins V Timelines

New Mexico's Transition Plan is due April 30, 2019.

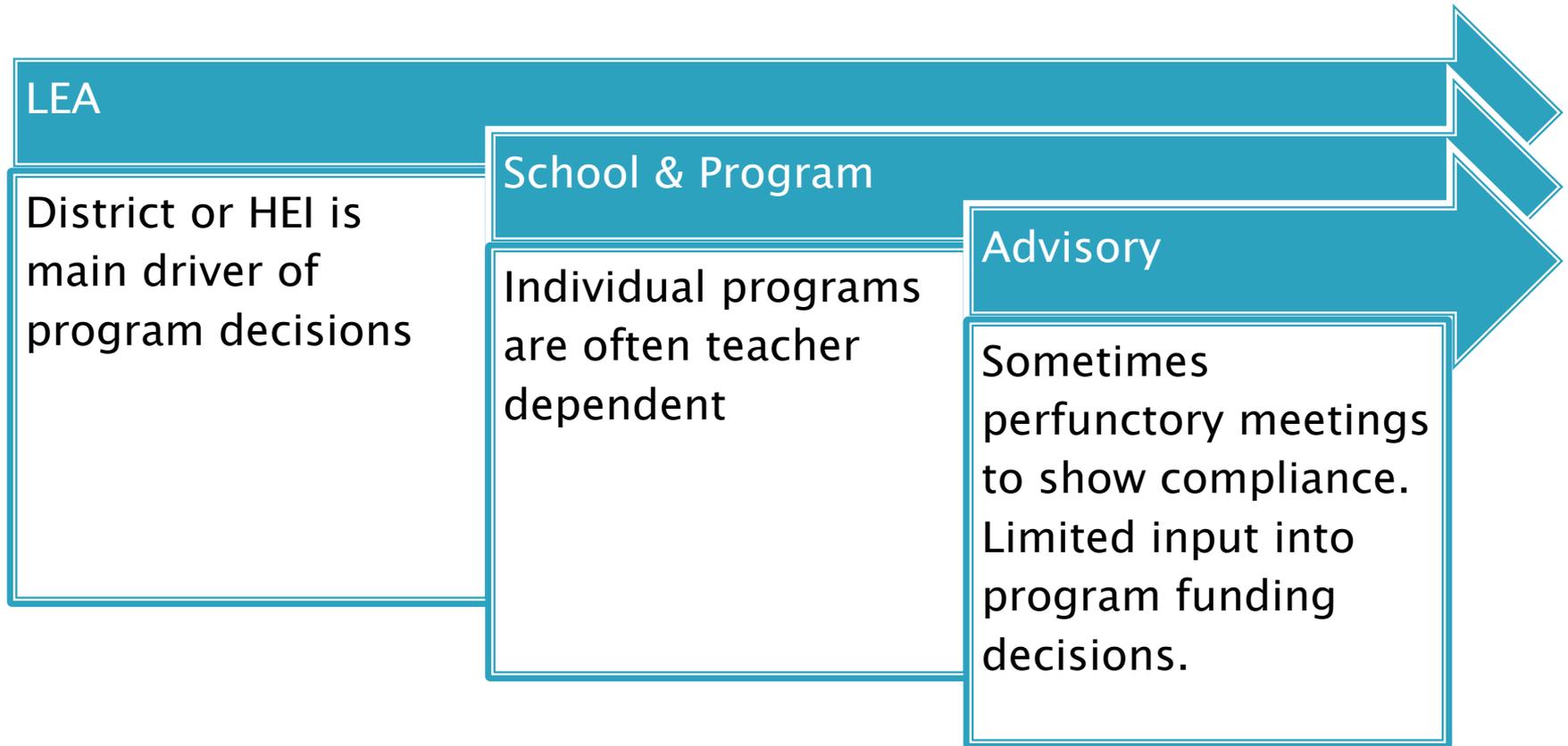
New Mexico's State Plan submitted April, 2020.



