



## NEW MEXICO PUBLIC EDUCATION DEPARTMENT

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Perkins V, the Strengthening Career and Technical Education for  
the 21st Century Act  
(P.L. 115-224)

CONSOLIDATED ANNUAL REPORT  
July 1, 2019 – June 30, 2020

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

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# Cover Page for Consolidated Annual Report

## Recipient Organization

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

City: Santa Fe  
State: NM  
Zip Code: 87501

## Period covered by this report:

Start Date: 7/1/2019  
End Date: 6/30/2020

## PR/Award Numbers:

Title I Basic Grant to States: V048A190031

## Remarks

None

## Lead individuals completing this report:

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

## **Reporting Information**

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

# Consolidated Annual Report, Program Year 2019-2020

## New Mexico

### 2a: Narrative Performance: Implementation of State Leadership Activities

- A. Describe your process and priorities in making funds available to serve individuals in State institutions, such as State correctional institutions, juvenile justice facilities, and educational institutions that serve individuals with disabilities. (Section 112(a)(2)(A) of Perkins V)**

The process engaged in to determine appropriate investments to serve individuals in State institutions is performed on a bi-annual basis for planning purposes. Bureau staff considers potential performance objectives, as there are extensive workforce development needs among State institutions. The State institution awards are conceived and developed to rotate support among the various State institutions.

- B. Describe your major accomplishments as a result of using State leadership funds for required activities in four key areas to improve career and technical education (CTE)— (Sections 112(a)(2)(B) and 124(a)(1) of Perkins V)**

- i. Preparation for non-traditional fields in current and emerging professions, programs for special populations, and other activities that expose students, including special populations, to high-skill, high-wage, and in-demand occupations.**

Non-traditional fields have been addressed with a direct application of funding specifically regarding this goal. A \$60,000.00 award was granted to Las Cruces Public Schools (LCPS) to support building the necessary infrastructure to provide work-based learning opportunities specifically with non-traditional students. This funding is concomitant with LCPS' participation as a Work-Based Learning Initiative (WBLI) sub-grantee that provides funding of personnel to make a greater impact in the launch of work-based learning opportunities in the Las Cruces community. Similarly, advance recruitment efforts of special populations were supported via two \$10,000.00 awards to postsecondary institutions. Northern New Mexico and San Juan Colleges received awards to recruit target individuals into living-wage, high-skill, in-demand occupations that have corresponding certificate or associate-level programs at each of those institutions of higher education.

- ii. Support for individuals in State institutions, such as State correctional institutions, including juvenile justice facilities, and educational institutions that serve individuals with disabilities.**

Program year 2019–2020 represented the final year of a two-year grant to the NM Department of Corrections (NM DOC) providing \$10,000.00 per year for tuition support with NMSU-Grants for the Web Fundamentals Certificate program directed at reducing recidivism of female state penitentiary inmates. The NM DOC program was designed to support reducing inmate recidivism by offering education and training in the information technology career cluster. Results are still pending on recidivism outcomes for program participants. Results from this research-based investment will be forthcoming as program participants are released or paroled.

- iii. Recruiting, preparing, or retraining career and education teachers, faculty, specialized instructional support personnel, or paraprofessional, such as preservice, professional development, or leadership development programs.**

State leadership funds were applied to create a Work Based Learning Initiative (WBLI) that has supported nine subgrantees across a three-year period ending June 30, 2021. It provides funding to build the necessary foundation to provide impactful work-based learning experiences to secondary students. This initiative has been conducted with the support and cooperation of the New Mexico Department of Workforce Solutions (NMDWS) as a key partner. This partnership has been received favorably by the subgrantees, with the funding leading one subgrantee to remark that “the funding has been vital for development with the community. Everyone in the community has been all in, and the funding for salaries has been vital for our success.” The WBLI has also provided DWS training to LEA personnel to enhance their program leadership skills specific to work-based learning programs.

