



NEW MEXICO PUBLIC EDUCATION DEPARTMENT

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

(P.L. 109-270)

CONSOLIDATED ANNUAL REPORT
July 1, 2017 – June 30, 2018

CHRISTOPHER RUSZKOWSKI
Education Secretary-Designate

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Cover Page for Consolidated Annual Report

1. Recipient Organization

Organization Name: New Mexico Public Education Department City: Santa Fe
Address 1: 300 Don Gaspar Ave State: NM
ZipCode: 87501

2. Period covered by this report:

Start Date: 7/1/2017
End Date: 6/30/2018

3. PR/Award Numbers:

Title I Basic Grant to States: V048A170031

4. Remarks

None

5. Lead individuals completing this report:

Individual responsible for the narrative performance information	Elaine Perea
Individual responsible for the financial status reports	Marian Rael
Individual responsible for the performance data	Elaine Perea
Lead individual who may be contacted to answer questions	Elaine Perea

Reporting Information

1. Your state is required to submit Race/Ethnicity data using the Race/Ethnicity Standards for:

1997

2. Required Performance Data:

The following core indicators of performance must be reported in your CAR report:

5S1,1P1,2P1,3P1,4P1,5P1,
5P2,1S1,1S2,2S1,3S1,4S1,6S1,6S2

Consolidated Annual Report, Program Year 2017 - 2018 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 2017-18, we continued to focus on improving systems developed in the prior years. 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. In 2017-18, we added gap analyses so that administrators could understand when specific subgroups were not meeting performance targets, even if the LEA met the target as a whole.

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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?

At the conclusion of the Perkins program cycle ending June 30 of each calendar year, all sub-grantees are asked to complete an Annual Performance Report (APR). The APR format provided to sub-grantees, asks the Perkins director to provide an Executive Summary of the activity in their Perkins funded programs of study in the program year just ended.

The APR format requests data analysis on the results of their CTE programs during the program cycle. Data is also submitted to the New Mexico Public Education Department (NMPED) on program of study budget expenditures, student credentials awarded and student participation in career technical student organizations. Equipment purchases and supplies inventory in excess of \$5,000 are also requested and reviewed by staff at the NMPED. All of the information provided is evaluated by the administrator of record at the College and Career Readiness Bureau of the NMPED.

In addition to the annual assessment process described above for all sub-grantees, comprehensive monitoring visits were conducted. A risk-based rubric was used to review and assess all Perkins funded CTE programs and provided the basis by which sub-grantees were selected for monitoring visits. In 2017-18, CCRB staff performed monitoring visits for the following sub-grantees: Albuquerque Public Schools, Central New Mexico Community College and Rio Rancho Public Schools.

During the course of these visits more than 80 percent of the programs of study offered received thorough examination including interviews with administrators, business managers, guidance counselors, instructors of record, student participants and concentrators, direct classroom observations, review of course sequences, dual credit agreements, CTSO participation and certifications offered and obtained and physical audit of equipment purchases funded with Perkins grant monies.

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

For 2017-18, Perkins funds were used to fund the following computer science and information technology initiatives:

- * Cisco Networking Academy
- * GenYES
- * ORACLE Academy
- * New Mexico Project Lead the Way

For more information about these programs, please see question 10.

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?

The following professional development programs were provided:

Fall - Region IV ACTE Conference

Fall - CTSO Fall Leadership

Rally Summer - New CTE

Teacher Institute

Summer - CSTA-NM Computer Science Professional Development

Week Summer – Advisor Summit: Pathways to Adult Success

Summer - San Juan College Career Technology

Institute Winter - CTE Day at the Roundhouse

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?

For 2017-18, preparation for non-traditional fields was achieved through piloting the Buck Institute Project-Based Learning Training for Non-Traditional Fields.

Further, Albuquerque Public Schools contracted with the National Alliance for Partnerships in Equity (NAPE) for teacher training. The training was available to all district CTE teachers and the district hosted a one-day student non-traditional conference (current non-traditional students in CTE programs were invited).

Several New Mexico postsecondary institutions are part of the Inter-Mountain (IM) STEM initiative. The IM STEM is a network of STEM educators and leaders across six states (CO, ID, NM, NV, UT, and WY) working to support STEM equity in key transition points.

The member institutions hosted non-traditional conferences to which they invited additional partnered institutions: San Juan College/Farmington Municipal Schools, Doña Ana Community College (DACC)/Las Cruces Public Schools, Santa Fe Community College/Santa Fe Public Schools.

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?

New Mexico continued to use Perkins 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 to students who have various barriers to education, including underserved students, English Learners, teen parents and those students seeking support to succeed in non-traditional fields. JAG-NM students learn skills necessary to prepare for high-wage, high-skill, and in-demand occupations that lead to self-sufficiency.

In all programs supported by the College and Career Readiness Bureau of the NMPED, sub-grantees directly address support for special populations.

Additionally, at the Advisor Summit held June 2018, a breakout session informed school counselors about English Learners and CTE special populations and program considerations.

