



NEW MEXICO PUBLIC EDUCATION DEPARTMENT

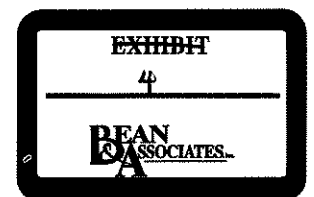
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CARL D. PERKINS CAREER AND TECHNICAL EDUCATION  
IMPROVEMENT ACT OF 2006  
(P.L. 109-270)

CONSOLIDATED ANNUAL REPORT  
July 1, 2018 – June 30, 2019

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Ryan Stewart, Ed.L.D.  
Secretary Designate of Education



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# Cover Page for Consolidated Annual Report

## 1. Recipient Organization

Organization Name: New Mexico Public Education Department  
Address 1: 300 Don Gaspar Ave

City: Santa Fe  
State: NM  
Zip Code: 87501

## 2. Period covered by this report:

Start Date: 7/1/2018  
End Date: 6/30/2019

## 3. PR/Award Numbers:

Title I Basic Grant to States: V048A180031

## 4. Remarks

None

## 5. Lead individuals completing this report:

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

Elaine Perea, PhD  
Marian Rael  
Elaine Perea, PhD  
Elaine Perea, PhD

## **Reporting Information**

### **2. Reporting Information**

1. Your state is required to submit Race/Ethnicity data using the Race/Ethnicity Standards for: 1997

# Consolidated Annual Report, Program Year 2018 - 2019

## New Mexico

### Step 3: Use of Funds: Part B

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#### 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 as measured by the (Perkins IV Act) performance levels in 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 November 2018, CCRB staff performed monitoring visits for the following sub-grantees: Belen Consolidated Schools, Farmington Municipal Schools, Roswell Independent Schools, and Western New Mexico University.

During the course of these visits, the programs of study were thoroughly evaluated, 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, 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?

The NMPED supported the use of technology by encouraging schools to collaborate with technology industries to offer voluntary internships and mentoring programs, including programs that improve the mathematics and science knowledge of students. For example:

Business partners for the Albuquerque Public Schools provided assistance to the teachers, and were involved in presentations and training for teachers, as well as helping shape curriculum in the classrooms and laboratories to make them industry standard. For example, the New Mexico Restaurant Association helped some APS culinary programs implement ProStart programs and curriculum that reflects industry standards.

Secondary and post-secondary institutions, such as Gallup-McKinley County Schools and the Central New Mexico Community College, implemented low-cost ideas such as the strengthening of advisory committees.

Los Lunas Schools and Rio Rancho Public Schools have both hired internship coordinators to improve students' access to work-based learning opportunities.

Perkins funds were also 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:

CTSO Fall Leadership Rally

CSTA-NM Computer Science Professional Development Week

Perkins Application Workshop

CTE Day at the Roundhouse

Institutional Researchers' Meeting

New Mexico Association of Career Technical Education Conference

2nd Annual Advisor's Summit

**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?**

The 2017-18 pilot for non-traditional student supports using Buck Institute was discontinued, as CCRB's evaluation suggested the pilot was not scalable. For 2018-19, preparation for non-traditional fields was achieved through direct awards to several subgrantees. The awardees used funds of \$10,000 to \$20,000 to develop work-based learning supports that were specifically targeting non-traditional students.

The subgrantees receiving non-trad awards are:

Las Cruces Public Schools

Media Arts Collaborative Charter School

Farmington Municipal Schools

Cibola

Aldo Leopold

Rec 9

Additionally, several New Mexico postsecondary institutions continue to be part of the Inter-Mountain (IM) STEM initiative. 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 state encourages basic grant recipients to use funds in support of non-traditional participation in career technical education. For example:

The Albuquerque Public School district hosted a district-wide professional development for students interested in non-traditional fields. Perkins funds were used to support the Non-Traditional Student Conference, which was held in the fall for more than 150 students.

