

Strengthening CTE for the 21st Century

Perkins V

New Mexico Public Education Department

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State of New Mexico

Governor



4-YEAR PLAN

Grant Years 2020-2024

DESCRIPTION

This plan brings resources to secondary and postsecondary learners so they can access the equipment, training, and skills that New Mexico's next generation needs in order to be ready for tomorrow's jobs and the technologies of the future.



TABLE OF CONTENTS

TABLE OF CONTENTS	2
EXECUTIVE SUMMARY	4
II. NARRATIVE DESCRIPTIONS	6
A. PLAN DEVELOPMENT AND CONSULTATION	6
1. <i>State plan development</i>	<i>6</i>
2. <i>State plan relating to the amount and uses of any funds proposed to be reserved</i>	<i>7</i>
3. <i>Opportunities for the public to comment</i>	<i>7</i>
B. PROGRAM ADMINISTRATION AND IMPLEMENTATION	8
1. <i>State’s Vision for Education and Workforce Development</i>	<i>8</i>
a. Summary of State-supported workforce development activities	<i>8</i>
b. State’s strategic vision and set of goals for preparing an educated and skilled workforce	<i>9</i>
c. State’s strategy for any joint planning, alignment, coordination, and leveraging of funds	<i>10</i>
d. Eligible agency and use of State leadership funds	<i>10</i>
2. <i>Implementing Career and Technical Education Programs and Programs of Study</i>	<i>11</i>
a. Career and technical education programs to be supported and developed at the State level	<i>11</i>
b. Process and criteria to be used for approving locally developed programs of study or career pathways	<i>12</i>
c. Eligible agency accountability	<i>14</i>
d. Opportunities for participation in dual enrollment programs, early college high school, etc	<i>16</i>
e. Eligible agency and community involvement (parents, teachers, faculty, local businesses etc.)	<i>17</i>
f. Local application template	<i>17</i>
g. Local needs assessment template	<i>17</i>
h. Definition for “size, scope, and quality”	<i>17</i>

- 3. *Meeting the Needs of Special Populations*..... 19
 - a. Program strategies for special populations 19
- 4. *Preparing Educators and Faculty*..... 20
 - a. Eligible agency and recruitment and preparation of (all teachers, faculty, principals etc.)..... 20
- C. FISCAL RESPONSIBILITY** 21
 - 1. *Criteria and process for how the eligible agency will approve eligible recipients for funds* 21
 - 2. *Distribution of funds under section 111 of the Act*..... 22
 - 3. *Allocations made available by the eligible agency for career and technical education programs* 24
 - 4. *Allocations made available by the eligible agency for career and technical education programs under section 132(a) of the Act* 25
 - 5. *Eligible agency and the adjustment of data used to make the allocations to reflect changes in school district boundaries that may have occurred since the population and/or enrollment data was collected* 26
 - 6. *Waiver to the secondary allocation formula described in section 131(a)*..... 26
 - 7. *Waiver to the postsecondary allocation formula described in section 132(a)*..... 27
 - 8. *State’s fiscal effort per student, or aggregate expenditures for the State, that will establish the baseline for the Secretary’s annual determination*..... 28
- D. ACCOUNTABILITY FOR RESULTS** 28
 - 1. *Indicators of career and technical education program quality*..... 28
 - 2. *Form in Section V.B, for each year covered by the State plan beginning in FY 2020*..... 29
 - 3. *Written response to the comments provided during the public comment period described in section 113(b)(3)(B) of the Act*..... 29

In this document, New Mexico lays out a plan for administering Career Technical Education (CTE). This structure was outlined in the Perkins V transition plan dated 2019. It has been refined during the autumn and winter of 2019. The 2019-2020 school year also brought new CTE funding to New Mexico in the form of the Next Gen CTE state pilot program. During the pilot/transition year, industry representatives and local educational agencies collaborated to identify their local needs and how best to address them with secondary and postsecondary education. During this same period, state agencies have begun to collaborate closely to establish high priorities for CTE funding, including the Department of Workforce Solutions, Economic Development, Higher Education, and the Department of Health. Local secondary agencies that have not been participants in Perkins funding have been able to apply for direct state funding through the CTE state pilot.

In the fall of 2019, the New Mexico Public Education Department (PED) facilitated *stakeholder engagement* meetings which initiated authentic collaboration between businesses and target industries, and the educators and families in their region. This 4-year plan continues to refine the state's vision for CTE based on feedback received, whereby business and industry engage in collaboration with K-12 and postsecondary educators, guided by relevant state agencies including Public Education, Higher Education, Workforce Development, and Economic Development.

Beginning in the winter of 2020, the *comprehensive local needs assessments* serve not only as the foundation for support, development, improvement and approval processes for all New Mexico funded programs of study, but also are creating the forum for continued collaboration among those participants who first engaged in these stakeholder meetings. The needs assessment uses labor market information and the state's economic development plan to identify the educational needs that best address the needs of employers, growth industries, and New Mexico families.

Effective in the grant year beginning July 1, 2020, the state will require, to the greatest extent practicable, a *consortium-based* organizational structure for CTE funding. Each consortium will include secondary, postsecondary, and industry partners, and will center on sequential programs of study within a single local *priority regional sector*. Funding decisions for secondary and postsecondary institutions, whether state or federal, will be determined by all members of the workforce-aligned consortia.

Each consortium will bring community stakeholders, state agency representatives, and education partners together to develop and inform the comprehensive local needs assessment. With the input of business and industry, programs of study developed and supported by all consortium partners will be highly effective at meeting the needs of employers, the community, and special populations.

In this system of organization, we expect that most consortia will have a business or association as the lead entity that unites secondary and postsecondary educators to develop an aligned program of study, with a clear pathway from early high school through postsecondary studies and certifications. Vision and leadership from non-educational partners will be a *required element* for every consortium, yet to be clear, vision and leadership of program funding is to be collaborative by design. Business and industry

are not expected to provide an exclusive leadership function and educator concerns about equity, in particular, will be an important consideration for the consortia.

The PED will serve in an ongoing organizing and leadership role in developing and maintaining consortia, and will cultivate consortia in all geographical regions. Stakeholder engagement and coordinating meetings will help relevant parties develop a shared vision of collaboration for comprehensive programs of study that address essential aspects identified in the comprehensive local needs assessment. We are building a multi-agency partnership including the Departments of Workforce Solutions, Economic Development, and Higher Education. We aspire to having regional workforce boards as highly engaged planning partners that provide leadership for the vision laid out in consortia applications.

All funded programs of study will address academic, technical, and social skills. A strong academic core that prepares the learner to enter the workplace with high level, contextually relevant and applied competencies in the areas of mathematics, reading, language arts and science must be included in every approved program of study. Technical skills must be aligned to the state’s common career technical core, delivered through a sequential progression of increasingly sophisticated technical courses. Explicit training in employability-skills and leadership development will be a required aspect and a shared responsibility of all consortia partners.