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

The CCRB offered an annual Perkins directors training workshop. Staff also provided individual technical assistance, visiting most campuses to collaborate. Staff worked with sub-grantees to develop improvement and innovation goals. Professional development and planning generally helped improve performance on core indicators.

As part of ongoing support to many sub-grantees, CCRB staff visited many sites prior to the Perkins application due date to assist with completion of the application.

In the Four Corners region of the state, staff facilitated all secondary and postsecondary schools in a gathering to share ideas on building rigorous programs of study, shared advisory committees and ways to better achieve vertical curriculum alignment from secondary to postsecondary.

7. Serving individuals in state

institutions Part I: State Correctional

Institutions

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

10000

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

18

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

New Mexico Department of Corrections (NMDOC) received a \$10,000 grant to provide IT training to female inmates who have been incarcerated for a minimum of one year.

Part II: State Institutions Serving Individuals with Disabilities

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

0

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

0

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

none

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 two district charter schools through its local application.

- Corrales International School received support for its PLTW Biomedical Sciences program of study.
- Digital Arts and Technology Academy (DATA) received support for its Architectural Design and Drafting program of study.

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

Yes

New Mexico uses the leadership set-aside to fund 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 Family, Career, and Community Leaders of America (FCCLA) 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?

Yes

Yes. Perkins funds were used for the Computer Science/Informational Technology Pathway Project consisting of the following component initiatives:

Cisco Academy: Two districts received funding for launching this program of study. Peñasco is an isolated community in the ways that most people readily recognize - geographically and culturally. What many do not realize is how isolated it is economically. After graduating high school many students leave, most never to live there again because the area lacks jobs. With new fiber lines coursing through much of the district, Peñasco finally has an option for these talented students who want to stay in the community. Positions for people trained in computer science abound and often can be done remotely. These are high demand, high wage jobs that allow students to stay and build the community.

GenYES: A charter school and a Regional Education Cooperative received funding to launch this program of study. The Region 9 Gen Yes Project provides opportunities for rural New Mexico students to participate in a program designed to develop sustainable career skills. The project is a collaborative effort in order to braid the unique technology component and departments of Region 9 to maximize effectiveness. Region 9 members have invested substantially in technology over the last three years. As a result, the number of devices has dramatically increased, and there is a correlation between the amount of technology available and the demand for technical assistance. This creates an opportunity to support the development of a student tech corps that supports increased rigor, engagement, communication skills and college and career readiness skills. This project leverages the existing progressive infrastructure and capitalizes on the collaborative nature of the REC's partnerships in order to maximize the effectiveness of the funds provided.

PLTW: Four districts are launching new PLTW programs using this funding. Hobbs Municipal School District will use the funds to support the development and promotion of high quality CTE pathways. Before receiving funding, Hobbs offered several computer and business classes that were being taught independently, were out-of-date, and were not a part of a purposeful career pathway leading to completion of student certifications or Advanced Placement tests. It was necessary to develop a pathway that offers current, relevant curriculum that leads students to high-need career fields and also supports staff and district values. The IT-CS Project grant provides a structured curriculum with smooth implementation, professional development for teacher success, and necessary supplies and equipment.

Oracle Academy: Two districts and a state charter received funding for launching this program of study. Alta Vista Early College High School students live in rural, low socio-economic, disadvantaged communities throughout the Gadsden Independent School District, where opportunities are limited. The school's main focus is to graduate students, simultaneously, with a high school diploma and an Associate of Arts degree from Dona Ana Community College/New Mexico State University. Prior to funding, the school had no CTE curriculum pathways. The new Information Technology/Computer Science Career Pathway allows students to acquire a certification in an Information Technology/Computer Science field. This broadens the horizons of students tenfold; students are introduced to learning about "real world experiences" and ultimately gain the necessary employability skills that are needed to flourish after graduating.

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?

To strengthen the academic and career and technical skills of students participating in career and technical education programs, sub-grantees offer sequential progressive courses composed of both academic and technical content to ensure learning in the core academic subjects and CTE subjects. Sub-grantees use funds to support a variety of initiatives that integrate academics into CTE.

For example, The Project Lead the Way (PLTW) Medical interventions course allows students to conduct peer-mentoring investigations with medical programs in the community and at New Mexico State University. This real life experience has led students to work on projects from virology to zoonosis, within the College of Agriculture under Entomology and plant pathology laboratories.

At the postsecondary level, CNM worked toward the contextualization of English 1101 for Health Sciences and Business & Information Technology and continues to develop courses which integrate academic and career-technical content using the iBest strategy. All CNM instructional divisions, including CTE divisions, have identified five academic core competencies for all students.

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.

CCRB staff have established partnerships with regional area workforce development boards, workforce solutions offices, secondary, postsecondary and industry partners. This has enabled each region to bring partners to the table on a regular basis to openly communicate about industry needs, certifications, as well as workforce development gaps. Participation by industry improved the connection between curriculum relevance and industry needs.

Some examples:

Las Cruces Mayfield High School's program is connected to American Welding Society certifications in several areas. This program participates in National Science Foundation MoonBuggy national competition. The program also teaches the basics of construction.