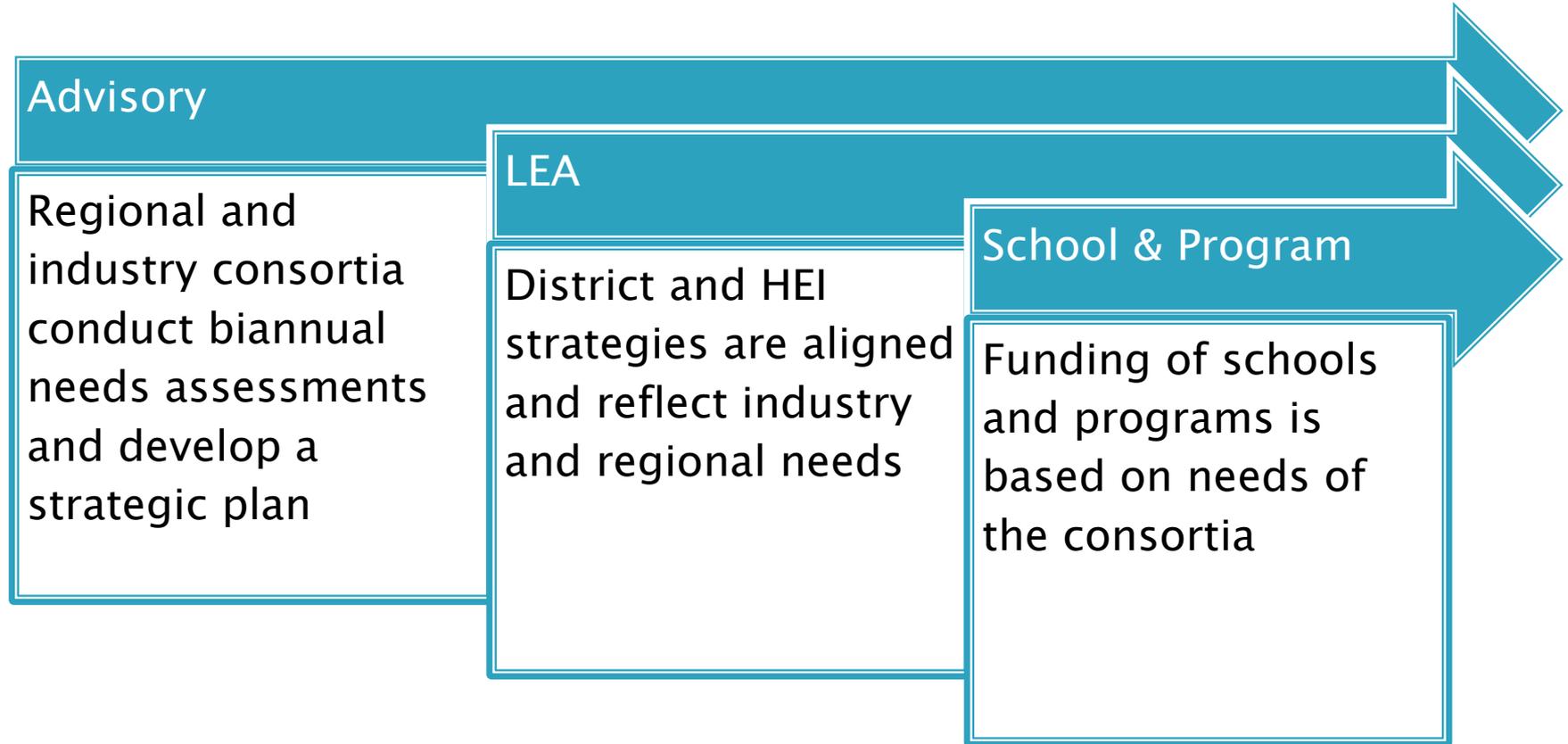
4-Year State Plan



Perkins IV (transition out)