An important component of the state’s comprehensive CTE plan is funding. In 2019, New Mexico embarked on a seven-year CTE pilot, and allocation of those funds to support secondary CTE is included in the vision described in this plan. In addition, New Mexico funds CTE through federal dollars received via the Carl D. Perkins grant. New Mexico will make pooled consortia allocations of the federal formula funds, based on an initial split of half secondary and half postsecondary. Consortia will determine how best to distribute their allocations to their members (subgrantees). Individual consortia may decide that postsecondary recipients can commit to additional responsibilities, and in exchange these postsecondary partners may receive an increased funding allocation compared to the 50/50 split computation. Specifically, institutions of higher education may use an increase in funding to facilitate local advisory committee meetings and to work with secondary partners to address dual credit and secondary instructor professional development needs. Secondary subgrantees will receive state CTE pilot funds as well, so individual secondary agencies likely will receive more CTE funding than they have in the past, despite greater participation by rural secondary recipients.

In sum, New Mexico’s CTE plan rests on these critical elements:

- **Consortium Applications:** Partnerships across K-12 education, postsecondary education and workforce and industry such that programs of study are fully aligned and lead directly to careers;
- **Labor Market Data Use:** Extensive use of labor market data to validate funding decisions;
- **Needs Assessments:** Consortia partners engage in authentic, data-driven conversations to ensure a tight match between CTE programs and labor market needs;
- **Increased Access:** Funding processes promote programs that bring quality career-technical education to all students.

II. NARRATIVE DESCRIPTIONS

A. PLAN DEVELOPMENT AND CONSULTATION

1. Describe how the State plan was developed in consultation with the stakeholders; that is,
(A) in consultation with—
 - i. representatives of secondary and postsecondary career and technical education programs, including eligible recipients and representatives of 2-year minority serving institutions and historically Black colleges and universities and tribally controlled colleges or universities in States where such institutions are in existence, adult career and technical education providers, and charter school representatives in States where such schools are in existence, which shall include educators, faculty, school leaders, specialized instructional support personnel, career and academic guidance counselors, and paraprofessionals;
 - ii. interested community representatives, including parents, students, and community organizations;
 - iii. representatives of the State workforce development board;
 - iv. members and representatives of special populations;
 - v. representatives of business and industry (including representatives of small business), which shall include representatives of industry and sector partnerships in the State, as appropriate, and representatives of labor organizations in the State; representatives of agencies serving out-of-school youth, homeless children and youth, and at-risk youth, including the State Coordinator for Education of Homeless Children and Youths;
 - vi. representatives of Indian Tribes and Tribal organizations located in, or providing services in, the State; and
 - vii. individuals with disabilities; and
(B) in consultation with the Governor of the State, and the heads of other State agencies with authority for career and technical education programs that are not the eligible agency, with respect to the development of the State plan.

New Mexico developed the State Plan with extensive consultation with all stakeholders, and hired a neutral third party to facilitate engagement meetings. Regional stakeholder meetings discussed the vision of the state plan, including operational considerations. The meetings for regional audiences included all of the stakeholder categories, (i) through (viii); but as specific stakeholders were underrepresented, additional meetings have been scheduled and will continue to be scheduled with specific stakeholder groups, e.g., representatives of agencies serving out-of-school youth, homeless children and youth and at-risk youth.

Communication on how to access information and participate in decisions related to the development of this 4-year plan included email and web-based resources. Notices of

meetings included use of existing structures: list-serves, advisory and governing boards, task forces, commissions, working groups, committees, and statewide public hearings.

2. Describe how the portion of the State plan relating to the amount and uses of any funds proposed to be reserved for adult career and technical education, postsecondary career and technical education, and secondary career and technical education was developed after consultation with the Higher Education Department, other bureaus, divisions and sections of the PED and the state agency responsible for adult education.

(If a State agency, other than the eligible agency, finds a portion of the final State plan objectionable, the eligible agency must provide a copy of such objections and a description of its response in the final plan submitted to the Secretary.)

The New Mexico Department of Workforce Solutions holds monthly meetings for all stakeholders of the Workforce Investment Opportunity Act (WIOA). During these monthly meetings, the PED's transitional plan for Perkins funding has been discussed, especially with regard to adult learners. The Higher Education Departments representatives for adult education are active participants in these partner meetings.

3. Describe opportunities for the public to comment in person and in writing on the State plan.

The transition plan was posted online for over 90 days and available for public comment both in person and in writing. This 4-Year Plan has likewise been posted online and made available for public comment. The PED distributed an electronic survey of the transition plan throughout the state to identified stakeholders and the public. New Mexico stakeholders have been receptive to this form of public comment, and over 170 people completed at least some portion of the transition plan survey. Additionally, New Mexico State University facilitated seven regional meetings. Both survey and in person meetings provided opportunities for interested individuals to provide feedback in person.



B. PROGRAM ADMINISTRATION AND IMPLEMENTATION

1. STATE'S VISION FOR EDUCATION AND WORKFORCE DEVELOPMENT

- a. Provide a summary of State-supported workforce development activities (including education and training) in the State, including the degree to which the State's career and technical education programs and programs of study are aligned with and address the education and skill-needs of the employers in the State identified by the State workforce development board.

The College and Career Readiness Bureau (CCRB) of the PED works in collaboration with the state's labor agency, the DWS. New Mexico is divided into four development regions, each with a regional workforce board. The state workforce board serves in an advisory capacity to the DWS, including in matters of the local boards. The PED holds an appointed seat on the statewide workforce board, and CCRB staff attend the regional workforce board meetings.

New Mexico's Economic Development Department (EDD) sets strategic vision for target industries and CCRB collaborates with them as well as with DWS. CCRB has a seat on the Job Training Incentive Program oversight board, which funds classroom and on-the-job training in expanding or relocating businesses.

Perkins secondary and postsecondary applicants use New Mexico labor market data to validate funded workforce learning experiences, internships, and pre-apprenticeships. DWS staff partner with CCRB staff to educate stakeholders about business incubators, economic development endeavors, One-Stop Center services, and other business resources. DWS staff provide professional development to educators, serve as CTE advisory committee members, and coordinate workforce participation in career technical student organizations.

In addition to the four workforce regions of New Mexico, the state also has seven economic development regions, administered by the Economic Development Department (EDD). The state strives to align the strategic vision and mission of multiple agencies. CCRB endeavors to align the state's CTE programs to both existing opportunities administered by DWS and potential industry growth opportunities envisioned by EDD. New Mexico's CTE plan is an opportunity for both PED and HED to jointly lead educational programs toward pathways resulting in living-wage, high-growth, and in-demand careers.

New Mexico's use of the stakeholder engagement process, the comprehensive local needs assessment process, and the consortium application described in detail below, has started to drive authentic collaboration between multiple agencies and businesses and target industries. New Mexico is a large, rural state, and aligning our educational programming to the economic needs of existing and future employers will require extensive dialogue. To support this process, we have used neutral facilitators to lead the series of meetings required for both stakeholder engagement and comprehensive local needs assessment.

- b. Describe the State's strategic vision and set of goals for preparing an educated and skilled workforce (including special populations) and for meeting the skilled workforce needs of employers, including in existing and emerging in-demand industry sectors and occupations as identified by the State, and how the State's career and technical education programs will help to meet these goals.