- iv. Providing technical assistance for eligible recipients.**

The administrative model that is employed by the College and Career Readiness Bureau (CCRB) of the NMPED, by which the Perkins V grant is supported, provides for extensive technical assistance for eligible recipients via several different methods and opportunities. These technical assistance methods include: direct contact between individual subgrantees and their assigned Perkins coach; monitoring visits between individual subgrantees and the Perkins coaching team; an annual CTE application meeting with current and prospective subgrantees, the Perkins coaching team, and leaders; and subject matter experts retained to make presentations to meeting attendees. The major accomplishments of this approach have been a successful launch of a new web-based application tool for the two major funding sources for CTE in New Mexico—Perkins V and a pilot state appropriation referred to as NextGen CTE. The Grant Management Site has reduced application input time overall, despite the addition of a new, pilot CTE program. This has improved the perception of Perkins, as participation now incurs less of a time commitment. It has also improved data retrieval for funded programs of study and their corresponding budgets. Additional data allows CCRB to enhance program management and oversight of all sub-grantees, and we have been able to enhance the integration of industry and business with education to align CTE programs of study to agreed-upon community needs.

**C. Describe your process and priorities in making funds available for the recruitment of special populations to enroll in career and technical education programs. Indicate the major accomplishments as a result of using these funds. (Section 112(a)(2)(A) of Perkins V)**

The process to establish priorities in applying leadership activity funding to create funding initiatives is one that is sensitive to scientific methodology. As the outcomes of funding initiatives cannot be known with a high-degree of certainty, pilot programs are suggested during Perkins process meetings at the CCRB. As an example, the recruitment initiative for special population enrollment was developed for only two of New Mexico's public, postsecondary institutions as the basis of a pilot model, pending the outcomes obtained. This approach is routinely utilized as a standard planning process in making funds available to satisfy the requirements of Perkins V legislation. Once the outcomes of a pilot project are known, the data can inform future allocation decision-making processes to expand successful initiatives to a larger subgrantee population.

**D. Report on the effectiveness of the use of State leadership funds in—**

- i. Achieving the goals described in section 122(d)(2) of Perkins V and the State-determined levels of performance described in section 113(b)(2)(3)(A) of Perkins V.**
- ii. Reducing disparities or performance gaps as described in section 113(b)(2)(3)(C)(ii)(II) of Perkins V. (Section 124(a)(2) of Perkins V)**

# Consolidated Annual Report, Program Year 2019-2020

## New Mexico

### 2b: Narrative Performance: Fiscal Responsibility

- A.** For each entity that received a formula allocation under section 131 (secondary education programs), please provide the name of the entity, the National Center for Education Statistics (NCES) identification number, and the amount allocated. Public School NCES ID numbers can be found at: <https://nces.ed.gov/ccd/schoolsearch/>.

See attached file for response.

- B.** For each entity that received a formula allocation under section 132 (postsecondary education programs), please provide the name of the entity, the NCES identification number if the entity is a public school district or the Integrated Postsecondary Education Data System (IPEDS) identification number if the entity is an institution of higher education, and the amount allocated. School District NCES ID numbers can be found at: <https://nces.ed.gov/ccd/districtsearch/>. Public and Private Colleges and University IPEDS numbers can be found at: <https://nces.ed.gov/collegenavigator/>.

See attached file for response.

- C.** Describe your process and priorities in using the reserve for local recipients, if applicable. Indicate the major accomplishments of your local recipients as a result of using these funds. (Section 112(a)(1) and (3) of Perkins V)

A three-year Computer Science-IT program initiative was launched in 2017–18, using reserve funds. This initiative supported more than ten local recipients, as nine of the subgrantees were LEAs and one of the recipients was a Regional Educational Cooperative, which used the funding to support several districts within their LEA constituency. Each awardee used their award to build a three-course program of study within either a computer science or information technology pathway, culminating with either a dual credit course or AP-Computer Science Principles course. We have had a 180 percent increase in the number of students taking AP-CSP over

# **Consolidated Annual Report, Program Year 2019 - 2020**

## **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 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 4:14:10 PM