Western New Mexico University (WNMU) partners with four local high schools to provide dual credit in welding and electrical technology. WNMU is located in the mining district of the state, which is one of the largest employers in the area. Freeport McMoran is a supportive partner with WNMU and hires many graduates from the welding and electrical programs of study. WNMU also has a robust partnership with Montel Fabrications, which also hires many graduates.

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

Yes

Several sub-recipients received custom presentations regarding counseling and advisement. Staff also encourage sub-grantees to use funds to directly support counseling. For example, Los Lunas Schools used Perkins funds to support a PTE Internship Coordinator position for both of its regular district high schools.

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

Secondary and postsecondary institutions are required to establish formal partnerships; however, no Perkins funds were specifically used to establish agreements. Agreements between secondary and postsecondary partners are achieved without the need for funding. 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.

Specific sub-grantee support includes:

Hobbs Municipal Schools uses Perkins funding to support its SkillsUSA program. This program incorporates the SkillsUSA curriculum into the class and offers a work-based learning classroom model set up by skill area. This organization has been designated a Model of Excellence.

Carlsbad Municipal Schools uses Perkins funding to support its work-based learning initiatives. The construction trades students assist with the building (frame, plumbing, HVAC, Electrical, etc) of a Habitat for Humanity home in its community each semester (one home/semester). This project is part of a CMS, Habitat for Humanity, local home builders, and Carlsbad Community Development partnership.

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

Perkins funds were used as an incentive to CTSO chapters that increased memberships. The CTSOs excel at providing students with familiarity with the industries they represent.

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

The Job Training Incentive Program (JTIP) and the Workforce Innovation and Opportunity Act (WIOA) Partnership Boards have NMPED Secretary Designates that are supported with Perkins funds. JTIP and WIOA Board participation broadens network links that enable partnerships.

Sub-grantees Bernalillo Public Schools and University of New Mexico – Valencia Campus used Perkins funding to maintain business-education partnerships with AmFab Steel and Keter Plastics respectively.

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

Central New Mexico Community College used Perkins funds to develop a legal and medical Spanish Translation Certificate program.

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

Yes

Business programs at Central New Mexico Community College (CNM) used Perkins funds to support entrepreneurship education and training. An equipment purchase of wraps and mobile, retail kiosks was made in support of this objective.

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?

Yes

Alternative Licensure programs for 800 licenses, specifically for teachers who are coming directly from industry in the State of New Mexico, were funded via Perkins at Central New Mexico Community College, the state's largest CTE postsecondary institution.

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

Yes

Perkins funds were used to produce occupational and employment information resources. A total of 22,000 Career Cluster Guidebooks were printed for release to students and faculties across the state, to provide greater depth and breadth to student understanding of occupations.

CNM is also producing local occupational and program information resources with Perkins funding.

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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			

Financial Status Reports

Interim Financial Status Form

1. State Name New Mexico
2. Federal Funding Period
 Start Date 7/1/2017
 End Date 9/30/2019
3. Reporting Period
 Start Date 7/1/2017
 End Date 6/30/2018
4. Accounting Basis 0
5. Grant Award Number
 State Basic Grant (Title I) V048A170031
6. Grant Award Amount
 State Basic Grant (Title I) 8031203
7. Amended Interim FSR
 Date of Ammended FSR FALSE
Additional Information:

Row	1	2	3	4	5	6	7	8	9	10	11
	Net Outlays Previously Reported	Total Outlays This Report Period	Program Income Credits	New Outlays This Report Period (Column 2 - 3)	Net Outlays To Date (Column 1 + 4)	Non-Federal Share of Outlays	Total Federal Share of Outlays (Column 5 - 6)	Federal Share of Unliquidated Obligations	Federal Share of Outlays & Unliquidated Obligations (Column 7 + 8)	Federal Funds Authorized	Balance of Unobligated Federal Funds (Column 10 - 9)
A Total Title I Funds*											
B Local Uses of Funds											
C RESERVE											
D Funds for Secondary Recipients		590,821.17		590,821.17	590,821.17		590,821.17		590,821.17	681,481.00	90,659.83
E Funds for Postsecondary Recipients											
F Total (Row D + E)		590,821.17		590,821.17	590,821.17		590,821.17		590,821.17	681,481.00	90,659.83
G Formula Distribution											
H Funds for Secondary Recipients		2,733,672.42		2,733,672.42	2,733,672.42		2,733,672.42		2,733,672.42	3,066,664.00	332,991.58
I Funds for Postsecondary Recipients		2,899,417.54		2,899,417.54	2,899,417.54		2,899,417.54		2,899,417.54	3,066,664.00	167,246.46
J Total (Row H + I)		5,633,089.96		5,633,089.96	5,633,089.96		5,633,089.96		5,633,089.96	6,133,328.00	500,238.04
K TOTAL LOCAL USES OF FUNDS (Row F + J)		6,223,911.13		6,223,911.13	6,223,911.13		6,223,911.13		6,223,911.13	6,814,809.00	590,897.87
L State Leadership											
M Non-traditional Training and Employment										90,000.00	90,000.00
N State Institutions		6,947.85		6,947.85	6,947.85		6,947.85		6,947.85	9,680.00	2,732.15
O Other Leadership Activities		587,454.63		587,454.63	587,454.63		587,454.63		587,454.63	701,429.00	113,974.37
P TOTAL STATE LEADERSHIP (Row M + N + O)		594,402.48		594,402.48	594,402.48		594,402.48		594,402.48	801,109.00	206,706.52
Q State Administration											
R Total State Administration		295,281.88		295,281.88	295,281.88		295,281.88		295,281.88	415,285.00	120,003.12
S TOTAL TITLE I FUNDS (Row K + R)		7,113,595.49		7,113,595.49	7,113,595.49		7,113,595.49		7,113,595.49	8,031,203.00	917,607.51

