College & Career Readiness Bureau

Request for Applications

Career & Technical Education Program Professional Learning & Related Materials

RfA Released February 25, 2021
Final Date to Submit RfA: March 19, 2021 by 5p.m.

This is a Request for Application (RfA) and <u>does not</u> constitute an award. This RfA is designed to fund secondary and postsecondary professional learning (PL) in Career and Technical Education and up to $10,000 in equipment and supplies related to the associated CTE program(s). Funding is provided through The Strengthening Career and Technical Education for the Twenty-First Century Act, Section 112 (c).

Application checklist (submitted online):
_____ Cover Page with current points of contact
_____ Narrative addressing how the professional learning and related materials support the regional vision for CTE and support the local size, scope, and quality of programs of study and career pathways aligned with State-identified high-skill, and living-wage occupations and industries.
_____ Signed Assurances
_____ Budget and Descriptions
_____ Equipment over $5,000 (if applicable)

_____ **Complete application in FormPlus by 5:00 pm, Friday March 19, 2021**

https://www.formpl.us/form/1929586001

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

Issued by: Elaine Perea, PhD
College & Career Readiness Bureau Director

STATEMENT OF PURPOSE

The New Mexico Public Education Department (PED) is committed to ensuring professional learning that supports implementation of high-quality Career and Technical Education (CTE) programs. This Request for Applications (RfA) is a competitive grant for professional learning and related materials (equipment and supplies) that support the size, scope, and quality of programs of study and career pathways aligned with state-identified high-skill, and living-wage occupations and industries (Perkins §112 (c)(2)(B)).

New Mexico Definitions		
Living Wage	**High Skill**	**In Demand**
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 <u>median salary</u> for that career, in New Mexico, must meet or exceed 185% of the federal poverty guideline for a family of three. For 2020-21 wages as defined by this standard are $38,443 annually. For reference, the 2019 mean salary in NM was $47,040.00.	High skill careers are found in occupations requiring completion of an apprenticeship, an industry-recognized certificate or credential, or a postsecondary certificate or degree.	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, the program 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.

ELIGIBLE APPLICANTS

This RfA is open to local education agencies (LEAs) and institutions of higher education (IHEs).

LEAs: Public school districts (including district chartered high schools), state chartered high schools, and Regional Education Cooperatives that demonstrate a commitment to providing students the opportunity to participate in career technical education are eligible.

IHEs: Accredited NM postsecondary institutions with at least one Associate degree program in a CTE field.

APPLICATION OVERVIEW

Eligible educational entities will complete the application for this competitive grant through an online application hosted by FormPlus. This application includes the following:
1. Contact Information
2. Professional Learning Selection and Budget Estimate
   - Computer Science Professional learning Workshops
   - National Alliance for Partnerships in Equity (NAPE)
   - Occupational Safety and Health Administration (OSHA) Train the Trainer
   - Project Lead The Way (PLTW)
   - Southern Regional Education Board (SREB)
3. Budget for expenditures related to the selected professional development:
   - Registration (Purchased Services)
   - Teacher Stipends (Salaries and Benefits)
   - Equipment
   - Supply Assets
   - Indirect Cost
4. Narrative
5. Assurances
6. Form for Equipment over $5,000 (if applicable)

Equipment and supply asset budgets are limited to a combined total of $10,000 for the related CTE program of the professional learning participants. A maximum of three programs per eligible entity may be supported with supplies and equipment; more than three professional learning attendees may be supported.

ALLOWABLE EXPENDITURES

PL Registration/Purchased Services: A menu of professional learning options has been provided in the application with the cost of registration per person included for each. Additionally, a PL Budget Estimate Calculator has been included in the application to estimate registration (purchased services) expenses for multiple individuals. Purchased services include expenditures for services rendered by a company, person or other educational agency or institution that are not available within the capabilities of the participating agency. Individuals performing contractual services are eligible to receive consulting fees and per diem at prevailing state rates. Any equipment rented for use during the term of the contract is considered a contractual service. Professional learning registration fees are included in this item.