The Santa Fe Community College (SFCC) analyzed the non-traditional completion data trend and presented it to the President's Diversity Advisory Council (PDAC). The Perkins Director participated in the National Alliance for Partnerships for Equity (NAPE) Intermountain (IM) STEM Collaborative Working Group monthly meetings. The SFCC implemented the lessons learned from these data and professional development opportunities and developed a professional development plan with input from PDAC and the Perkins Leadership Team. Five faculty members attended the ESCALA Summer Institute. In addition, NAPE provided an onsite SFCC Professional Development Day. NAPE facilitator, Debjani Biswas, MBA, MS, OD gave the keynote address and workshop on non-traditional careers and equity.

In addition, the state recommends funded institutions produce non-traditional materials (e.g., posters, hand bills). Central New Mexico Community College (CNM) and Western New Mexico University have both used Perkins funding to encourage non-traditional program enrollment via the production of such marketing materials.

**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?**

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 in June 2019, a breakout session informed school counselors about how to support Native American students for college and career readiness.

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

CCRB offered an annual Perkins directors training workshop. Staff also provided individual technical assistance (at least twice per year), visiting most campuses to collaborate and provide support. 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. The technical assistance that the state provided led well aligned programs of study and increased adoption of industry-recognized certifications for CTE students.

In the Four Corners region of the state, San Juan College staff facilitated 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. They included secondary schools in their feeder pattern.

**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:**

10

**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.

To address the need for CTE programs at NMCD's female facilities, a second application for the Perkins Leadership Funds was submitted to help fund the Certificate in Web Fundamentals program for females at the Western NM Correctional Facility in Grants, NM. The Certificate in Web Fundamentals program of study prepares the females for career entry in the Web industry by emphasizing standard coding and scripting, digital imaging, and customization of content management systems. The skills inmates learned, among others, included developing realistic expectations in their work environment, collaborative work-based projects and learning project management skills. The certificate totals to 30 credit hours.

## **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.**

n/a

**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.

In addition, three charter schools received funding through the work-based learning initiative: Aldo Leopold High School, Monte Del Sol School, and Vista Grande High School.

**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

In 2018-19, Perkins funds were used in support of a second year of implementation for the Computer Science/Informational Technology Pathway Project. The project consists of the following component initiatives:

**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.



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.

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.

In addition, 2018-19 Perkins funds were used for the Work-based Learning Initiative. This is a school-to-career program where students receive career exploration guidance, learn work-ready skills, and take assessments in school that are aligned to the needs of employers in careers of their choice. Students are guided into work-based learning experiences where they learn on-the-job skills that lead them to postsecondary institutions and eventually into a professional career. The funding could be used to pay a portion of a salary, curriculum development or purchase, outreach to employers, career awareness activities for students, and curriculum alignment.

**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

# Consolidated Annual Report, Program Year 2018 - 2019 New Mexico

## Review & Certification

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### 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 enrollment 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 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