The state's strategic vision and goals for preparing an educated and skilled workforce has been shaped and will continue to be shaped during the remainder of the transition year by feedback received from the stakeholder engagement meetings already conducted and by input from the comprehensive local needs assessment dialogues completed in spring 2020. The heart of the state plan, however, resides within the consortium application. Effective with Perkins V, the state will require, to the greatest extent practicable, a consortium-based organizational structure for CTE funding.

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New Mexico considers a consortium to be a collaborative partnership consisting of at least one secondary partner, one postsecondary partner, and one entity representing business or industry, with the business entity serving as the lead partner for establishing vision and setting priorities for CTE funds. This is a shift from a structure centered on subgrantees, which has been in place for decades. Beginning in July 2020, funding for districts and higher education institutions will require, to the greatest extent practicable, participation in a workforce-aligned regional consortium.

Each consortium will bring community stakeholders and partners together to develop and inform a comprehensive local needs assessment. With the input of workforce partners, programs of study developed and supported by all consortium partners will be highly effective at meeting the needs of employers, the community, and special populations.

In this system of organization, we expect that all consortia will have one or more business-centric partners as the lead entity. A target industry association, or a large employer, will be the lead entity that unites secondary and postsecondary subgrantees to develop aligned programs of study that offer a clear pathway from early high school through postsecondary studies, continuous through certifications workforce recognizes as essential. In some cases, the consortium may instead be coordinated by a subgrantee, most likely a higher education institution. The regional workforce development and economic development boards will also be involved as advisors. Small subgrantees may enter into an agreement with a larger partner or with a Regional

Vision and leadership from non-educational partners will be a required element for every consortium.

Education Cooperative (REC) to act as a fiscal agent. To be clear, most current subgrantees will retain their status as fiscal agents, however, vision and leadership from non-educational partners will be a required element for every consortium.

The PED will serve an organizing and leadership role in developing consortia. The PED will cultivate consortia in partnership with DWS, EDD, and HED. Stakeholder engagement and coordinating meetings will help relevant parties develop a shared vision for comprehensive programs of study that address essential aspects identified in the comprehensive local needs assessment.

The consortia structure and comprehensive local needs assessments will provide the framework to align the state's career and technical education programs to support the state's visions and goals for preparing an educated and skilled workforce.

- c. Describe the State's strategy for any joint planning, alignment, coordination, and leveraging of funds between the State's career and technical education programs and programs of study with the State's workforce development system.

The state's strategy is to strengthen interagency collaborative efforts that leverage funds and programs through the state plan development in the transition year and into the first program cycle. Regional meetings will connect the vision for the state's career and technical education programs with the state's workforce development and economic development systems. Interagency commitment to a strategic state vision and goals for preparing an educated and skilled workforce will braid initiatives to work more closely together.

Joint planning, alignment and coordination of effort, and leveraging of funds between CTE programs and workforce development programs has begun with the meetings and dialogues necessary to fulfill the requirements placed upon required partners within the WIOA scope of work across all four workforce development regions. Additional meetings have been held with DWS to introduce a broader vision to the work involved to support career and technical education programs within the state that truly impact students.

As a product of these efforts, NM Workforce Connection Centers have enhanced their presence at community colleges, and they are thoroughly integrating workforce connection services into the community college experience. This is especially true concerning Workforce Connection Center offerings of job search and employability-skills training.

- d. Describe how the eligible agency will use State leadership funds.
(Refer to section 112(a) (2) for purposes of State Leadership Activities.)

State leadership funds will support a variety of efforts, and in accordance with the Act, will support non-traditional learners and students in state supported institutions.

Beyond these required uses, leadership funds will be targeted to bring together stakeholders working on similar goals in workforce development, broadly, and career technical education,

more specifically. In early 2020, the initial consortium meetings throughout the state convened to support authentic engagement between employers, educators, and other interested parties such as non-profits. We will use WIOA regional boards as one organizing structure but will also rely on other existing networks, especially those associated with existing higher education institution advisory committees and with high school career technical student organizations, such as FFA, TSA, and EdRising.



2. IMPLEMENTING CAREER AND TECHNICAL EDUCATION PROGRAMS AND PROGRAMS OF STUDY

- a. Describe the career and technical education programs or programs of study that will be supported, developed, or improved at the State level, including descriptions of the programs of study to be developed at the State level and made available for adoption by eligible recipients.

Comprehensive needs assessments will serve as the foundation for support, development, improvement and an approval process for all New Mexico funded programs of study (POS). Each consortium will center on at least one sequential program of study, and some consortia may support multiple POS.

In New Mexico, the term *program of study* will mean a course sequence that begins in high school, extends into postsecondary education,

Comprehensive needs assessments will serve as the foundation for support, development, improvement and an approval process for all New Mexico funded programs of study.

*In New Mexico, the term **program of study** will mean a course sequence that begins in high school, extends into postsecondary education, and leads to industry-recognized certificates, credentials of marketable value, and/or educational degrees.*

and leads to industry-recognized certificates, credentials of marketable value, and/or educational degrees. In all cases, the POS will align to one of the national career clusters and one pathway, but a single POS may have multiple occupational codes associated with it. All programs of study will include the opportunity for dual credit, advanced placement, or pre-apprenticeship capstone courses. Embedded work-based learning experience, will include employability and other workforce success skills.

- b. Describe the process and criteria to be used for approving locally developed programs of study or career pathways, including how such programs address State workforce development and education needs and the criteria to assess the extent to which the local application under section 132 will—

New Mexico has adopted a comprehensive set of approved programs of study. This set has been applied to the administration of state CTE funding referred to as NextGen. It will be used as the foundation for Perkins V programs. The exact process for submitting additional programs for state approval will be developed in consultation with stakeholders and after collaborating with other states that use a formal program approval process. This development will begin during the remainder of the transition plan year and continue during the first program cycle. Subsequent additions will be evaluated at least annually.

The criteria for approval will include evaluating programs of study in terms of the comprehensive local needs assessments, to ensure that the programs adequately address those requirements. This process will begin with performing a comprehensive local needs assessment at the community and consortium level, which will factor in labor market information, state workforce needs, economic development needs, and define the needs of the special populations identified in the Act. The PED has contracted an independent third-party to facilitate the assessment process. The POS proposal will reflect collaboration between consortium members to ensure the centrality of employability skills, and will cover two years. Consortia applicants will submit a joint proposal narrative and each subgrantee will develop a budget outline via an internet-based grant management application portal. Coaches from the CCRB will review the submission to verify that the programs of study proposed are rigorous and consistent with statewide needs. The biannual POS review will also include DWS, EDD, and HED input.

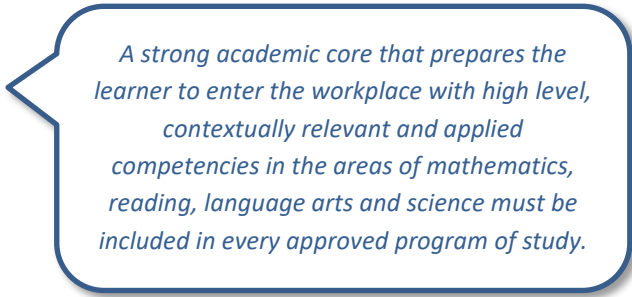
- i. promote continuous improvement in academic achievement and technical skill attainment;

Both academic achievement and technical skill attainment are essential elements for adopted programs of study, and a cyclical review of approved programs will ensure a continuous improvement process is incorporated.