PL Teacher Stipends/Salaries & Benefits: Salaries and benefits are allowable for the staff members attending professional development. The total time requirement of the professional learning has been included. Salaries may not be paid on any contract in excess of that which has been paid to the person in performance of their regular responsibilities and/or a salary commensurate with that received by a person for similar

responsibilities. Include name, job title, total salary and percentage of time devoted to the project activity.

Equipment & Supplies: An award of up to $10,000 in equipment and/or supply assets is allowable for professional learning participants to support the size, scope, and quality of programs of study and career pathways aligned with State-identified high-skill, and living-wage occupations and industries. A maximum of three programs may be supported with supplies and equipment.

Equipment: Equipment purchases over $5,000 require prior approval form. Equipment is defined as an article of tangible property having a useful life of more than one year and a unit cost of $5,000.00 or more. All equipment assets should be itemized including the type of equipment and the expected use to accomplish the objectives of the project. Equipment cost may include postage and/or transportation fees, but may not include any handling fees or surcharges made by the grantee. Unless software is purchased as part of an equipment package, all software should be purchased under supplies and materials. The form for prior approval is included in the application and must be submitted prior to encumbering funds.

Supplies and Materials: Refers to a consumable item of which the individual item cost is less than $5,000.00. Includes software expect as stated above.

Indirect Cost: Not to exceed 5% of allocation (including administrative cost with other indirect costs); indirect costs must be included in the application in order to be reimbursed.

CRITERIA FOR CTE PROGRAM SIZE, SCOPE, AND QUALITY

Size	Scope	Quality
Evaluate each program of study from a regional 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 regional 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 an approved program of study sequence. 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.	Programs of study shall demonstrate sufficient scope to allow students to earn a minimum of two credits in a sequential program of study. Local school boards review and approve curriculum that meet local, state and industry standards. Articulation agreements are in place with alignment of curriculum that provides a seamless transition from high school to postsecondary CTE programs. Pursuant to 22-13-1.1 NMSA 1978, all secondary students (9-12) will have a Next Step Plan in place that lists postsecondary and career interests.	Providing professional learning for teachers to prepare or enhance their certification CTE with emphasis on techniques for improving students' reading and mathematics skills: • The percentage of CTE concentrators who completed and who reported placement in postsecondary education, advanced training, employment, and/or the military in the second quarter following the program year in which they left secondary education shall be at 75 percent or higher. • Research-based best practices (i.e., Project Lead the Way, Advanced Careers, CASE Curriculum) will be utilized to implement on-going high school reform. • Licensing and credentialing of teachers according to the provisions of the New Mexico Accountability Workbook will define "highly qualified" professionals. • Program will prepare students to earn industry-related credentials (company certificates, industry/trade certificates /credentials, state regulations, licenses or certificates) upon completion of the program of study requirements.

PROFESSIONAL LEARNING (PL) OPTIONS

The summer professional learning options listed below align with New Mexico's regional priorities and support best practices with CTE (budget details are included in the application).