Director NM PED CCRB

### Date

12/30/2019 10:47:25 PM

# Financial Status Reports

Interim Financial Status Form

**1. State Name** New Mexico  
**2. Federal Funding Period**  
 Start Date 7/1/2018  
 End Date 9/30/2020  
**3. Reporting Period**  
 Start Date 7/1/2018  
 End Date 9/30/2019  
**4. Accounting Basis** 0  
**5. Grant Award Number** VO48A180031  
 State Basic Grant (Title I)  
**6. Grant Award Amount** 8697732  
 State Basic Grant (Title I)  
**7. Amended Interim FSR** FALSE  
 Date of Ammended FSR  
**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)
<b>A</b> Total Title I Funds*	0.00	538,601.01	0.00	538,601.01	538,601.01	0.00	538,601.01	0.00	538,601.01	742,867.00	204,265.99
<b>B</b> Local Uses of Funds											
<b>C</b> RESERVE Funds for Secondary Recipients	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
<b>E</b> Funds for Postsecondary Recipients	0.00	538,601.01	0.00	538,601.01	538,601.01	0.00	538,601.01	0.00	538,601.01	742,867.00	204,265.99
<b>F</b> Total (Row D + E)	0.00	538,601.01	0.00	538,601.01	538,601.01	0.00	538,601.01	0.00	538,601.01	742,867.00	204,265.99
<b>G</b> Formula Distribution Funds for Secondary Recipients	0.00	3,158,196.21	0.00	3,158,196.21	3,158,196.21	0.00	3,158,196.21	0.00	3,158,196.21	3,361,662.00	208,465.79
<b>I</b> Funds for Postsecondary Recipients	0.00	3,010,140.80	0.00	3,010,140.80	3,010,140.80	0.00	3,010,140.80	0.00	3,010,140.80	3,337,906.00	327,765.20
<b>J</b> Total (Row H + I)	0.00	6,168,337.01	0.00	6,168,337.01	6,168,337.01	0.00	6,168,337.01	0.00	6,168,337.01	6,699,568.00	531,230.99
<b>K</b> TOTAL LOCAL USES OF FUNDS (Row F + J)	0.00	6,706,938.02	0.00	6,706,938.02	6,706,938.02	0.00	6,706,938.02	0.00	6,706,938.02	7,442,435.00	735,496.98
<b>L</b> State Leadership											
<b>M</b> Non-traditional Training and Employment	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	70,000.00	70,000.00
<b>N</b> State Institutions	0.00	8,317.65	0.00	8,317.65	8,317.65	0.00	8,317.65	0.00	8,317.65	8,317.65	0.00
<b>O</b> Other Leadership Activities	0.00	533,160.27	0.00	533,160.27	533,160.27	0.00	533,160.27	0.00	533,160.27	747,212.54	214,052.27
<b>P</b> TOTAL STATE LEADERSHIP (Row M + N + O)	0.00	541,477.92	0.00	541,477.92	541,477.92	0.00	541,477.92	0.00	541,477.92	825,530.19	284,052.27
<b>Q</b> State Administration											
<b>R</b> Total State Administration	0.00	396,443.50	0.00	396,443.50	396,443.50	0.00	396,443.50	0.00	396,443.50	429,766.81	33,323.31
<b>S</b> TOTAL TITLE I FUNDS (Row K + P + R)	0.00	7,644,859.44	0.00	7,644,859.44	7,644,859.44	0.00	7,644,859.44	0.00	7,644,859.44	8,697,732.00	1,052,872.56

Final 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 9/30/2019  
**4. Accounting Basis** 0  
**5. Grant Award Number** V048A170031  
 State Basic Grant (Title I)  
**6. Grant Award Amount** 8031203  
 State Basic Grant (Title I)  
**7. Amended Final FSR** FALSE  
 Date of Ammended FSR  
**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)	Unliquidated Share of Outlays & Obligations	Unliquidated Obligations (Column 7 + 8)	Federal Funds Authorized	Balance of Unobligated Federal Funds (Column 10 - 9)
<b>A</b> Total Title I Funds*	590,821.17	6,484.00	0.00	6,484.00	597,305.17	0.00	597,305.17	0.00	597,305.17	597,306.04	0.87
<b>B</b> Local Uses of Funds											
<b>C</b> RESERVE											
Funds for Secondary Recipients											
Funds for Postsecondary Recipients	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
<b>F</b> Total (Row D + E)	590,821.17	6,484.00	0.00	6,484.00	597,305.17	0.00	597,305.17	0.00	597,305.17	597,306.04	0.87
<b>G</b> Formula Distribution											
Funds for Secondary Recipients	2,733,672.42	252,338.25	0.00	252,338.25	2,986,010.67	0.00	2,986,010.67	0.00	2,986,010.67	3,030,698.42	44,687.75
Funds for Postsecondary Recipients	2,899,417.54	277,300.60	0.00	277,300.60	3,176,718.14	0.00	3,176,718.14	0.00	3,176,718.14	3,201,729.54	25,011.40
<b>J</b> Total (Row H + I)	5,633,089.96	529,638.85	0.00	529,638.85	6,162,728.81	0.00	6,162,728.81	0.00	6,162,728.81	6,232,427.96	69,699.15
<b>K</b> TOTAL LOCAL USES OF FUNDS (Row F + J)	6,223,911.13	536,122.85	0.00	536,122.85	6,760,033.98	0.00	6,760,033.98	0.00	6,760,033.98	6,829,734.00	69,700.02
<b>L</b> State Leadership											
Non-traditional Training and Employment	0.00	88,800.00	0.00	88,800.00	88,800.00	0.00	88,800.00	0.00	88,800.00	88,800.00	0.00
State Institutions	6,947.85	0.00	0.00	0.00	6,947.85	0.00	6,947.85	0.00	6,947.85	6,947.85	0.00
Other Leadership Activities	587,454.63	116,993.52	0.00	116,993.52	704,448.15	0.00	704,448.15	0.00	704,448.15	704,448.15	0.00
<b>P</b> TOTAL STATE LEADERSHIP (Row M + N + O)	594,402.48	205,793.52	0.00	205,793.52	800,196.00	0.00	800,196.00	0.00	800,196.00	800,196.00	0.00
State Administration	295,281.88	510,626.12	0.00	510,626.12	805,908.00	404,635.00	401,273.00	0.00	401,273.00	401,273.00	0.00
<b>R</b> Total State Administration	7,113,595.49	1,252,542.49	0.00	1,252,542.49	8,366,137.98	404,635.00	7,961,502.98	0.00	7,961,502.98	8,031,203.00	69,700.02
<b>S</b> TOTAL TITLE I FUNDS (Row K + P + R)											