Final Financial Status Form

1. State Name New Mexico
2. Federal Funding Period
 Start Date 7/1/2016
 End Date 9/30/2018
3. Reporting Period
 Start Date 7/1/2016
 End Date 9/30/2018
4. Accounting Basis 0

5. Grant Award Number
 State Basic Grant (Title I) V048A160031
6. Grant Award Amount
 State Basic Grant (Title I) 8017422
7. Amended Final FSR
 Date of Ammended FSR FALSE
Additional Information:

Row	1	2	3	4	5	6	7	8	9	10	11
	Net Outlays Previously Reported	Total Outlays This Report Period	Program Income Credits	New Outlays This Report Period (Column 2 - 3)	Net Outlays To Date (Column 1 + 4)	Non-Federal Share of Outlays	Total Federal Share of Outlays (Column 5 - 6)	Federal Share of Unliquidated Obligations	Federal Share of Outlays & Unliquidated Obligations (Column 7 + 8)	Federal Funds Authorized	Balance of Unobligated Federal Funds (Column 10 - 9)
A Total Title I Funds*											
B Local Uses of Funds											
C RESERVE											
D Funds for Secondary Recipients	612,610.11	138,390.50		138,390.50	751,000.61		751,000.61		751,000.61	753,675.12	2,674.51
E Funds for Postsecondary Recipients											
F Total (Row D + E)	612,610.11	138,390.50		138,390.50	751,000.61		751,000.61		751,000.61	753,675.12	2,674.51
G Formula Distribution											
H Funds for Secondary Recipients	2,666,319.33	364,998.84		364,998.84	3,031,318.17		3,031,318.17		3,031,318.17	3,089,825.40	58,507.23
I Funds for Postsecondary Recipients	2,628,404.21	393,479.56		393,479.56	3,021,883.77		3,021,883.77		3,021,883.77	3,086,267.12	64,383.35
J Total (Row H + I)	5,294,723.54	758,478.40		758,478.40	6,053,201.94		6,053,201.94		6,053,201.94	6,176,092.52	122,890.58
K TOTAL LOCAL USES OF FUNDS (Row F + J)	5,907,333.65	896,868.90		896,868.90	6,804,202.55		6,804,202.55		6,804,202.55	6,929,767.64	125,565.09
L State Leadership											
M Non-traditional Training and Employment	59,535.39	900.00		900.00	60,435.39		60,435.39		60,435.39	60,435.39	0.00
N State Institutions	10,000.00				10,000.00		10,000.00		10,000.00	10,000.00	0.00
O Other Leadership Activities	508,480.35	107,867.52		107,867.52	616,347.87		616,347.87		616,347.87	616,347.87	0.00
P TOTAL STATE LEADERSHIP (Row M + N + O)	578,015.74	108,767.52		108,767.52	686,783.26		686,783.26		686,783.26	686,783.26	0.00
Q State Administration											
R Total State Administration	303,293.37	502,212.73		502,212.73	805,506.10	404,635.00	400,871.10		400,871.10	400,871.10	0.00
S TOTAL TITLE I FUNDS (Row K + P + R)	6,788,642.76	1,507,849.15		1,507,849.15	8,296,491.91	404,635.00	7,891,856.91		7,891,856.91	8,017,422.00	125,565.09

Performance and Accountability

CTE Participants

	Number of Secondary Students	Number of Postsecondary Students	Number of Adult Students
GENDER			
Male	32,423	24,575	-9
Female	29,643	34,650	-9
RACE/ETHNICITY *(1997 STANDARDS)			
American Indian or Alaskan Native	6,291	6,315	-9
Asian	738	936	-9
Black or African American	1,203	1,196	-9
Hispanic/Latino	38,193	28,568	-9
Native Hawaiian or Other Pacific Islander	79	100	-9
White	14,611	17,867	-9
Two or More Races	951	1,102	-9
Unknown		3,141	
SPECIAL POPULATION AND OTHER STUDENT CATEGORIES			
Individuals With Disabilities (ADA)		2,103	-9
Disability Status (ESEA/IDEA)	9,302		
Economically Disadvantaged	47,098	23,070	-9
Single Parents	314	4,731	-9
Displaced Homemakers	9	803	-9
Limited English Proficient	8,331	3,873	-9
Migrant Status	204		
Nontraditional Enrollees	36,159	12,870	-9

Secondary Definition for CTE Participants:

Qualifying students are students who are participants in one or more CTE courses during the reporting period. Students must have earned one or more units in any course identified in the NM STARS spreadsheet, and achieved a grade of A, B, C, or D.