# Interim Financial Status Report

2019-2020 Year 1 Perkins V

	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>FUNDS FOR LOCAL DISTRIBUTION</b>												
<b>RESERVE FUNDS</b>												
<b>A</b>	Funds for Secondary Recipients	0.00	469,336.26	0.00	469,336.26	469,336.26	0.00	469,336.26	0.00	469,336.26	782,532.00	313,195.74
<b>B</b>	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>C</b>	Subtotal Reserve Funds (Row A + B)	0.00	469,336.26	0.00	469,336.26	469,336.26	0.00	469,336.26	0.00	469,336.26	782,532.00	313,195.74
<b>LOCAL FORMULA FUNDS</b>												
<b>D</b>	Funds for Secondary Recipients	0.00	3,042,835.65	0.00	3,042,835.65	3,042,835.65	0.00	3,042,835.65	0.00	3,042,835.65	3,521,394.00	478,558.35
<b>E</b>	Funds for Postsecondary Recipients	0.00	2,885,070.12	0.00	2,885,070.12	2,885,070.12	0.00	2,885,070.12	0.00	2,885,070.12	3,521,392.00	636,321.88
<b>F</b>	Subtotal Local Formula Funds (Row D + E)	0.00	5,927,905.77	0.00	5,927,905.77	5,927,905.77	0.00	5,927,905.77	0.00	5,927,905.77	7,042,786.00	1,114,880.23
<b>G</b>	Subtotal Funds for Local Distribution (Row C + F)	0.00	6,397,242.03	0.00	6,397,242.03	6,397,242.03	0.00	6,397,242.03	0.00	6,397,242.03	7,825,318.00	1,428,075.97
<b>FUNDS FOR STATE LEADERSHIP</b>												
<b>H</b>	Funds for State Institutions	0.00	8,072.31	0.00	8,072.31	8,072.31	0.00	8,072.31	0.00	8,072.31	10,000.00	1,927.69
<b>I</b>	Funds for Nontraditional Preparation	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>J</b>	Funds for Special Population Recruitment	0.00	17,977.85	0.00	17,977.85	17,977.85	0.00	17,977.85	0.00	17,977.85	20,000.00	2,022.15
<b>K</b>	Funds for Other Leadership Activities	0.00	523,880.52	0.00	523,880.52	523,880.52	0.00	523,880.52	0.00	523,880.52	820,543.00	298,684.63
<b>L</b>	Subtotal Funds for State Leadership (Row H + I + J + K)	0.00	549,930.68	0.00	549,930.68	549,930.68	0.00	549,930.68	0.00	549,930.68	920,543.00	372,634.47
<b>STATE ADMINISTRATION</b>												
<b>M</b>	Subtotal Funds for State Administration	0.00	316,841.01	0.00	316,841.01	316,841.01	0.00	316,841.01	0.00	316,841.01	460,308.00	143,466.99
<b>N</b>	Total Funds	0.00	7,264,013.72	0.00	7,264,013.72	7,264,013.72	0.00	7,264,013.72	0.00	7,264,013.72	9,206,169.00	1,942,155.28

## 4a. Secondary CTE Participant Enrollment

Populations	Number of Secondary Students	Agri. Food & Nat. Res.	Arch. & Const.	Arts, AV, Tech & Comm.	Business Mgmt. & Admin.	Education & Training	Finance	Govt. & Public Admin.	Health Science	Hospitality & Tourism	Human Services	Information Technology	Law, Public Safety, Cor. & Sec.	Manufacturing	Marketing	STEM	Transp. & Logis.	Other (specify)
<b>Grand Total</b>	58717	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-9
<b>GENDER</b>																		
Male	31700	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-9
Female	27017	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-9
<b>RACE/ETHNICITY (1997 Revised Standards)</b>																		
American Indian or Alaskan Native	6225	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-9
Asian	662	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-9
Black or African American	1051	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-9
Hispanic/Latino	36870	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-9
Native Hawaiian or Other Pacific Islander	80	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-9
White	12886	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-9
Two or More Races	943	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-9
<b>SPECIAL POPULATIONS (Section 3(48) of Perkins V and ESEA)</b>																		
Individuals With Disabilities (ESEA/IDEA)	8889	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-9

## 4a. Secondary CTE Participant Enrollment

Populations	Number of Secondary Students	Agri. Food & Nat. Res.	Arc h. & Const.	Arts, AV, Tech & Comm.	Busines s Mgmt. & Admin.	Educa tion & Traini ng	Fi n a n c e	Govt. & Public Admin .	Heal th Scie nce	Hospita lity & Touris m	Hum an Servi ces	Inform ation Techno logy	Law, . Public Safety, Cor. & Sec.	Man ufac turing	Ma rke tin g	S T E M	Transp . Distr. & Logis.	Oth er (spe cify)	
Individuals from Economically Disadvantaged Families	45615	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-9
Individuals Preparing for Non-traditional Fields	8269	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-9
Single Parents	334	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-9
Out of Workforce Individuals	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-9
English Learners	8231	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-9
Homeless Individuals	2413	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-9
Youth In Foster Care	377	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-9
Youth with Parent in Active Military	1301	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-9
Migrant Students	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-9

0 indicates that there are no students in the cell.