New Mexico's program of study framework will set the parameters for and direct LEAs on implementation within the POS with fully integrated high school academic standards. These academic standards, coupled with a non-duplicative sequence of CTE

courses, reflect the state’s commitment to the development of programs of study that adequately prepare students to succeed in postsecondary education and the workplace.

A strong academic core that prepares the learner to enter the workplace with high level, contextually relevant and applied competencies in the areas of mathematics, reading, language arts and science must be included in every approved program of study. Inclusion of a rigorous academic



A strong academic core that prepares the learner to enter the workplace with high level, contextually relevant and applied competencies in the areas of mathematics, reading, language arts and science must be included in every approved program of study.

core for all CTE programs helps prevent academically under-prepared students from being “tracked” into CTE as an easier alternative. All students must meet state academic standards, regardless of their chosen program of study or future life goals. Building rigorous academic content into CTE courses ensures that CTE students have essential knowledge in how to apply core academics to their career choice.

The number of industry-recognized certifications available to students has increased steadily across the years, thus promoting continuous improvement in technical skill attainment, increasing options for participants and broadening the scope of career technical education.

- ii. expand access to career and technical education for special populations; and

New Mexico is committed to expanding special populations’ access to CTE. PED provides data, disaggregated by gender, race, ethnicity, and several other classes of special populations to consortia members. Annual performance evaluation for each subgrantee includes a comprehensive review of both access and performance equity gaps.

New Mexico does not currently track some populations listed in the Act. Within our higher education institutions, institutional researchers report that they may not be able to track military connected students, especially for adult learners over the age of 24. Furthermore, we are aware of privacy issues surrounding students who are in or have aged out of foster care. As such, the New Mexico state plan proposes that foster care youth (sub-section H.) and youth with active duty military parents (sub-section I.) be limited to students under the age of 25. Similarly, the single parents special population (sub-section D.) is proposed to include only individuals who self-identify as single parents whose children are under the age of 25. Nonetheless, we intend to support subgrantees in expanding access however possible.

- iii. support the inclusion of employability skills in programs of study and career pathways.

New Mexico intends to support the development of employability skills through the program of study approval process. To support that goal, programs of study will be encouraged to incorporate relevant curricula, work-based learning, and student organizations whenever possible.

- c. Describe how the eligible agency will—

- i. make information on approved programs of study and career pathways (including career exploration, work-based learning opportunities, early college high schools, and dual or concurrent enrollment program opportunities) and guidance and advisement resources, available to students (and parents, as appropriate), representatives of secondary and postsecondary education, and special populations, and to the extent practicable, provide that information and those resources in a language students, parents, and educators can understand;

New Mexico continues to develop and make resources available through the College and Career Readiness Bureau website in support of guidance and advisement, including web resources and printed materials. We will work with consortium organizations to develop materials that advertise and market specific programs of study specific to each regional consortium. To the extent practicable, we will provide program of study information and resources in a language students, parents, and educators can understand, especially for English Learners and families whose home language is not English.

- ii. facilitate collaboration among eligible recipients in the development and coordination of career and technical education programs and programs of study and career pathways that include multiple entry and exit points;

New Mexico's model of consortium-based administration of Perkins V funding will facilitate collaboration as a product of organizing all CTE activity into consortia. During the development phase, we have organized ten meetings of potential consortium members, the membership composition as described previously in this state plan, to facilitate a comprehensive needs assessment. Initially, all consortia will organize geographically, in this manner of organization, consortia applications ensure collaborative effort.

Consortia will be required to hold meetings at least twice per year for purposes of planning, operating and evaluating their programs.

- iii. use State, regional, or local labor market data to determine alignment of eligible recipients' programs of study to the needs of the State, regional, or local economy, including in-demand industry sectors and occupations identified by the State board, and to align career and technical education with such needs, as appropriate;

New Mexico's intended administration of Perkins V funding in a consortium-based model permits resource allocation to programs of study that are supported by labor market information. Historically, state workforce development boards have not served as advisory partners for educators. Local or state-level research on the efficacy of programs of study and their alignment to labor market research has been perfunctory at best. With consortium administration, well-informed, data-supported programs will be the basis for maximizing investments.

- iv. ensure equal access to approved career and technical education programs of study and activities assisted under this Act for special populations;

New Mexico ensures equal access to approved CTE programs of study and activities for special populations through a careful evaluation of existing access as a component of the comprehensive local needs assessment.

Gap analysis specifically addresses the presence of special population representation in CTE programs by percentage as compared to special population representation within the entire LEA. Disparities in representation across special populations are noted.

When gaps in access are identified, the PED staff support subgrantees in improving access. Strategies and action plans incorporate a broad frame of reference and are situation specific.

- v. coordinate with the State board to support the local development of career pathways and articulate processes by which career pathways will be developed by local workforce development boards, as appropriate;

A representative from the PED attends state workforce board meetings and has initiated dialogue to leverage regional workforce boards as partners. We expect regional boards to be active partners in the preparation of comprehensive local needs assessments across the state.

- vi. support effective and meaningful collaboration between secondary schools, postsecondary institutions, and employers to provide students with experience in, and understanding of, all aspects of an industry, which may include work-based learning such as internships, mentorships, simulated work environments, and other hands-on or inquiry-based learning activities; and

The consortium model supports effective and meaningful collaboration between secondary, postsecondary and employer partners. The consortium will utilize a single advisory committee to ensure a shared vision between secondary schools, postsecondary institutions, economic development partners and employers.

Consortium meetings include breakout meetings that provide planning and scheduling of work-based learning activities, including worksite visits, internships, mentorships and other hands-on and inquiry-based learning activities. In addition, the Department of Workforce Solutions and the College and the NM PED have recently committed to increased collaboration by hiring a Youth Work-based Learning Coordinator. The position receives salary support from both departments and is designed to support and coordinate initiatives of the two departments that relate to career and technical education and work-based learning opportunities.

- vii. improve outcomes and reduce performance gaps for CTE concentrators, including those who are members of special populations.

We expect the findings of the comprehensive local needs assessments will identify performance gaps and clarify desired outcomes. Applying the consortium model to all CTE programs will bring in numerous thought partners to support the vision of each consortium’s unique plan. The consortium collaboration can leverage community human capital to ensure high quality program outcomes. With the additional member resources that the consortium provides, meaningful inclusion of special populations, improving outcomes and reducing performance gaps will be much more attainable than in the past.

- d. Describe how the eligible agency, if it chooses to do so, will include the opportunity for secondary school students to participate in dual or concurrent enrollment programs, early college high school, or competency-based education.

New Mexico intends for all approved programs of study to include course sequences that include transitional coursework for high school students. Those course sequences identified as approved for purposes of state funding have already incorporated dual credit coursework or other highly rigorous capstone experiences. The postsecondary consortium member will identify the dual credit, advanced placement, or apprenticeship course offerings to ensure that the high school program aligns well to the postsecondary program.

...transitional coursework for high schools students.

New Mexico has several early college high schools. Enrollment and access occur as a product of advisement in 8th or 9th grade, and student interest is a key element in determining placement.