Postsecondary Definition for CTE Participants:

Qualifying students are students who are participants in one or more CTE programs during the reporting period. Students must have earned one or more credits in any course identified in the NM CIPs spreadsheet, and achieved a grade of A, B, C, CR, P, or S. Note: General education courses that may be included in, or are in preparation for, a degree or certificate program do NOT qualify as "career-technical education courses." Even though a student may have declared a "career-technical education major," they may not be counted until they are enrolled in a qualifying course. Dual Credit students should be included in the participant count.

Additional Information:

CTE Concentrators

	SECONDARY		POSTSECONDARY		ADULT	
	Male	Female	Male	Female	Male	Female
Agriculture, Food & Natural Resources	1413	625	113	59	-9	-9
Architecture & Construction	2071	252	1813	204	-9	-9
Arts, A/V Technology, & Communications	2933	2845	1359	1495	-9	-9
Business Management, & Administration	590	591	1169	1977	-9	-9
Education & Training	8	84	523	2271	-9	-9
Finance	1	2	252	466	-9	-9
Government & Public Administration	454	388	95	68	-9	-9
Health Science	209	830	1831	7426	-9	-9
Hospitality & Tourism	758	1486	332	487	-9	-9
Human Services	111	544	206	1004	-9	-9
Information Technology	356	122	1034	372	-9	-9
Law, Public Safety & Security	0	0	1394	1359	-9	-9
Manufacturing	66	19	1934	327	-9	-9
Marketing Sales & Services	272	298	20	18	-9	-9
Science, Technology, Engineering & Math	664	89	1570	2065	-9	-9
Transportation, Distribution & Logistics	422	39	2038	231	-9	-9

Secondary Definition for CTE Concentrators:

A CTE Concentrator is a student who participated in three or more unique courses, while attending grades 9, 10, 11 or 12 during the reporting school year and three years prior to the reporting school year.

Course count is based on 4 digit state course.

If a student took the same course over more than 1 year than that course is counted only 1 time.

Postsecondary Definition for CTE Concentrators:

A postsecondary student enrolled for credit during the reporting period who, within the three-year period including and proceeding the reporting year:

a. completes at least 12 CTE credits, of which 9 credits are within a single cluster as determined by the NM CIPs spreadsheet and terminates in the award of a degree, a certificate, or an industry-recognized credential OR

b. completes a short-term program of less than 12 credit units that terminates in a degree, a certificate, or an industry-recognized credential. Short-term programs are only included if they are supported by Perkins funding.

Additional Information:

Secondary Performance Data

1S1 Academic Attainment - Reading/Language Arts

	Number of Students in the Numerator	Number of Students in the Denominator	State Actual Level of Performance	State Target Level of Performance
Grand Total	3,977	8,723	46	40
GENDER				
Male	1,818	4,656	46	40
Female	2,159	4,067	46	40
RACE/ETHNICITY* (1997 Revised Standards)				
American Indian or Alaskan Native	218	716	46	40
Asian	75	103	46	40
Black or African American	49	129	46	40
Hispanic/Latino	2,268	5,489	46	40
Native Hawaiian or Other Pacific Islander	3	7	46	40
White	1,303	2,160	46	40
Two or More Races	61	119	46	40
SPECIAL POPULATION AND OTHER STUDENT CATEGORIES				
Individuals With Disabilities (ADA)	-9	-9	46	40
Disability Status (ESEA/IDEA)	139	1,050	46	40
Economically Disadvantaged	2,559	6,567	46	40
Single Parents	27	113	46	40
Displaced Homemakers	2	8	46	40
Limited English Proficient	161	1,124	46	40
Migrant Status	9	22	46	40
Nontraditional Enrollees	1,690	3,518	46	40

Additional Information

1S2 Academic Attainment - Mathematics

	Number of Students in the Numerator	Number of Students in the Denominator	State Actual Level of Performance	State Target Level of Performance
Grand Total	1,340	8,689	15	25
GENDER				
Male	779	4,633	15	25
Female	561	4,056	15	25
RACE/ETHNICITY* (1997 Revised Standards)				
American Indian or Alaskan Native	50	713	15	25
Asian	52	105	15	25
Black or African American	15	129	15	25
Hispanic/Latino	611	5,463	15	25
Native Hawaiian or Other Pacific Islander	2	9	15	25
White	588	2,153	15	25
Two or More Races	22	117	15	25
SPECIAL POPULATION AND OTHER STUDENT CATEGORIES				
Individuals With Disabilities (ADA)	-9	-9	15	25
Disability Status (ESEA/IDEA)	58	1,040	15	25
Economically Disadvantaged	693	6,539	15	25
Single Parents	4	112	15	25
Displaced Homemakers	0	8	15	25
Limited English Proficient	38	1,119	15	25
Migrant Status	3	22	15	25
Nontraditional Enrollees	471	3,506	15	25