-1 means that the State attempted, but was unable, to obtain data from its eligible recipients.

-9 means the State does not offer the program.

## 4b. Postsecondary CTE Participant Enrollment

Populations	Number of Postsecondary Students	Agri. Food & Nat. Res.	Arch. & Const.	Arts, AV, Tech & Com.	Business Mgmt. & Admin.	Education & Training	Finance	Govt. & Public Admin.	Health Science	Hospitality & Tourism	Human Services	Information Technology	Law, Public Safety, Cor. & Sec.	Manufacturing	Marketing	STEM	Transport. Distr. & Logistics	Other (specify)	
<b>Grand Total</b>	47679	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-9
<b>GENDER</b>																			
<b>Male</b>	19420	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-9
<b>Female</b>	28259	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-9
<b>RACE/ETHNICITY (1997 Revised Standards)</b>																			
<b>American Indian or Alaskan Native</b>	4936	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-9
<b>Asian</b>	914	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-9
<b>Black or African American</b>	1289	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-9
<b>Hispanic/Latino</b>	21965	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-9
<b>Native Hawaiian or Other Pacific Islander</b>	93	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-9
<b>White</b>	14596	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-9
<b>Two or More Races</b>	967	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-9
<b>Unknown</b>	2919	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-9
<b>SPECIAL POPULATIONS (Section 3(48) of Perkins V and ESEA)</b>																			
<b>Individuals With Disabilities (ADA)</b>	1511	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-9

## 4b. Postsecondary CTE Participant Enrollment

Populations	Number of Secondary Students	Agri. Food & Nat. Res.	Arc h. & Con st.	Arts, AV, Tech & Comm.	Busines s Mgmt. & Admin.	Educa tion & Traini ng	Fi n a n c e	Govt. & Public Admin .	Hea lth Scie nce	Hospit ality & Touris m	Hum an Serv ices	Inform ation Techno logy	Law, Public Safety, Cor. & Sec.	Man ufac turi ng	M ar ke tin g	S T E M	Trans p. Distr. & Logis.	Oth er (spe cify)
Individuals from Economically Disadvantaged Families	19587	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-9
Individuals Preparing for Non-traditional Fields	5446	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-9
Single Parents	2977	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-9
Out of Workforce Individuals	391	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-9
English Learners	4031	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-9
Homeless Individuals	3	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-9
Youth In Foster Care	51	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-9
Youth with Parent in Active Military	43	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-9

0 indicates that there are no students in the cell.

-1 means that the State attempted, but was unable, to obtain data from its eligible recipients.

-9 means the State does not offer the program.

### 4c. Secondary CTE Concentrators

Populations	Number of Postsecondary Students	Agri. Food & Nat. Res.	Arch. & Const.	Arts, AV, Tech & Com.	Business Mgmt. & Admin.	Education & Training	Finance	Govt. & Public Admin.	Health Science	Hospitality & Tourism	Human Services	Information Technology	Law, Public Safety, Cor. & Sec.	Manufacturing	Marketing	STEM	Transp. Distr. & Logistics	Other (specify)
<b>Grand Total</b>	15443	1703	776	2154	292	1015	16	297	1116	2056	1259	248	73	1495	261	1395	1287	-9
<b>GENDER</b>																		
<b>Male</b>	8731	1238	618	1323	147	127	4	123	249	866	113	199	36	1298	129	1143	1118	-9
<b>Female</b>	6712	465	158	831	145	888	12	174	867	1190	1146	49	37	197	132	252	169	-9
<b>RACE/ETHNICITY (1997 Revised Standards)</b>																		
<b>American Indian or Alaskan Native</b>	1655	144	356	167	4	69	0	0	60	131	20	3	16	477	3	27	178	-9
<b>Asian</b>	139	1	4	36	4	5	1	0	17	11	7	18	0	0	6	19	10	-9
<b>Black or African American</b>	220	18	2	32	2	6	1	2	20	51	26	11	1	7	8	17	16	-9
<b>Hispanic/Latino</b>	9849	794	291	1409	223	810	10	286	820	1450	880	139	37	722	195	1007	776	-9
<b>Native Hawaiian or Other Pacific Islander</b>	32	1	0	7	0	0	0	0	4	5	2	0	0	0	0	9	4	-9
<b>White</b>	3395	739	114	461	59	11	4	9	194	393	315	74	18	274	42	302	286	-9
<b>Two or More Races</b>	153	6	9	42	0	14	0	0	1	15	9	3	1	15	7	14	17	-9
<b>Unknown</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	-9
<b>SPECIAL POPULATIONS (Section 3(48) of Perkins V and ESEA)</b>																		
<b>Individuals With Disabilities (ADA)</b>	1988	220	121	333	30	90	3	30	71	287	119	31	6	253	36	111	247	-9