## CTE PARTICIPANTS

	Number of Secondary Students	Number of Postsecondary Students	Number of Adult Students
<b>GENDER</b>			
Male	52,384	22,030	-9
Female	50,788	30,740	-9
<b>RACE/ETHNICITY *(1997 STANDARDS)</b>			
American Indian or Alaskan Native	10,891	5,386	-9
Asian	1,330	926	-9
Black or African American	2,104	1,147	-9
Hispanic/Latino	63,379	25,329	-9
Native Hawaiian or Other Pacific Islander	131	98	-9
White	23,501	14,598	-9
Two or More Races	1,836	2,333	-9
Unknown		2,953	
<b>SPECIAL POPULATION AND OTHER STUDENT CATEGORIES</b>			
Individuals With Disabilities (ADA)	16,215	1,859	-9
Disability Status (ESEA/IDEA)	76,862	20,377	-9
Economically Disadvantaged	1,019	4,192	-9
Single Parents	70	773	-9
Displaced Homemakers	15,145	3,706	-9
Limited English Proficient	363		
Migrant Status			
Nontraditional Enrollees	13,329	11,434	-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.

## CTE CONCENTRATORS

	SECONDARY		POSTSECONDARY		ADULT	
	Male	Female	Male	Female	Male	Female
Agriculture, Food & Natural Resources	1410	665	109	45	-9	-9
Architecture & Construction	1802	216	1726	278	-9	-9
Arts, A/V Technology, & Communications	4144	4636	1213	1270	-9	-9
Business Management, & Administration	639	720	989	1605	-9	-9
Education & Training	16	137	417	2367	-9	-9
Finance	1	0	193	394	-9	-9
Government & Public Administration	433	351	86	53	-9	-9
Health Science	154	670	1641	6294	-9	-9
Hospitality & Tourism	751	1348	317	435	-9	-9
Human Services	111	479	181	950	-9	-9
Information Technology	436	136	1025	303	-9	-9
Law, Public Safety & Security	0	0	823	701	-9	-9
Manufacturing	26	6	1874	309	-9	-9
Marketing Sales & Services	197	188	6	7	-9	-9
Science, Technology, Engineering & Math	731	102	1389	1922	-9	-9
Transportation, Distribution & Logistics	400	45	1859	201	-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 completes at least 12 CTE credits, of which 9 credits are within a single cluster as determined by the NIM CIPs spreadsheet and terminates in the award of a degree, a certificate, or an industry-recognized credential OR 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 should only be included if they are supported by Perkins funding. Unique student count is required.

## **Program Improvement Plan**

New Mexico has met at least 90 percent of the state adjusted level of performance for all core indicators of performance. A program improvement plan is not required.

## Consolidated Annual Report 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 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: Director, NM PED, CCRB

Date: Dec. 30, 2019



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## ATTACHMENT 4