NM PL Provider	PL Description	Professional Learning Options
Computer Science Alliance Info@computerscience alliance.org	The Computer Science Alliance was formed to meet the needs of NM schools and their teachers. They provide professional learning in computer science education for both teachers and administrators.	AP Computer Science Principles Code.org
		AP Computer Science A (Java) Code.org
		Python 1- Introduction to Python
		Python 2-"Why Py?"
		Cybersecurity Fundamentals
NAPE National Alliance for Partnerships in Equity **Kathleen Fitzpatrick** kfitzpatrick@napequity.org	The National Alliance for Partnerships in Equity builds educators' capacity to implement effective solutions for increasing student access, educational equity, and workforce diversity.	Equity in Perkins V
		Inspiring Courage to Excel through Self-Efficacy
		3-Course Series: -Micro messaging to Reach & Teach Every Student™ -Self-Efficacy and Distance Learning -Realizing Potential with Mindset
OSHA Occupational Safety and Health Administration **NM organizer AGC** DAragon@agc-nm.org	Occupational Safety and Health Administration (OSHA) was created to ensure safe and healthful working conditions for working men and women by setting and enforcing standards and by providing training, outreach, education and assistance.	Occupational Safety and Health Standards for the Construction Industry (prerequisite for train the trainer)
		Trainer course in OSHA standards for the construction industry. This is the credential required to certify students for OSHA 10 or 30. (registering for both OSHA courses is recommended)
PLTW PROJECT LEAD THE WAY **Contact Ester Gonzalez** egonzalez@pltw.org	PLTW's activity-, project-, and problem-based (APB) instructional design centers on hands-on, real-world activities, projects, and problems.	Principles of Biomedical Sciences
		Computer Science Essentials
SREB Southern Regional Education Board	The nation's first regional interstate compact for education, Southern Regional Education Board was created in 1948 by Southern governors and legislators who recognized the link between education and economic vitality.	Project Based Learning (Part 1 and 2)
		Literacy/Numeracy in CTE
		Classroom Culture in CTE (management)
		ELL Practices in CTE
		Teaching in virtual/blended world
		Brain Based Strategies in CTE

APPLICATION DIRECTIONS

This is the information needed to complete the FormPlus application:
- ☐ Contact Information
  - o Local Education Agency (LEA)/Institution of Higher Education (IHE)
  - o Lead, Business Manager, Project Manager
    - ▪ Name
    - ▪ Phone number
    - ▪ Email
    - ▪ Mailing address
- ☐ Identify PL: SREB, NAPE, OSHA, CS PD Workshops, PLTW
- ☐ Identify PL Session Title
  - o Number of registrants for each session
  - o Salary rate/hour
  - o Benefit cost/hour
- ☐ Equipment (if applicable)[1] aligned with the program supported by PL
  - o Name
  - o Amount
  - o Detailed description
  - o Program of Study
  - o Upload Equipment >5K Form
- ☐ Supply Assets (if applicable) aligned with program supported by PL
  - o Name
  - o Amount
  - o Detailed description
  - o Program of Study
- ☐ Other Allowable Program Costs (if applicable)
  - o Name
  - o Amount
  - o Detailed description
  - o Program of Study
- ☐ Budget Summary
  - o Totals are calculated
  - o Enter the indirect cost percentage
- ☐ Narrative
- ☐ Upload Signed Assurances

APPLICATION

https://www.formpl.us/form/1929586001

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[1] Equipment and Supply Asset combined total may not exceed $10,000 for an identified program of study