#### 4c. Secondary CTE Concentrators

Populations	Number of Secondary Students	Agri. Food & Nat. Res.	Arch. & Const.	Arts, AV, Tech & Com.	Business Mgmt. & Adm.	Education & Training	Finance	Govt. & Public Adm.	Health Science	Hospitality & Tourism	Human Services	Information Technology	Law, Public Safety, Cor. & Sec.	Manufacturing	Marketing	STEM	Transport. & Logistics	Other (specify)
Individuals from Economically Disadvantaged Families	12282	1345	636	1621	241	898	12	297	918	1609	936	154	62	1415	186	943	1009	-9
Individuals Preparing for Non-traditional Fields	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	45	146	3	209	142	-9
Single Parents	69	2	0	1	2	5	0	3	5	8	27	0	1	11	0	1	3	-9
Out of Workforce Individuals	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-9
English Learners	1919	144	179	239	22	172	1	79	123	221	116	21	11	297	29	72	193	-9
Homeless Individuals	431	40	25	64	7	33	1	4	31	79	35	9	1	32	5	18	47	-9
Youth In Foster Care	57	6	0	7	1	4	0	0	5	17	14	0	0	3	0	0	0	-9
Youth with Parent in Active Military	316	43	6	40	5	27	0	10	34	17	18	1	1	37	3	48	26	-9
Migrant Students	64	5	0	8	8	11	0	2	6	5	3	1	0	3	0	10	2	-9

0 indicates that there are no students in the cell.

-1 means that the State attempted, but was unable, to obtain data from its eligible recipients.

-9 means the State does not offer the program.

#### 4d. Postsecondary CTE Concentrators

Populations	Number of Postsecondary Students	Agri. Food & Nat. Res.	Arch. & Const.	Arts, AV, Tech & Comm.	Business Mgmt. & Admin.	Education & Training	Finance	Govt. & Public Admin.	Health Science	Hospitality & Tourism	Human Services	Information Technology	Law, Public Safety, Cor. & Sec.	Manufacturing	Marketing	STEM	Transport. Distr. & Logistics	Other (specify)
<b>Grand Total</b>	27839	211	1543	2382	2047	2550	447	116	6573	515	1160	1289	1702	2117	31	3306	1850	-9
<b>GENDER</b>																		
<b>Male</b>	12833	143	1361	1170	763	394	135	67	1629	242	207	1007	878	1797	23	1356	1661	-9
<b>Female</b>	15006	68	182	1212	1284	2156	312	49	4944	273	953	282	824	320	8	1950	189	-9
<b>RACE/ETHNICITY (1997 Revised Standards)</b>																		
<b>American Indian or Alaskan Native</b>	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1
<b>Asian</b>	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1
<b>Black or African American</b>	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1
<b>Hispanic/Latino</b>	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1
<b>Native Hawaiian or Other Pacific Islander</b>	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1
<b>White</b>	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1
<b>Two or More Races</b>	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1
<b>Unknown</b>	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1
<b>SPECIAL POPULATIONS (Section 3(48) of Perkins V and ESEA)</b>																		
<b>Individuals With Disabilities (ADA)</b>	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1



#### 4d. Postsecondary CTE Concentrators

Populations	Number of Secondary Students	Agri. Food & Nat. Res.	Arch. & Const.	Arts, AV, Tech & Com.	Business Mgmt. & Admin.	Education & Training	Finance	Govt. & Public Admin.	Health Science	Hospitality & Tourism	Human Services	Information Technology	Law, Public Safety, Cor. & Sec.	Manufacturing	Marketing	STEM	Transport. & Logistics	Other (specify)	
Individuals from Economically Disadvantaged Families	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-9
Individuals Preparing for Non-traditional Fields	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-9
Single Parents	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-9
Out of Workforce Individuals	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-9
English Learners	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-9
Homeless Individuals	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-9
Youth In Foster Care	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-9
Youth with Parent in Active Military	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-9
Migrant Students	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-9

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