Perkins V (transition in)





The Needs Assessment

Funded Programs

MUST be aligned with in-demand industry sectors

- Economic data and industry human resource needs as key decision levers (labor market information)
- Program contents reflect regional and industry needs
- Aligned with state-defined employment priorities
- Multiple stakeholder input required

Section 134 (c) and (d)

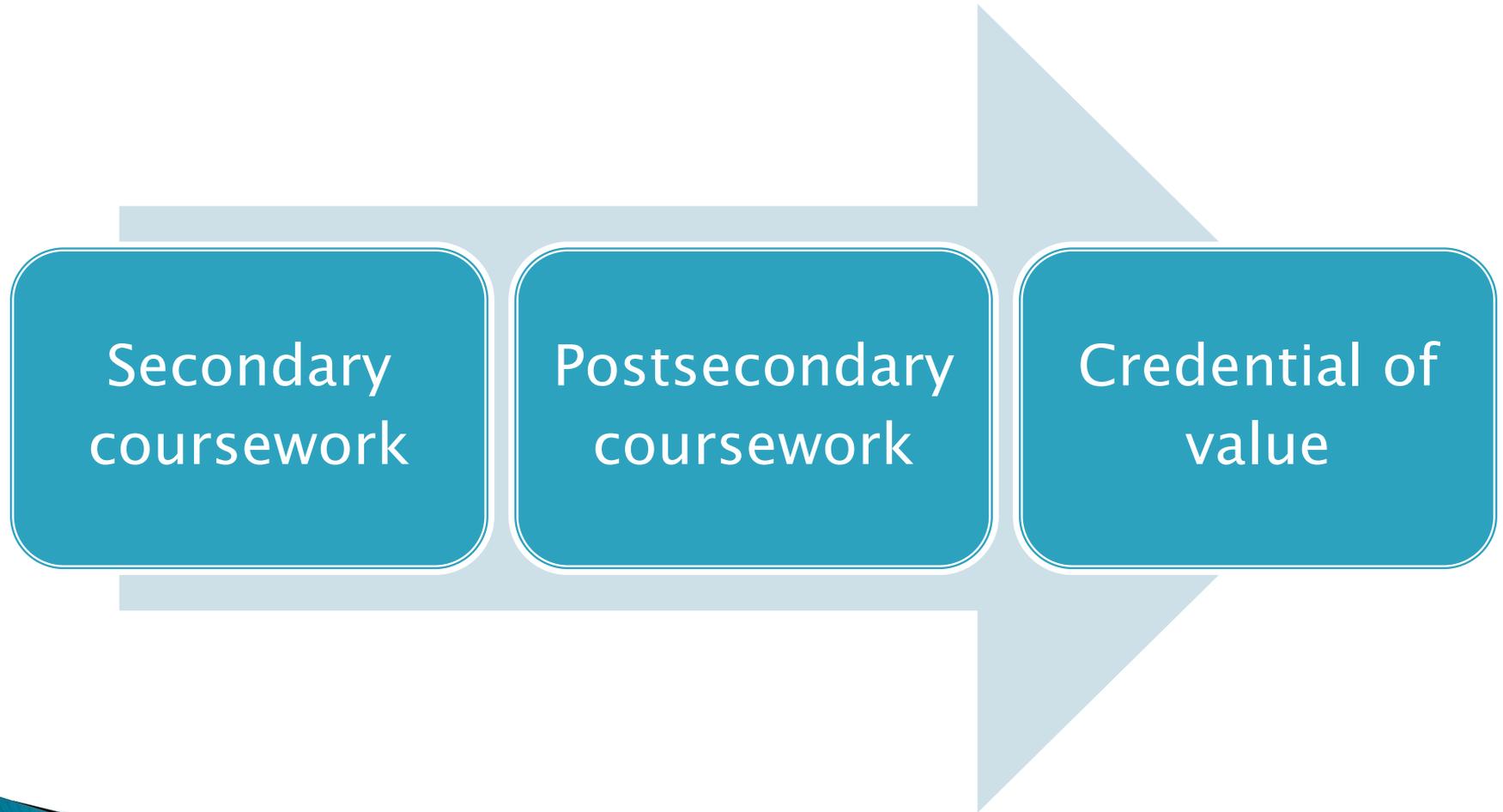
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What is a Quality Program?