PRIORITY SECTORS BY REGION

Regional meetings in the 2019-20 school year shaped the development of the CTE state plan and identified the priorities for each region.
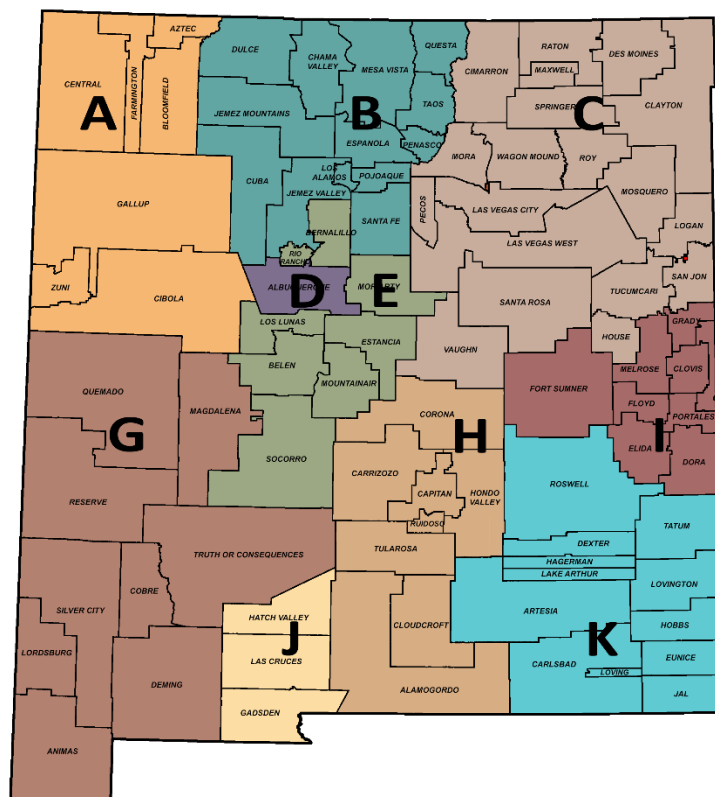
CTE Region	Priorities
A	Healthcare Information Technology Manufacturing
B	Healthcare Skilled Trades STEM/IT-Computer Science
C	Agriculture, Food & Natural Resources Skilled Construction Trades
D	Healthcare Hospitality/Tourism Skilled Trades Stem/IT-Computer Science
E	Health Science IT/STEM Manufacturing Skilled Trades
G	Healthcare Skilled Trades (includes mining) Education
H	Healthcare Skilled Construction Trades
I	Agriculture Manufacturing Technology
J	Agriculture Professional Scientific & Technical Skilled Trades Education
K	Healthcare Skilled Trades

CCRB Coaches by Region
https://webnew.ped.state.nm.us/bureaus/college-career-readiness/staff/

Mission: Equity, Excellence and Relevance
The New Mexico Public Education Department partners with educators, communities, and families to ensure that ALL students are healthy, secure in their identity, and holistically prepared for college, career, and life.

Vision: Rooted in our Strengths
Students in New Mexico are engaged in a culturally and linguistically responsive educational system that meets the social, emotional, and academic needs of ALL students.

APPENDICES

Provider	Title	Dates	Time	Cost per Person	NM Computer Science PD Workshops Session Descriptions	# Days	Session Length	Total hours
NM CS PD Workshops	Code.org's AP CSP	June 28- July 2	8:30am-3:30pm	$1,000	This curriculum is one of the easiest Computer Science curriculums to implement yet has one of the best track records for supporting teachers and students. Great activities and units that align with the Advanced Placement course and prepare everyone to be successful. Can be a good HS introductory course and part of a sequence for a CS/IT pathway. This offering includes regular meetings into September to support teachers as they implement.	5	7 (plus 4 hours follow up)	36
NM CS PD Workshops	Python 1- Introduction to Python	June 21- June25	8:30am-3:30pm	$1,000	These two workshops are given as a sequence by current NM CS teachers and are geared towards developing the knowledge and skills for teachers that want to learn Python and the resources needed to teach it to their HS students. The introduction uses Carnegie Mellon's CS Academy curriculum. It assumes no prior knowledge in CS or Python. Can be a good HS introductory course and part of a sequence for a CS/IT pathway. This offering includes regular meetings into September to support teachers as they implement.	5	7 (plus 4 hours follow up)	36
NM CS PD Workshops	Python 2- "Why Py?"	June 28- July 2	8:30am-3:30pm	$1,000	The second course goes deeper into the Python knowledge including applications for data science, game development, web scripting and scraping, and sorting algorithms. Participants will be good candidates to continue towards a certification in Python. This intermediate content would be appropriate as part of a sequence for a CS/IT pathway, perhaps as part of the 2nd or 3rd year course. This offering includes regular meetings into September to support teachers as they implement.	5	7 (plus 4 hours follow up)	36