In New Mexico, the term “concurrent enrollment” does not mean “dual credit” and does not provide credit for high school electives nor high school graduation requirements. While dual credit courses are offered without cost to high school students concurrent enrollment requires students to pay tuition. Therefore, CTE programs of study will not include concurrent enrollment opportunities. Similarly, the program of study approval process will explore the merits and applicability of competency-based education.

- e. Describe how the eligible agency will involve parents, academic and career and technical education teachers, administrators, faculty, career guidance and academic counselors, local business (including small businesses), labor organizations, and representatives of Indian Tribes and Tribal organizations, as appropriate, in the planning, development, implementation, and evaluation of its career and technical education programs.

New Mexico has begun and will continue to convene regionally based meetings to provide an opportunity for parents, educators, administrators, faculty, counselors, business community members, labor organization representatives and tribal representatives to participate in New Mexico’s CTE planning. We have utilized a survey instrument to collect feedback. The survey requested evaluation of the vision proposed for Perkins V prior to the submission of the 4-Year State Plan. The PED will ensure stakeholder engagement throughout the process by using recurring measurement of stakeholder inclusion.

- f. Include a copy of the local application template that the eligible agency will require eligible recipients to submit pursuant to section 134(b) of Perkins V.

The PED remains in the process of developing the local application template. It is included with this submission of New Mexico’s 2020 4-Year State Plan.

- g. Include a copy of the local needs assessment template that the eligible agency will require eligible recipients to submit pursuant to section 134(c) of Perkins V.

The PED has developed the comprehensive local needs assessment template. It is also included with this submission of New Mexico’s 2020 4-Year State Plan.

- h. Provide the definition for “size, scope, and quality” that the eligible agency will use to make funds available to eligible recipients pursuant to section 135(b) of Perkins V.

Size

CCRB staff evaluate each program of study from a statewide labor market perspective. A key consideration is an analysis of the number of recent high school and postsecondary program of study concentrators, to determine if the statewide program is too large for the expected job opportunities in the state.

To determine if a secondary program is of sufficient size, it must include at least two aligned courses within the approved program of study sequence in order to be eligible to receive funding. In addition, a secondary program must include an aligned advanced transition course, including advanced placement, dual credit, or an apprenticeship. Evaluation of adequate size also depends on the amount of physical equipment available, the amount of monetary award, the number of staff involved, and the average number of students served each year.

For a postsecondary evaluation of size, CCRB staff consider the number of statewide program completers in relation to the number of projected job openings, as published by the DWS. In the case of postsecondary programming, staff consider the possibility that the program is too large, as well as too small.

Scope

Consortium-supported and state-approved programs of study are articulated beginning in grade nine continuing through postsecondary credential attainment. Secondary and postsecondary institutions shall memorialize their working agreements within the subgrantee application and prior to funding approval. Working agreements shall include fiduciary agent agreements, consortia policies and procedures, and dual credit agreements. While a small subgrantee might be unable to generate all elements of a program of study that is of sufficient scope, the consortia as a whole must meet evaluations of scope, in order to receive funding.

Quality

Funded programs of study in New Mexico lead to living wage, high skill and in-demand occupational outcomes.

Living Wage

New Mexico defines living wage careers for CTE programs of study as careers leading to a wage that can sustain a family. The federal guideline for reduced price lunch is 185% of the federal poverty guideline, and New Mexico defines a family as a household of three or more. Therefore, for a career to qualify as living wage, the median salary for that career, in New Mexico, must meet or exceed 185% of the federal poverty guideline for a family of three. For 2018-19, wages as defined by this standard are \$38,443¹ annually. For reference, the 2016-17 mean salary in NM was \$44,840.00².

High Skill

High skill careers are found in occupations requiring completion of an apprenticeship, an industry-recognized certificate or credential, or a postsecondary certificate or degree.

¹ <https://www.federalregister.gov/documents/2018/05/08/2018-09679/child-nutrition-programs-income-eligibility-guidelines>

² https://www.bls.gov/oes/2017/may/oes_nm.htm

In-demand

Careers are considered in-demand when demand for particular careers exceeds supply. State, regional or local labor market data must document the demand. When demand exceeds projected employment supply for careers that are not living wage, approved programs of study must lead to a living wage or high skill career. Such a program might also adequately prepare learners for the in-demand career, but the living wage or high skill career, not the in-demand career, must be the target career for the program.

When demand exceeds projected employment supply for careers that are not living wage, approved programs of study must lead to a living wage or high skill career.

Evaluation Indicators for Size, Scope, and Quality

New Mexico intends to evaluate the consortium within which the program applies, in order to allow for a broad view of the program's size, scope, and quality. New Mexico has elected to report postsecondary attainment as its formal indicator of quality (D.1.b). In addition, secondary programs will also be evaluated on the other two indicators of quality (certificates and work-based learning). To evaluate *size* and *scope*, consortia applications will report the percentage of secondary and postsecondary students who are CTE participants, and the percentage who are CTE concentrators. CTE concentrator counts will be evaluated in terms of the expected number of job openings, and the state will prioritize funding into those programs that offer the best prospects for future employment.

3. MEETING THE NEEDS OF SPECIAL POPULATIONS

- a. Describe its program strategies for special populations (individuals with disabilities, economically disadvantaged, non-traditional, single parents including single pregnant women, out-of-workforce, EL, homeless (McKinney-Vento), youth in or aged out of foster care, youth with a parent who is on active duty), including a description of how individuals who are members of special populations—
 - i. will be provided with equal access to activities assisted under this Act;
 - ii. will not be discriminated against on the basis of status as a member of a special population;
 - iii. will be provided with programs designed to enable individuals who are members of special populations to meet or exceed State determined levels of performance described in section 113, and prepare special populations for further learning and for high-skill, high-wage, or in-demand industry sectors or occupations;
 - iv. will be provided with appropriate accommodations; and
 - v. will be provided instruction and work-based learning opportunities in integrated settings that support competitive, integrated employment.

New Mexico adheres to federal and state procedural safeguards designed to protect and safeguard legal rights. This adherence underscores the requirements of Perkins that all

students have equal opportunity to receive publicly funded services. Special population students will not experience discrimination based on their status and will be provided with appropriate accommodations to promote parity in success.

New Mexico's strategy for meeting the needs of special populations begins with data monitoring: gap analysis is applied at the subgrantee level, as a check to discover those subgrantees that may not be adequately including special populations in their CTE programs. The analysis compares special population data at the district level or institutional level and their specific career technical education enrollment. After reviewing the results, PED and the subgrantee work together to generate a strategy to eliminate whatever disparities are present.

Looking to Perkins V, we anticipate that the consortium organization will be inclusive of school counselors and social service organizations that represent special population interests. This may include representation from organizations as diverse as the NM Children, Youth and Family Division, NM Division of Vocational Rehabilitation, homeless shelters, private foster care agencies and teen parenting programs. Thus represented, special populations will be included in consortium-supported programs designed to enable them to meet or exceed performance expectations and competitively enter the workforce in high skill, living wage, or in-demand industry occupations of their choosing.

4. PREPARING EDUCATORS AND FACULTY

- a. Describe how the eligible agency will support the recruitment and preparation of educators, including special education teachers, faculty, school principals, administrators, specialized instructional support personnel, and paraprofessionals to provide career and technical education instruction, leadership, and support, including professional development that provides the knowledge and skills needed to work with and improve instruction for special populations.