Additional Information

2S1 Technical Skills Attainment

	Number of Students in the Numerator	Number of Students in the Denominator	State Actual Level of Performance	State Target Level of Performance
Grand Total	6,689	7,143	94	93
GENDER				
Male	3,490	3,767	94	93
Female	3,199	3,376	94	93
RACE/ETHNICITY* (1997 Revised Standards)				
American Indian or Alaskan Native	504	548	94	93
Asian	75	76	94	93
Black or African American	124	134	94	93
Hispanic/Latino	4,139	4,472	94	93
Native Hawaiian or Other Pacific Islander	15	16	94	93
White	1,742	1,804	94	93
Two or More Races	90	93	94	93
SPECIAL POPULATION AND OTHER STUDENT CATEGORIES				
Individuals With Disabilities (ADA)	-9	-9	94	93
Disability Status (ESEA/IDEA)	840	965	94	93
Economically Disadvantaged	4,973	5,374	94	93
Single Parents	61	72	94	93
Displaced Homemakers	2	2	94	93
Limited English Proficient	771	873	94	93
Migrant Status	26	28	94	93
Nontraditional Enrollees	2,776	2,958	94	93

Additional Information

3S1 Secondary School Completion

	Number of Students in the Numerator	Number of Students in the Denominator	State Actual Level of Performance	State Target Level of Performance
Grand Total	7,473	8,359	89	87
GENDER				
Male	3,878	4,422	89	87
Female	3,595	3,937	89	87
RACE/ETHNICITY* (1997 Revised Standards)				
American Indian or Alaskan Native	605	684	89	87
Asian	93	105	89	87
Black or African American	114	131	89	87
Hispanic/Latino	4,712	5,243	89	87
Native Hawaiian or Other Pacific Islander	7	7	89	87
White	1,854	2,079	89	87
Two or More Races	88	110	89	87
SPECIAL POPULATION AND OTHER STUDENT CATEGORIES				
Individuals With Disabilities (ADA)	-9	-9	89	87
Disability Status (ESEA/IDEA)	834	993	89	87
Economically Disadvantaged	5,505	6,248	89	87
Single Parents	87	110	89	87
Displaced Homemakers	7	8	89	87
Limited English Proficient	914	1,056	89	87
Migrant Status	18	22	89	87
Nontraditional Enrollees	3,147	3,414	89	87
DISAGGREGATE INDICATORS				
General Education Development (GED)	0		89	87
Diploma	7,421		89	87
Certificate	-9		89	87

Additional Information

4S1 Student Graduation Rates

	Number of Students in the Numerator	Number of Students in the Denominator	State Actual Level of Performance	State Target Level of Performance
Grand Total	7,007	7,543	93	92
GENDER				
Male	3,628	3,975	93	92
Female	3,379	3,568	93	92
RACE/ETHNICITY* (1997 Revised Standards)				
American Indian or Alaskan Native	546	595	93	92
Asian	91	95	93	92
Black or African American	105	114	93	92
Hispanic/Latino	4,401	4,749	93	92
Native Hawaiian or Other Pacific Islander	7	8	93	92
White	1,775	1,884	93	92
Two or More Races	82	98	93	92
SPECIAL POPULATION AND OTHER STUDENT CATEGORIES				
Individuals With Disabilities (ADA)	-9	-9	93	92
Disability Status (ESEA/IDEA)	746	836	93	92
Economically Disadvantaged	5,086	5,560	93	92
Single Parents	69	83	93	92
Displaced Homemakers	6	6	93	92
Limited English Proficient	815	905	93	92
Migrant Status	17	19	93	92
Nontraditional Enrollees	2,992	3,152	93	92

Additional Information

5S1 Secondary Placement

	Number of Students in the Numerator	Number of Students in the Denominator	State Actual Level of Performance	State Target Level of Performance
Grand Total	4,306	7,492	57	56
GENDER				
Male	2,142	3,888	57	56
Female	2,164	3,604	57	56
RACE/ETHNICITY* (1997 Revised Standards)				
American Indian or Alaskan Native	253	604	57	56
Asian	58	93	57	56
Black or African American	62	113	57	56
Hispanic/Latino	2,827	4,730	57	56
Native Hawaiian or Other Pacific Islander	3	7	57	56
White	1,058	1,856	57	56
Two or More Races	45	89	57	56
SPECIAL POPULATION AND OTHER STUDENT CATEGORIES				
Individuals With Disabilities (ADA)	-9	-9	57	56
Disability Status (ESEA/IDEA)	398	883	57	56
Economically Disadvantaged	3,048	5,520	57	56
Single Parents	36	86	57	56
Displaced Homemakers	1	7	57	56
Limited English Proficient	403	930	57	56
Migrant Status	8	17	57	56
Nontraditional Enrollees	1,882	3,152	57	56
DISAGGREGATE INDICATORS				
Advanced Training	0		57	56
Employment	1,500		57	56
Military	0		57	56
Postsecondary Education	2,806		57	56