Evaluation of a Program

Paper rubric

Online evaluations:

▶ www.acteonline.org/high-quality-CTE

Today's Workshop

- ▶ Agenda & Notes Page
- ▶ Personal needs
- ▶ Silence phones, move to the hallway for calls
- ▶ Internet access
- ▶ Working lunch today

Transition year:

- ▶ Best practices in Perkins IV prepare you well for Perkins V

Perkins Application Workshop

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What You Need to Know
about
Perkins V

College and Career Readiness Bureau

Perkins V Timelines

Transition Year

July 2019- June 2020



4-Year State Plan

PY1: July 1, 2020-
June 30, 2021

PY2: July 1, 2021-
June 30, 2022

PY3: July 1 2022-
June 30, 2023

PY4: July 1 2023-
June 30, 2024

New Mexico's Transition Plan is due April 30, 2019.

New Mexico's Full State Plan to be submitted April, 2020.

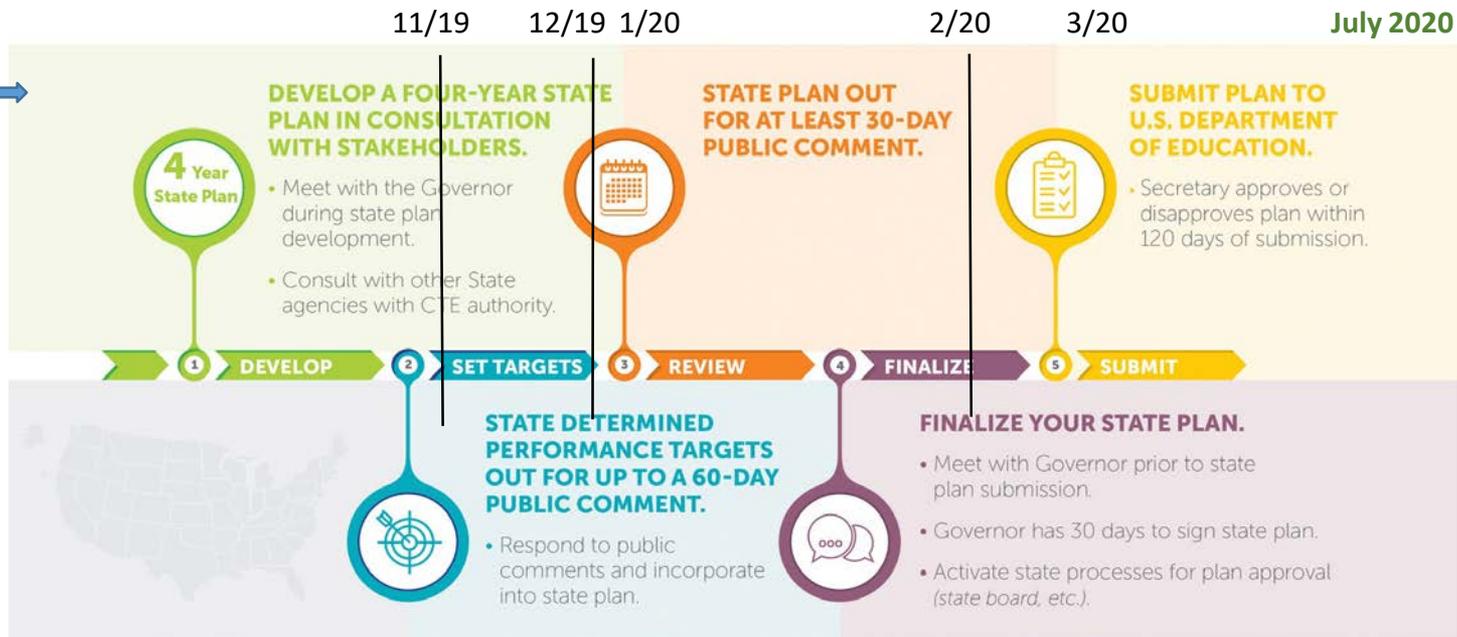
STATE PLAN DEVELOPMENT & SUBMISSION PROCESS

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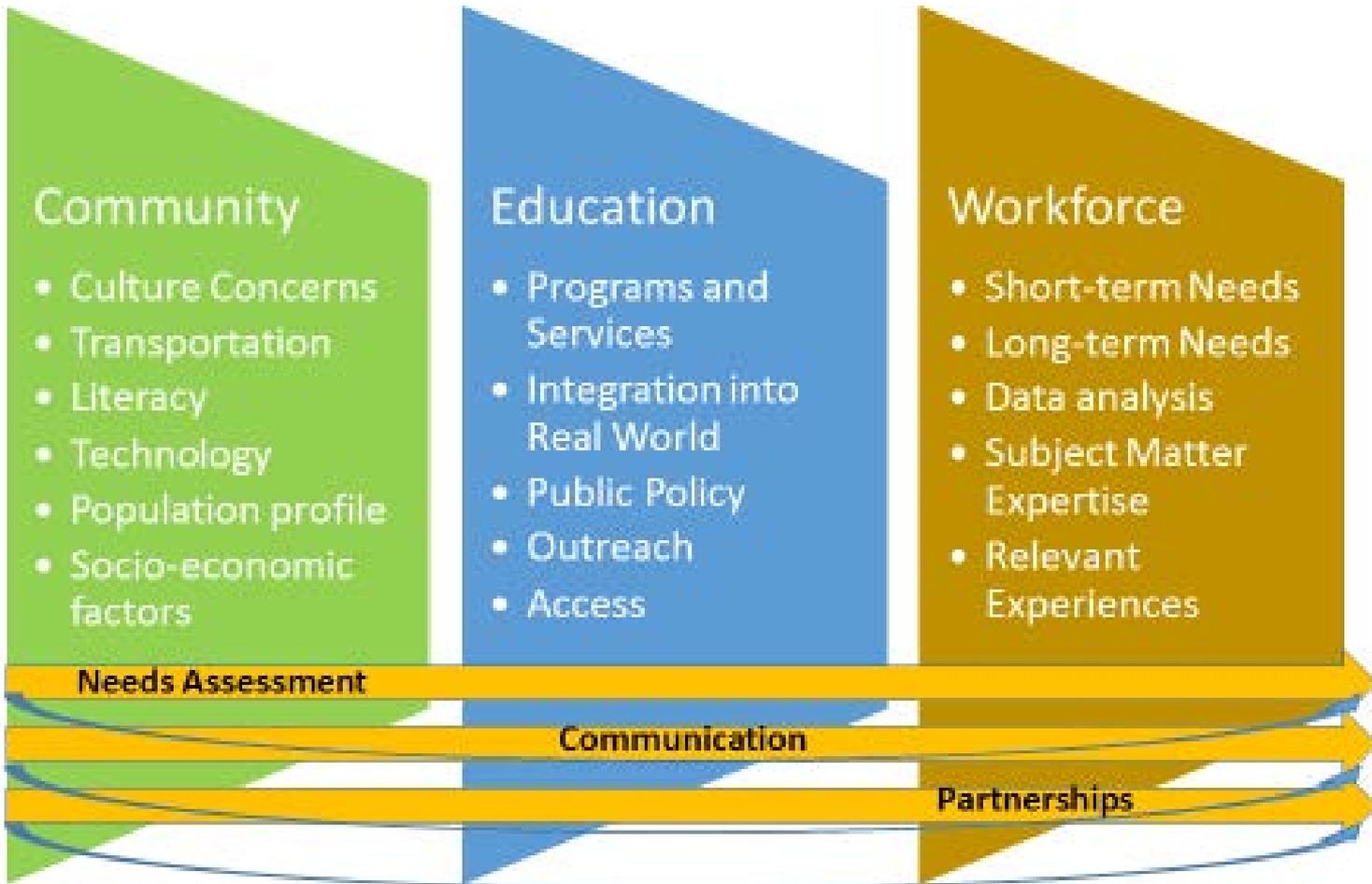
ADVANCE CTE
State Leaders Connecting Learning to Work

