Perkins Application Workshop
January 10-11, 2019

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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

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
District or HEI is main driver of program decisions

Individual programs are often teacher dependent

Sometimes perfunctory meetings to show compliance. Limited input into program funding decisions.
Perkins V (transition in)

Advisory
Regional and industry consortia conduct biannual needs assessments and develop a strategic plan

LEA
District and HEI strategies are aligned and reflect industry and regional needs

School & Program
Funding of schools and programs is based on needs of the consortia
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)
The Needs Assessment

Funded Programs

MUST be aligned with in-demand industry sectors

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

Secondary coursework
Postsecondary coursework
Credential of value
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
January 10-11, 2019

What You Need to Know about Perkins V

College and Career Readiness Bureau

Elaine Perea, PhD, Director
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

Transition Plan Spring 2019

Start

DEVELOP A FOUR-YEAR STATE PLAN IN CONSULTATION WITH STAKEHOLDERS.
- Meet with the Governor during state plan development.
- Consult with other State agencies with CTE authority.

11/19

SET TARGETS

STATE DETERMINED PERFORMANCE TARGETS OUT FOR UP TO A 60-DAY PUBLIC COMMENT.
- Respond to public comments and incorporate into state plan.

12/19

REVIEW

STATE PLAN OUT FOR AT LEAST 30-DAY PUBLIC COMMENT.

1/20

FINALIZE

FINALIZE YOUR STATE PLAN.
- Meet with Governor prior to state plan submission.
- Governor has 30 days to sign state plan.
- Activate state processes for plan approval (state board, etc.).

2/20

SUBMIT

SUBMIT PLAN TO U.S. DEPARTMENT OF EDUCATION.
- Secretary approves or disapproves plan within 120 days of submission.

3/20

July 2020
COMMON THREADS

Community
- Culture Concerns
- Transportation
- Literacy
- Technology
- Population profile
- Socio-economic factors

Education
- Programs and Services
- Integration into Real World
- Public Policy
- Outreach
- Access

Workforce
- Short-term Needs
- Long-term Needs
- Data analysis
- Subject Matter Expertise
- Relevant Experiences

Needs Assessment
Communication
Partnerships
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
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

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

*Both secondary and postsecondary stakeholders will need to be consulted.*
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’s time to phase out or transform programs that no longer 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

**Workforce Boards**
- Central 4/12
- Eastern 3/19
- Northern
- Southwestern

**Performance Data Workgroup**

**CTSO Boards**
- BPA 2/15
- DECA 2/2
- Ed Rising 2/21
- FCCLA 3/23
- FFA
- HOSA
- SkillsUSA 3/2
- TSA 1/21
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!