As outlined above, New Mexico believes that data analysis is an important step in ensuring programs meet the needs of special populations. Training staff with the knowledge and skills needed to evaluate gaps in service, and then training staff to support special population students is an essential expectation for funds. The consortium model of administration will enforce sensitivity to special populations by establishing clear expectations regarding equal access.

In addition, New Mexico intends to bring diverse non-governmental partners to the table in support of consortium applicants. Inviting partners who represent special population interests will help consortium members to evaluate their constituents' needs in a comprehensive manner, and build supports that are sensitive to their unique needs.

c. FISCAL RESPONSIBILITY

1. Describe the criteria and process for how the eligible agency will approve eligible recipients for funds under this Act, including how—

The consortium lead may be a large employer, an industry-focused association, or an institution of higher education.

The process and criteria for how New Mexico approves eligible recipients for funds under this Act is similar to the process and criteria employed across the past two years; however, applicants are now required to the greatest extent practicable, to submit a consortium application. The consortium lead collaborates with members of secondary districts and postsecondary institutions to develop an

application vision and narrative that will support a program of study leading to living wage, high skill, and in-demand careers. The consortium lead may be a large employer, an industry-focused association, or an institution of higher education. The consortium lead is responsible for facilitating advisory meetings and ensuring that postsecondary certifications are industry-recognized by New Mexico employers.

The PED process of approving applications, including funding requests for specific programs of study, utilizes a committee review process, by all Perkins coaches, in an intensive forum. In this forum, the Perkins coach who serves as the subject matter expert for the program of study presents to the rest of the committee details of the application in support of the merit of the application, including:

- 1) Number of years that the program has been funded.
- 2) Labor market information evidencing expected student outcomes.
- 3) The composition of local advisory committees and the integration of local industry representatives.
- 4) Integration with career technical student organizations.
- 5) Supports for non-traditional students and special populations.
- 6) Integration of work-based learning, advanced placement courses, and dual credit coursework into the sequence of courses.

Reviewing applications and approving programs of study in this manner enhances program quality and encourages best practices in administrative oversight.

- a. each eligible recipient will promote academic achievement;

The program of study application and approval framework includes evaluation of academic achievement. Secondary programs of study must support statewide academic core content standards and include at least one advanced course (either AP, dual credit, or apprenticeship) in the adopted programs of study.

- b. each eligible recipient will promote skill attainment, including skill attainment that leads to a recognized postsecondary credential; and

Each eligible recipient will promote skill attainment via the process described above, which directs subgrantees to incorporate industry-recognized certificates and credentials into their approved programs of study.

Secondary programs of study must support statewide academic core content standards and include at least one advanced course (either AP, dual credit, or apprenticeship) in the adopted programs of study.

- c. each eligible recipient will ensure the local needs assessment under section 134 takes into consideration local economic and education needs, including, where appropriate, in-demand industry sectors and occupations.

The comprehensive local needs assessment is the starting point for purposeful consortium organization and activity. Guidance documents will serve as a checklist for best practice in conducting the local needs assessment. Consideration of local economic and education needs is evaluated along with the needs of industry and employers.

- 2. Describe how funds received by the eligible agency through the allotment made under section 111 of the Act will be distributed—
 - a. among career and technical education at the secondary level, or career and technical education at the postsecondary and adult level, or both, including how such distribution will most effectively provide students with the skills needed to succeed in the workplace; and
 - b. among any consortia that may be formed among secondary schools and eligible institutions, and how funds will be distributed among the members of the consortia, including the rationale for such distribution and how it will most effectively provide students with the skills needed to succeed in the workplace.

New Mexico proposes to distribute funding among CTE recipients at the secondary and postsecondary levels in a manner that effectively provides the skills needed.

New Mexico proposes to distribute funding among CTE recipients at the secondary and postsecondary levels in a manner that effectively provides the skills needed. In recent years, CCRB has repeatedly documented significant under-utilization of awarded funds by

secondary recipients. Simultaneously, CCRB has documented a reduction in the number of secondary awardees across multiple application cycles. Districts that discontinued participation anecdotally report that the paperwork burden of Perkins “isn’t worth the money received.” Finally, CCRB notes that only a third of secondary districts in New Mexico currently receive Perkins funds.

To address the ongoing difficulties with expending funds for the benefit of secondary students, CCRB proposed two major modifications to the funding formula.

First, PED successfully requested a waiver of the \$15,000 funding floor addressed in the Act, so that all districts are eligible to participate, based on the allocation formula specified in the Act. In the past, small districts and state charters have found it difficult to participate, both because of the \$15,000 funding floor, and because consortia applications were not well supported. In addition to waiving the funding floor, PED intends to help consortia applicants establish funding agent partnerships with Regional Educational Cooperatives (RECs), so that small recipients can utilize an REC as their fiscal agent.

Implementation of the waiver of the \$15,000 funding floor will clarify to small districts and state charters that they can and should participate in a consortium application. Waivers will be needed by few (if any) small districts, however. Since multiple secondary participants will be members of the consortium, we anticipate that each consortium will be over the funding threshold specified in the Act. Nonetheless, the state officially and successfully requested that the threshold be waived, so that all districts and state charters are explicitly eligible for funding.

Another important component of the funding formula is the allocation between secondary and postsecondary recipients. In the past, secondary and postsecondary recipients split funds evenly. Despite allocating half of available funding to secondary subgrantees, only approximately seven percent of high school students attain CTE concentrator status and institutions of higher education report negligible numbers of students coming into their programs directly from aligned high school CTE programs.

To alleviate these problems, New Mexico consortia members may decide to provide their postsecondary partner(s) with an allocation that is greater than the historical 50% split. If adopted at the consortia level, the increased funds to postsecondary partners can provide funding to support additional responsibilities; commensurate with their increased funding allocation. Specifically, institutions of higher education could be asked to use the increase in funding to facilitate local advisory committees, to support dual credit, and/or to provide secondary instructor professional development. Postsecondary institutions

Higher education partners will use the increase in funding to support dual credit instruction, professional development, and to coordinate local advisory committee meetings.

may only be able to provide for these increased responsibilities if additional funding is supplied to support the efforts.

In support of dual credit, each postsecondary recipient is now required to develop and fund a plan that ensures secondary students have access to at least one dual credit CTE course. The plan may offer college courses at the partner high school, or support the transportation needs of high school students to travel to the college.

In support of professional development, each consortium will be required to develop and fund a plan that ensures both postsecondary and secondary educators have sufficient technical skills to teach their courses. Postsecondary partners will be expected to visit with secondary teachers and establish professional learning communities to discuss specific pedagogical considerations unique to the program of study. The consortia will collaboratively identify necessary technical training for both educators and students and work together to develop a strategic professional development plan. All dual credit instructors must hold proper credentials as specified by the postsecondary accrediting body, the Higher Learning Commission.