Transition
Plan
Spring
2019

Start →



COMMON THREADS



What's changed?

- **State Plan**

- Expanded consultation
- Governor Sign-off
- Engagement with other agencies

- **Local Application**

- Results of needs assessment
- Courses and activities to be supported, including state-approved program of study
- Career exploration/career guidance and counseling
- Activities for special populations
- Work-based learning opportunities





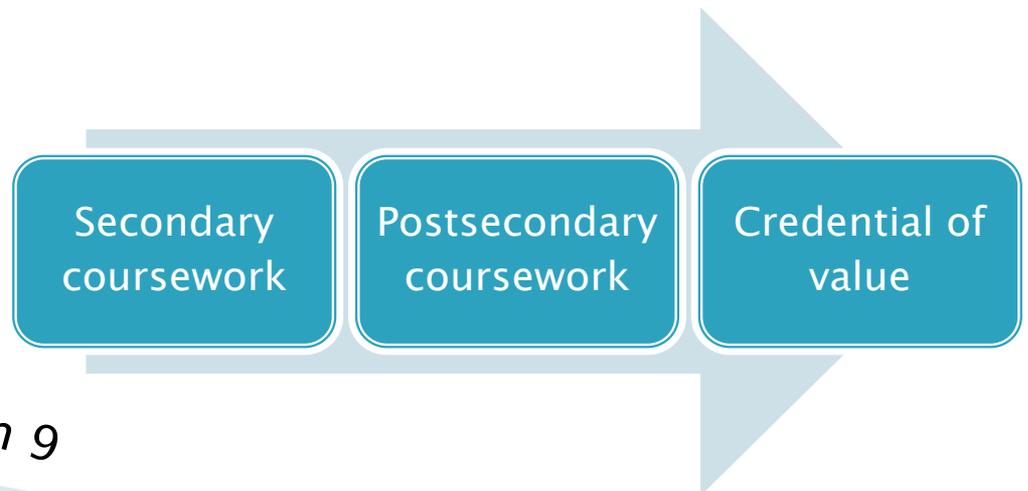
Changed... Special Populations

...increasing the employment opportunities for populations including:

- individuals with disabilities
- individuals from economically disadvantaged families, including low-income youth and adults
- individuals preparing for non-traditional fields
- single parents, including single pregnant women
- out-of-workforce individuals
- English learners
- homeless individuals
- youth who are in, or have aged out of, the foster care system;
- youth with a parent who is a member of the armed forces and is on active duty.

Clarifying the Focus: Programs Move Students to Employment

- ▶ **Student Development is an ongoing movement**
- ▶ Awareness of the world of work
- ▶ Deepening knowledge of a particular cluster
- ▶ Progressive coursework leading to credentials
- ▶ Smooth transitions



Self Evaluation Rubric Section 9

NEW MEXICO

- Foundational:
 - Consortia model: Secondary + Postsecondary
 - Needs assessment: Local/tribal/regional/state
 - 2-year local application
 - Aligned Program is required

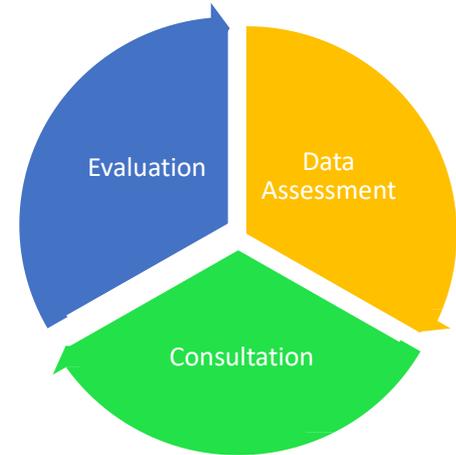
NEEDS ASSESSMENT – Why?