Additional Information

6S1 Nontraditional Participants

	Number of Students in the Numerator	Number of Students in the Denominator	State Actual Level of Performance	State Target Level of Performance
Grand Total	13,083	36,159	36	38
GENDER				
Male	2,854	20,955	36	38
Female	10,229	15,204	36	38
RACE/ETHNICITY* (1997 Revised Standards)				
American Indian or Alaskan Native	1,473	3,720	36	38
Asian	130	360	36	38
Black or African American	237	627	36	38
Hispanic/Latino	7,962	22,347	36	38
Native Hawaiian or Other Pacific Islander	18	49	36	38
White	3,095	8,597	36	38
Two or More Races	168	459	36	38
SPECIAL POPULATION AND OTHER STUDENT CATEGORIES				
Individuals With Disabilities (ADA)	-9	-9	36	38
Disability Status (ESEA/IDEA)	1,549	5,474	36	38
Economically Disadvantaged	10,211	27,955	36	38
Single Parents	91	192	36	38
Displaced Homemakers	2	5	36	38
Limited English Proficient	1,669	5,001	36	38
Migrant Status	53	148	36	38

Additional Information

6S2 Nontraditional Completion

	Number of Students in the Numerator	Number of Students in the Denominator	State Actual Level of Performance	State Target Level of Performance
Grand Total	1,798	4,270	42	38
GENDER				
Male	506	2,589	42	38
Female	1,292	1,681	42	38
RACE/ETHNICITY* (1997 Revised Standards)				
American Indian or Alaskan Native	152	336	42	38
Asian	12	33	42	38
Black or African American	31	66	42	38
Hispanic/Latino	1,150	2,641	42	38
Native Hawaiian or Other Pacific Islander	5	10	42	38
White	424	1,128	42	38
Two or More Races	24	56	42	38
SPECIAL POPULATION AND OTHER STUDENT CATEGORIES				
Individuals With Disabilities (ADA)	-9	-9	42	38
Disability Status (ESEA/IDEA)	207	588	42	38
Economically Disadvantaged	1,425	3,239	42	38
Single Parents	25	48	42	38
Displaced Homemakers	0	2	42	38
Limited English Proficient	213	528	42	38
Migrant Status	8	19	42	38

Additional Information

Postsecondary Performance Data

1P1 Technical Skill Attainment

	Number of Students in the Numerator	Number of Students in the Denominator	State Actual Level of Performance	State Target Level of Performance
Grand Total	10,331	10,488	99	99
GENDER				
Male	4,063	4,136	99	99
Female	6,268	6,352	99	99
RACE/ETHNICITY* (1997 Revised Standards)				
American Indian or Alaskan Native	926	942	99	99
Asian	178	182	99	99
Black or African American	230	234	99	99
Hispanic/Latino	4,785	4,873	99	99
Native Hawaiian or Other Pacific Islander	22	22	99	99
White	3,507	3,544	99	99
Two or More Races	186	188	99	99
Unknown	497	503	99	99
SPECIAL POPULATION AND OTHER STUDENT CATEGORIES				
Individuals With Disabilities (ADA)	403	415	99	99
Economically Disadvantaged	5,461	5,543	99	99
Single Parents	989	1,007	99	99
Displaced Homemakers	196	196	99	99
Limited English Proficient	576	583	99	99
Nontraditional Enrollees	1,038	1,053	99	99

Additional Information

2P1 Credential, Certificate or Diploma

	Number of Students in the Numerator	Number of Students in the Denominator	State Actual Level of Performance	State Target Level of Performance
Grand Total	5,604	10,950	51	42
GENDER				
Male	2,409	4,914	51	42
Female	3,195	6,036	51	42
RACE/ETHNICITY* (1997 Revised Standards)				
American Indian or Alaskan Native	603	1,230	51	42
Asian	91	161	51	42
Black or African American	128	253	51	42
Hispanic/Latino	2,490	4,949	51	42
Native Hawaiian or Other Pacific Islander	11	22	51	42
White	1,924	3,609	51	42
Two or More Races	112	211	51	42
Unknown	245	515	51	42
SPECIAL POPULATION AND OTHER STUDENT CATEGORIES				
Individuals With Disabilities (ADA)	184	330	51	42
Economically Disadvantaged	2,830	5,263	51	42
Single Parents	612	1,257	51	42
Displaced Homemakers	133	244	51	42
Limited English Proficient	327	716	51	42
Nontraditional Enrollees	762	1,382	51	42
DISAGGREGATE INDICATORS				
Credential	417		51	42
Certificate	2,166		51	42
Degree	3,205		51	42