Finally, either the postsecondary or the consortium lead are now required to facilitate and document all advisory meetings. Historically, many New Mexico secondary CTE programs have struggled to incorporate meaningful industry input into their programs of study. By moving the responsibility for this to the consortia leads and/or postsecondary partners, we believe that secondary educators will receive high quality input and be in a better position to support students toward skill acquisition. Consortia lead partners will actively recruit both postsecondary and secondary representatives to participate in advisory meetings. This may mean holding meetings at the consortium lead's office, instead of a postsecondary location, or otherwise making accommodations in support of collaboration.

Postsecondary recipients may facilitate professional development and advisory collaboration directly, or may elect to pay a set fee to the consortia leads to facilitate the above responsibilities. In the latter case, the consortium lead would assume all of the obligations for professional development and advisory meetings as specified in the Act. Such an agreement would be memorialized in the application and in the consortium's policies and procedures.

3. Provide the specific dollar allocations made available by the eligible agency for career and technical education programs and programs of study and describe how these allocations are distributed to local educational agencies, area career and technical education schools and educational service agencies within the State. (Refer to section 131(a)-(e)).

As detailed above, the PED intends to distribute the basic formula to the consortia such that the percentage directed to postsecondary and secondary remains unchanged. PED may encourage secondary consortia members to increase their financial support of

postsecondary partners if the postsecondary takes on additional responsibilities that secondary subgrantees will find beneficial to their programs; namely local advisory committee meetings and dual credit educator professional development as previously described. The state will not hold any of the initial basic grant (formula) funds in reserve at the beginning of the grant period. Instead, PED will distribute all available basic grant funds during the initial twelve months of the grant period. Funds that remain unused by subgrantees at the end of the 12 month period will be redistributed on a competitive basis under the rules of section 131.

Secondary distribution of funds is as described in section 131 of the Act. Thirty percent of the award is based upon the census population of residents age 5-17, and seventy percent is based upon that percentage of the age 5-17 population that is from families who are below the poverty level. Charter school allocations will be assigned a proportionate share of the district in which they are located, by using the percentage of charter school students in grades 9-12 as compared to the percentage of all students in grades 9-12 enrolled in the district as a whole (including the charter). All possible awardees will be included in calculations and offered participation in Perkins, via the consortia application.

Any funds that revert to the PED after the initial twelve months will be used as reserve, up to fifteen percent as allowed by the Act. PED will distribute reserve funds on a competitive basis, with no pre-determined allocation between secondary and postsecondary recipients. The PED will announce competitive award programs at the annual applicant workshop. CCRB coaches will score applications for competitive awards with a rubric. Funds will support top scoring applications, depending on available redistribution amounts and the goals of that year's reserve strategy.

4. Provide the specific dollar allocations made available by the eligible agency for career and technical education programs and programs of study under section 132(a) of the Act and describe how these allocations are distributed to eligible institutions and consortium of eligible institutions within the State.

As previously detailed, a higher percentage of the initial basic grant (formula) funds will be distributed to postsecondary recipients. The state will not hold any of the initial basic grant (formula) funds in reserve. Instead, all available basic grant funds will be distributed during the initial twelve months of the grant period.

Postsecondary distribution of funds is as described in section 132 of the Act, with one adjustment. To support the state's vision of dual credit being the catalyst for student persistence in their program of study, New Mexico will incentivize CTE dual credit participation using Perkins allocations. Eighty percent of the award is based upon the number of CTE students who receive Pell and/or BIE funds in proportion to the total number of such students' at all postsecondary applicant sites. Twenty percent of the award is based upon the number of CTE dual credit students, in proportion to the total number of such students' at all postsecondary applicant sites.

Reserve and redistribution funds will be handled as described above.


5. Describe how the eligible agency will adjust the data used to make the allocations to reflect any changes in school district boundaries that may have occurred since the population and/or enrollment data was collected, and include local education agencies without geographical boundaries, such as charter schools and secondary schools funded by the Bureau of Indian Education.

No changes to school district boundaries have been made since population and enrollment data was last collected. In the event of future changes, the data used to make the allocations will be adjusted to ensure that allocations are data-driven and that the data is adjusted for accuracy.

6. If the eligible agency will submit an application for a waiver to the secondary allocation formula described in section 131(a)—
 - a. include a proposal for such an alternative formula; and
 - b. describe how the waiver demonstrates that a proposed alternative formula more effectively targets funds on the basis of poverty (as defined by the Office of Management and Budget and revised annually in accordance with section 673(2) of the Community Services Block Grant Act (42 U.S.C. 9902(2)) to local educational agencies with the State. (Section 131(b) of Perkins V)

Also indicate if this is a waiver request for which you received approval under the prior Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV).

The State of New Mexico has formally requested a waiver to the secondary allocation of section 131. New Mexico intends to allocate funding to all secondary applicants, regardless of award size – in other words, we intend to disregard the specified \$15,000 floor specified in the Act. Applicants will apply as part of a consortium, so the \$15,000 restriction is unlikely to have an impact; however, the state is still requesting a formal waiver of that requirement so that it is very clear that all districts are eligible.



New Mexico intends to allocate funding to all secondary applicants, regardless of award size.

The state also intends to offer formula-based awards to both state and local charters. PED will split district awards in order to accurately provide an allocation to charters that are operating outside of the fiscal oversight of their district location. Charter awards will be calculated by establishing the proportion of low-income students served by the charter, in relationship to the total number of low-income high school students in the district. The state believes it is important that charters have access to the benefits offered by a consortium application and wants to encourage their participation. Allocating some funds to charters is a more equitable solution than the current practice of completely excluding them from CTE funding. Therefore, the state requests a waiver of the allocation based on census data, and instead, plans to award funds to charter schools based upon low-income enrollment data.

In the state’s Perkins IV application, rural communities were defined, but the definition was not used to support distributing basic formula grant funds to small districts located in these communities.

Since the waiver request has been approved, the state will distribute the grant funds in a more equitable manner throughout the state, especially to rural communities of New Mexico, than has been achieved historically. This change also reflects that the economic data shows that New Mexico’s rural communities are more impoverished than the state’s urban communities.

The approved waiver request also acknowledges and supports the state vision to move toward making all funding decisions based on consortium applications that reflect industry-driven, community-supported sector partnerships for comprehensive program alignment. These collaborations will allow large districts and postsecondary institutions to serve as fiscal agents for smaller recipients, but the consortium will include numerous community partners representing small business, industry, professional organizations, WIOA partners, Workforce Development Boards and other governmental organizations that support CTE.

Applying this new method of funding delivery, New Mexico will administer Perkins funds to a larger group of subgrantees. This will improve access to CTE in impoverished rural communities. The community partnership application will also improve effectiveness via greater coordination and organization in program of study service delivery throughout the entire state.

7. If the eligible agency will submit an application for a waiver to the postsecondary allocation formula described in section 132(a)—
 - a. include a proposal for such an alternative formula; and
 - b. describe how the formula does not result in a distribution of funds to the eligible institutions or consortia with the state that have the highest numbers of economically disadvantaged individuals and that an alternative formula will result in such a distribution.

Also indicate if this is a waiver request for which you received approval under the prior Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV).

The State of New Mexico has formally requested a waiver to the postsecondary allocation of section 132. New Mexico intends to allocate funding to all postsecondary applicants, regardless of award size.

New Mexico intends to allocate funding to all postsecondary applicants, regardless of award size.