Provider	Title	Dates	Time	Cost per Person	NM Computer Science PD Workshops Session Descriptions	# Days	Session Length	Total hours
NM CS PD Workshops	Cybersecurity	TBD (either June 14-18 or June 21-25)	8:30am-3:30pm	$1,000	Cyber Security Fundamentals introduces participants to the basics of security, coding, and robotics, mainly through project-based learning. Educators will learn how to engage students in projects and events related to cybersecurity and coding. This content would be appropriate as part of a sequence for a CS/IT pathway, perhaps as part of the introductory course or after AP CSP. This offering includes regular meetings into September to support teachers as they implement.	5	7 (plus 4 hours follow up)	36
NM CS PD Workshops	CS A- Java	June 21-June 25	8:30am-3:30pm	$1,000	Java continues as an industry standard and is the basis for AP CS A. Participants will gain skills in Java through a variety of resources that will help them develop their AP CS A class, add content to an existing CS class or help prepare themselves and students for Java Foundations Certification. This offering includes regular meetings into September to support teachers as they implement.	5	7 (plus 4 hours follow up)	36

Provider	Title	Dates	Time	Cost per Person	National Alliance for Partnerships in Equity Session Descriptions	# Days	Session Length	Total hours
NAPE	Equity in Perkins V	June 21-24	9am - 10:30am	$380	Sessions are for CTE Coordinators, Administrators and others responsible for Perkins reporting and compliance. It equips participants with the tools and mental framework needed to conduct the Comprehensive Local Needs Assessment this year with an equity focus. This work will be framed in the context of providing participants with a Local Needs Assessment procedure, as required in the Perkins Act, through NAPE's Program Improvement Process for Equity (PIPE). The Program Improvement Process for Equity™ (PIPE™), is a data-driven institutional change model. NAPE utilizes PIPE to assist state and local education agencies to improve their performance on the accountability measures defined in the Perkins Act. Participants will conduct a student data gap analysis, identifying root causes for the gaps, developing an action plan with research-based strategies proven to close gaps.	4	90 minutes	6

Provider	Title	Dates	Time	Cost per Person	National Alliance for Partnerships in Equity Session Descriptions	# Days	Session Length	Total hours
NAPE	Inspiring Courage to Excel through Self-Efficacy	June 21-24	1pm-2:30pm	$376	Sessions are for classroom teachers, faculty, counselors and others who have direct student interaction. Self-efficacy is defined as "the belief or perception that one is capable of organizing and executing the actions necessary to succeed at a given task." Students with a high self-efficacy tend to be more resilient and persistent in the face of adversity. Student self-efficacy is something that teachers and faculty can influence through micro-affirmations. Topics include: Self-efficacy and other self-terms; Sources of Self-Efficacy; Self-Efficacy and the cycle of Inequity; Effective Strategies to Increase Self-Efficacy; Goal Setting; Modeling; Giving Feedback. Ultimately, this course empowers and enables educators to inspire courage in their students to persist through difficulty and to excel.	4	90 minutes	6
NAPE	3-Course NM Classroom Educator Series	June 4-6	9am-10:30am	$344	This three-course classroom educator series includes: • <u>Micromessaging to Reach and Teach Every Student™</u> to explore ways micromessages can help achieve equity in the classroom, and improve student outcomes. • <u>Self-Efficacy and Distance Learning</u> Topics include: Self-efficacy and other self-terms; Sources of Self-Efficacy; Self-Efficacy and the cycle of Inequity; Effective Strategies to Increase Self-Efficacy in Distance Learning environments. • <u>Realizing Potential with Mindset</u> Topics include: Mindset and the cycle of Inequity; Key characteristics of Fixed and Growth Mindset; Brain plasticity; Instructional strategies, Teaching with a Growth Mindset.	3	90 minutes	4.5