- SEC. 133. LOCAL APPLICATION FOR CAREER AND TECHNICAL EDUCATION PROGRAMS. IN GENERAL- To be eligible to receive financial assistance...an eligible recipient shall-
 - (A) Conduct a comprehensive local needs assessment related to career and technical education and include the results of the needs assessment in the local application...
 - (B) Not less than once every 2 years

NEEDS ASSESSMENT – What?

SEC. 133

- (C) COMPREHENSIVE NEEDS ASSESSMENT
- (2) REQUIREMENTS...



A **description of progress** toward implementation

of equal access to high-quality CTE courses and programs for ALL students including

Strategies to overcome barriers that result in lower rates of access to, or performance gaps in, the courses and programs for special populations

Providing programs that are designed to enable special populations to meet the local levels of performance

Providing activities to prepare special populations for high-skill, high wage or in-demand industry sectors

CONSULTATION

EVALUATION

Needs Assessment: Consultation



Function	Contact	Natural Alignment	Methodology
*Teachers			
*Career Guidance/Counselors			
*Principals/Admin			
*Specialized instructional support			
Local WFB/Economic Dev			
Parents			
*Student			
*Special Populations			
Out-of-school/at risk youth			
Tribal Organizations			
Other Stakeholders			

*Both secondary and postsecondary stakeholders will need to be consulted.

Program Meets the Needs

State
Regional
Tribal
Local

How do you ensure that your POS are:

Designed to meet local education or economic needs identified by state or local workforce development boards?



Program alignment

How does your region determine that the CTE program(s) are:

Aligned to state, regional, tribal, or local in-demand industry sectors or occupations identified by WIOA?

- **What evidence supports programming decisions?**
- **Is a current POS offering aligned?**
- **Caveat:** Ensure that **multiple data sources** align to each guiding question or framework element, allowing for triangulation of findings.



Program Size, Scope, and Quality

How does your region determine that the CTE program(s) are of Sufficient Size, Scope, and Quality to meet the needs of ALL Students?

- What data do we need ?

What strengths and gaps were uncovered by our needs assessment regarding size, scope, and quality?

- How does your process for monitoring the life-cycle of a program of study become part of how you ensure size, scope, and quality?
 - What data do you review?
 - How do you know when it time to phase out or transform programs that no have labor market relevance? Is there a process in place?



- **What new and/or modified policies, activities, or structures must be developed and implemented?**

Perkins V Evaluations



- Efforts to expand access to CTE programs for all students
- Innovative approaches to work-based learning
- Effectiveness of different CTE delivery systems
- Extent to which CTE programs are grounded on evidence-based research
- Efforts to reduce disparities or performance gaps
- Impact of local needs assessment, implementation of program of study, CTE funding and finance models, and coordination of planning and delivery with WIOA, HEA and ESSA

Info and Feedback Sessions

- Central 4/12
- Eastern 3/19
- Northern
- Southwestern
- BPA 2/15
- DECA 2/2
- Ed Rising 2/21
- FCCLA 3/23
- FFA
- HOSA
- SkillsUSA 3/2
- TSA 1/21

Workforce Boards

Performance Data
Workgroup

CTSO Boards

Next Steps

- ▶ Please complete event survey
- ▶ Coaches will email directors when application portal opens end of January
- ▶ Recommend industry contacts
- ▶ Sign up for Perkins V preliminary meetings

**Thank You and
Safe Travels!**