Applicants will be required, to the greatest extent practicable, to apply through a consortium; however, the state has several small community colleges that do not currently participate

because of the \$50,000 restriction. It is unclear to PED if these small institutions will collaborate with larger postsecondary partners, which would remove the need for a waiver. Because they may not collaborate in this way, the state previously requested a formal waiver of the \$50,000 requirement so that it is very clear that all postsecondary institutions are eligible regardless of the award size. This inclusivity at the postsecondary level will extend the reach of funded CTE programs into rural communities that have historically been excluded from such opportunities. Rural communities in New Mexico demographically hold the highest numbers of economically disadvantaged individuals.

8. Provide the State's fiscal effort per student, or aggregate expenditures for the State, that will establish the baseline for the Secretary's annual determination on whether the State has maintained its fiscal effort, and indicate whether the baseline is a continuing level or new level. If the baseline is new, please provide the fiscal effort per student, or aggregate expenditures for the State, for the preceding fiscal year. (Section 211(b)(1)(D) of Perkins V)

The state will demonstrate that it has maintained its fiscal effort using a baseline at a continuing level.

D. Accountability for Results

1. Identify and include at least one (1) of the following indicators of career and technical education program quality—
 - a. the percentage of CTE concentrators (see Text Box 2 on the following page) graduating from high school having attained a recognized postsecondary credential;
 - b. the percentage of CTE concentrators graduating high school having attained postsecondary credits in relevant career and technical education programs and programs of study earned through a dual or concurrent enrollment program or another credit transfer agreement; and/or
 - c. the percentage of CTE concentrators graduating from high school having participated in work-based learning.

New Mexico has selected the percentage of CTE concentrators graduating high school with postsecondary credits in CTE programs of study earned through dual credit as the primary quality indicator for purposes of evaluating CTE programs across the State of New Mexico.

Include any other measure of student success in career and technical education that is statewide, valid, and reliable, and comparable across the State.

(Refer to Section 113(b)(2)(A)(IV)(II) of Perkins IV)

New Mexico is considering other measures of student success in CTE that are valid, reliable, and comparable across the state. We have provided potential indicators during stakeholder engagement meetings and conducted an evaluation in collaboration with stakeholders,

especially the institutional researchers at participating institutions of higher education. We have provided the results of this consideration in this 2020 4-Year State Plan.

Provide the eligible agency's measurement definition with a numerator and denominator for each of the quality indicator(s) the eligible agency selects to use.

The College and Career Readiness Bureau collaborated with the Information Technology Department to establish secondary descriptions. Indicators have been developed, including the measurement definition with a numerator and denominator. Similarly, collaboration occurred with institutional researchers at participating institutions of higher education to establish postsecondary descriptions. Both the secondary and postsecondary descriptions are included in this 2020 4-Year State Plan.

2. Provide on the form in Section V.B, for each year covered by the State plan beginning in FY 2020, State determined levels of performance for each of the secondary and postsecondary core indicators, with the levels of performance being the same for all CTE concentrators in the state. (Section 113(b)(3)(A)(i)(I) of Perkins V)

This 2020 4-Year State Plan includes state determined targeted levels of performance for each of the secondary and postsecondary core indicators.

2. Provide a written response to the comments provided during the public comment period described in section 113(b)(3)(B) of the Act. (Section 113(b)(3)(B)(iii) of Perkins V)

Seven stakeholder engagement meetings were held in the late summer and early fall of 2019. The meetings were held in geographically strategic locations statewide. As mentioned previously, an independent facilitator was retained to present, discuss, and document feedback on the main features of New Mexico's Perkins V Transition Plan proposal. NMSU-CORE was contracted for this work which included the provision of a summary report of stakeholder input on the proposal. In addition to the meetings, the transition plan and its main features were also presented and available for evaluation and feedback online. Invitations to review the proposal were sent out en masse to stakeholders and constituents more broadly, along with the URL location on SurveyMonkey.

The input obtained from the public comment period can be summarized as follows. The first of two main features that were proposed was the NM PED's desire to change the split in Perkins V funding distribution from the historical 50% to secondary participants and 50% to postsecondary, to allotting a greater proportion to the postsecondary participants.

At some of the meetings, especially two where the relationship between secondary and postsecondary partners is adversarial, this proposal was controversial. However, when the feedback was reviewed and quantified from across all media in which it was obtained there is majority support for increasing distribution of Perkins monies toward postsecondary

institutions commensurate with additional responsibilities as described previously in this plan.

As noted in the executive summary of the report received from NMSU-CORE, “There was a unified voice across the stakeholder locations that increased funding and responsibility at the postsecondary could drive better access to resources for students and provide better supports for grant management to the secondary level.”

The CORE Report also stated, “In addition to providing potential resources to secondary institutions, the point was made by stakeholders that the quality of the resources may improve as well since postsecondary has knowledge and access to industry quality equipment.”

So while there is indeed support for changing the Perkins funding split in favor of postsecondary institutions, given the controversial nature of the discussion with New Mexico’s two largest recipients of Perkins CTE funding, NM PED decided to permit the decision to fund postsecondary institutions at a higher level to be made at the consortia level. This will facilitate the greatest degree of empowerment for local communities to control their “purse strings”, while allowing for local subgrantee partner relationships to be improved in the necessity of having to make funding decisions for program quality.

The second of the two main features advanced while seeking input and feedback on the State Perkins V Plan is the proposal of permitting local business and industry to spearhead leadership efforts with each consortium. By consensus it is agreed that bringing business and industry into a primary role with educators to establish vision and program design will produce the greatest effect of benefit to students.

The CORE Report noted, “In every stakeholder engagement meeting, there was an overwhelming support for the idea of involving industry in the CTE conversation. The primary draw to this idea was the potential ability for the alignment of Education and Industry in the state.” The report further noted, “Stakeholders at various meetings stressed that mentorships/internships that are developed through partnerships with industry, are a positive influence not just in the employment sphere, but also for the overall social-emotional well-being of students.”

Feedback received from other sources solicited concurred with that noted above and in the provision of skeptical caveats also. Both online and meeting feedback echoed the request for more information. Group A from the Albuquerque Session #2 remarked, “Need clarity on what industry partners will be doing. i.e. Mentoring? Curriculum Development? Career Experience? Job Shadow? Internships?”

Similarly, two unique online state plan reviewers stated, “That’s ok as long as the largest industries from our state are represented. Example, auto industry, food industry, etc.” and

"If educators are not informed of the current industry trends/needs/ideas, the potential to stray from desirable skill development increases."

Drawing from this input, this feature of the proposal is well-received and NM PED has made no change to the consortium model of Perkins administration proposed. Input also was received cautioning that if business and industry are allowed to be the most influential members of each consortium, educator concerns like equity and inclusion may be ignored. NM PED has taken note and intends to remain vigilant in providing facilitation and oversight within the consortium model of administration.

One additional concern that was conveyed across all media was that of middle school career exploration. The view as summarized from all input received is that career exploration must be urgently taken up and supported from all funding sources that can be leveraged on the initiative. The State of New Mexico has provided state-level funding expressly for this purpose and in this new method of Perkins administration, funding may be approved for middle school career exploration at each and every regional consortium level.