Provider	Title	Dates	Time	Cost per Person	Occupational Safety & Health Administration (OSHA) Session Descriptions	# Days	Session Length	Total hours
OSHA (AGC)	Occupational Safety and Health Standards for the Construction Industry (510)	TBD	8am-5pm	$400	This course covers the OSHA standards for the construction industry found in the Code of Federal Regulations (CFR) 1926 along with other relevant policies, procedures, and safety and health principles for construction. Special emphasis is placed on those areas that are the most hazardous and most frequently cited by OSHA. This is the prerequisite for the train the trainer course.	4	7.5 hours	30
OSHA (AGC)	Trainer Course in Occupational Safety and Health Standards for the Construction Industry (500)	TBD	8am-5pm	$450	OSHA 510 is the prerequisite. This trainer course is designed for personnel interested in teaching the OSHA 10- or 30-Hour Construction Outreach classes and issue OSHA Outreach Cards to participants after verifying course completion. Special emphasis is placed on required topics in the OSHA Outreach Program. Various adult instructional approaches and the effective use of visual aids and handouts will also be covered. Course participants will work in groups or independently to practice their presentation of selected topics.	4	7.5 hours	30

Provider	Title	Dates	Time	Cost/Person	Project Lead The Way Session Descriptions	# Days	Session Length	Total hours
PLTW	Principles of Biomedical Sciences (asynchronous)	June 7 - July 2 or June 21 - July 16	7am-9am	$2,400	In this course, students explore concepts of biology and medicine as they take on roles of different medical professionals to solve real-world problems. Over the course of the year, students are challenged in various scenarios including investigating a crime scene to solve a mystery, diagnosing and proposing treatment to patients in a family medical practice, to tracking down and containing a medical outbreak at a local hospital, stabilizing a patient during an emergency, and collaborating with others to design solutions to local and global medical problems.	20	Online - 80 hours over 4 weeks	80
PLTW	Principles of Biomedical Sciences	June 7 - June 18 June 21 July2 June 21 - July 2 July 12 - July 23 July 12 - July 23 July 26 – Aug July 26 - August 6	Times vary	$2,400	In this course, you will explore concepts of biology and medicine as they take on roles of different medical professionals to solve real-world problems. Over the course of the year, students are challenged in various scenarios including investigating a crime scene to solve a mystery, diagnosing and proposing treatment to patients in a family medical practice, to tracking down and containing a medical outbreak at a local hospital, stabilizing a patient during an emergency, and collaborating with others to design solutions to local and global medical problems.	10	Online - 80 hours over 2 weeks	80

Provider	Title	Dates	Time	Cost per Person	Project Lead The Way Session Descriptions	# Days	Session Length	Total hours
PLTW	Computer Science Essentials (asynchronous)	June 21 - July 16	3pm-5pm	$2,400	In Computer Science Essentials, students will use visual, block-based programming and seamlessly transition to text-based programming with languages such as Python to create apps and develop websites, and learn how to make computers work together to put their design into practice. They'll apply computational thinking practices, build their vocabulary, and collaborate just as computing professionals do to create products that address topics and problems important to them.	20	Online - 80 hours over 4 weeks	80
PLTW	Computer Science Essentials	July 12 - July 23 July 26- August 6	9am-11am & 3pm-5pm 7am-9am & 12pm – 2pm	$2,400	In Computer Science Essentials, students will use visual, block-based programming and seamlessly transition to text-based programming with languages such as Python to create apps and develop websites, and learn how to make computers work together to put their design into practice. They'll apply computational thinking practices, build their vocabulary, and collaborate just as computing professionals do to create products that address topics and problems important to them.	10	Online - 80 hours over 2 weeks	80