Additional Information

3P1 Student Retention or Transfer

	Number of Students in the Numerator	Number of Students in the Denominator	State Actual Level of Performance	State Target Level of Performance
Grand Total	8,539	11,549	74	78
GENDER				
Male	3,670	5,141	74	78
Female	4,869	6,408	74	78
RACE/ETHNICITY* (1997 Revised Standards)				
American Indian or Alaskan Native	1,054	1,460	74	78
Asian	136	165	74	78
Black or African American	141	190	74	78
Hispanic/Latino	4,088	5,523	74	78
Native Hawaiian or Other Pacific Islander	8	14	74	78
White	2,589	3,488	74	78
Two or More Races	142	192	74	78
Unknown	382	517	74	78
SPECIAL POPULATION AND OTHER STUDENT CATEGORIES				
Individuals With Disabilities (ADA)	361	449	74	78
Economically Disadvantaged	4,411	5,941	74	78
Single Parents	927	1,287	74	78
Displaced Homemakers	181	251	74	78
Limited English Proficient	811	1,096	74	78
Nontraditional Enrollees	1,204	1,610	74	78

Additional Information

4P1 Student Placement

	Number of Students in the Numerator	Number of Students in the Denominator	State Actual Level of Performance	State Target Level of Performance
Grand Total	3,381	5,004	68	73
GENDER				
Male	1,375	1,976	68	73
Female	2,006	3,028	68	73
RACE/ETHNICITY* (1997 Revised Standards)				
American Indian or Alaskan Native	348	559	68	73
Asian	49	78	68	73
Black or African American	73	115	68	73
Hispanic/Latino	1,536	1,971	68	73
Native Hawaiian or Other Pacific Islander	9	12	68	73
White	1,162	1,943	68	73
Two or More Races	65	107	68	73
Unknown	139	219	68	73
SPECIAL POPULATION AND OTHER STUDENT CATEGORIES				
Individuals With Disabilities (ADA)	106	170	68	73
Economically Disadvantaged	1,644	2,369	68	73
Single Parents	291	410	68	73
Displaced Homemakers	66	134	68	73
Limited English Proficient	189	295	68	73
Nontraditional Enrollees	497	741	68	73
DISAGGREGATE INDICATORS				
Apprenticeship			68	73
Employment	3,381		68	73
Military			68	73

Additional Information

Placement data are for employment and additional postsecondary studies. No data are available for apprenticeship or military.

5P1 Nontraditional Participation

	Number of Students in the Numerator	Number of Students in the Denominator	State Actual Level of Performance	State Target Level of Performance
Grand Total	11,401	37,883	30	33
GENDER				
Male	5,264	18,990	30	33
Female	6,137	18,893	30	33
RACE/ETHNICITY* (1997 Revised Standards)				
American Indian or Alaskan Native	1,119	3,908	30	33
Asian	187	540	30	33
Black or African American	244	733	30	33
Hispanic/Latino	5,892	19,214	30	33
Native Hawaiian or Other Pacific Islander	23	54	30	33
White	3,182	10,893	30	33
Two or More Races	235	638	30	33
Unknown	519	1,903	30	33
SPECIAL POPULATION AND OTHER STUDENT CATEGORIES				
Individuals With Disabilities (ADA)	473	1,373	30	33
Economically Disadvantaged	5,168	16,241	30	33
Single Parents	1,066	3,740	30	33
Displaced Homemakers	133	543	30	33
Limited English Proficient	564	2,340	30	33

Additional Information

5P2 Nontraditional Completer

	Number of Students in the Numerator	Number of Students in the Denominator	State Actual Level of Performance	State Target Level of Performance
Grand Total	932	5,912	16	25
GENDER				
Male	413	2,698	16	25
Female	519	3,214	16	25
RACE/ETHNICITY* (1997 Revised Standards)				
American Indian or Alaskan Native	86	552	16	25
Asian	17	81	16	25
Black or African American	27	125	16	25
Hispanic/Latino	479	2,943	16	25
Native Hawaiian or Other Pacific Islander	1	8	16	25
White	257	1,813	16	25
Two or More Races	19	83	16	25
Unknown	46	307	16	25
SPECIAL POPULATION AND OTHER STUDENT CATEGORIES				
Individuals With Disabilities (ADA)	44	234	16	25
Economically Disadvantaged	550	3,339	16	25
Single Parents	172	972	16	25
Displaced Homemakers	23	139	16	25
Limited English Proficient	53	429	16	25

Additional Information

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Step 8: Program Improvement Plans

Extension Requested?

No

Required Program Improvement Plans

Directions: Your state has failed to meet at least 90% of the state adjusted level of performance for the core indicators of performance listed in the table below. Please provide a state program improvement plan addressing the items found in the column headings of the table below.

Core Indicator	Disaggregated categories of students for which there were quantifiable disparities or gaps in performance compared to all students or any other category of students	Action step to be implemented	Staff member responsible for each action step	Timeline for completing each action step
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Local Program Improvement Plans

Consolidated Annual Report, Program Year 2017 - 2018 New Mexico

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.

Signature of Authorized Individual (PIN): Elaine Perea, PhD

Title/Agency: Deputy Director, NM PED, CCRB

Date: Dec. 31, 2018



The Consolidated Annual Report (CAR) web site is funded by the U.S. Department of Education/Office of Vocational and Adult Education under Contract No. ED-VAE-11-O-0023

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