Provider	Title	Dates	Time	Cost per Person	Southern Regional Education Board Session Descriptions	# Days	Session Length	Total hours
SREB	**Project Based Learning Initial Introduction**	June 28-30	TBD	$300	Three part series on building high quality PBL based units of study. Learners will be introduced to PBL, understand the differences between "doing projects" and true project based learning. The building blocks of high quality projects will be emphasized with provided time for learners to begin putting together their first project.	3	120 minutes	6
SREB	**Project Based Learning Extended**	July 26-28	TBD	$300	Three part series that will take the learner to project completion of the bones of their first project. Open only to those that complete the Initial introduction of PBL. The learner will delve deeper into formative and summative assessment, feedback and Project management while working on each aspect of completing their project plan draft.	3	120 minutes	6
SREB	**Literacy and Numeracy in CTE**	June 28-30 or July 26-28	TBD	$300	CTE courses are essential to providing students opportunities to apply literacy and mathematics skills to real-world assignments. By embedding reading, writing, speaking, and numeracy into these courses, students learn to solve problems using thinking skills associated with certain professions. In this three-part learning series, CTE teachers will learn to scaffold literacy and mathematics into tasks and assignments. As a result, students will engage in career-aligned learning experiences that build the skills needed for post-secondary and career success.	3	120 minutes	6

Provider	Title	Dates	Time	Cost per Person	Southern Regional Education Board Session Descriptions	# Days	Session Length	Total hours
SREB	**Developing a High Performance Classroom Culture in CTE**	June 28-30 or July 26-28	TBD	$300	This three part series will address practices and processes that support a high performing learning culture. Part of SREB's Teaching to Lead program, these sessions will support teachers' gaining confidence and competence in classroom management and motivating diverse learners to engage in rigorous, relevant learning leading to success in careers, learning, and life.	3	120 minutes	6
SREB	**ELL Practices in CTE**	June 28-30 or July 26-28	TBD	$300	Three part series on helping ELL students to be successful in CTE programs. Each session provides CTE teachers with straight-forward strategies for developing language and math skills for ELL learners and other struggling students.	3	120 minutes	6
SREB	**Teaching in the Virtual / Blended World**	June 28-30 or July 26-28	TBD	$300	Three part series that will explore the world of planning for high quality lessons and embedding learning tools that will support the CTE teacher, virtual or otherwise. Collaborative groups will be formed with CTE teachers and leaders to allow them the opportunity to work together to share the tools, resources and strategies they need to design and deliver high-quality CTE instruction.	3	120 minutes	6
SREB	**Using Brain Based Strategies in CTE**	June 28-30 or July 26-28	TBD	$300	Three part series exploring how using brain research can help CTE teachers cater to students with widely ranging goals so that all students are engaged and successful. Current neuroscience on the brain and its implications for teaching and learning will be discussed. Participants will also examine the information processing model that leads to learning and memory, prime time/down time model for teaching, memory pathways and much more!	3	120 minutes	6

College and Career Readiness Bureau

CARL D. PERKINS CAREER AND TECHNICAL EDUCATION

Request for Applications: CTE PD & Related Materials
May 1, 2021 – September 30, 2021

Administrative Assurances:

Date Submitted: _____

Educational Entity: _____

Assurances - Assurances delineated in previously approved 2019-20 (Perkins V Basic Grant and Next Gen CTE Applications are to be in full effect under this application until September 30, 2021).

We, the undersigned, certify to the best of our knowledge and belief that the information contained in the attached Redistribution application is complete and correct, and that we are duly authorized to submit this application on behalf of the institution or district named above.

We further certify to the best of our knowledge and belief that all activities undertaken through this grant were conducted in full compliance with all applicable state and federal laws, rules and regulations, guidelines and instructions, and that all expenditures made for or in connection with those activities were necessary for the implementation of the program.

We affirm that all documentation necessary to support the responses provided in the attached application will be retained by our institution or district until the federal audit of the program has been completed, and that this documentation will be made available for inspection and copying whenever necessary to the State of New Mexico, as the federal grantee.

_____   _____
Name of Superintendent, President or CEO   Signature of Superintendent, President or CEO

_____   _____
Name of Applicant's Project Director   Signature of Project Director

_____   _____
Email of Perkins Director   Phone Number of Project Director

The CTE Professional Development & Related Materials RfA ensures professional learning that supports implementation of high-quality Career and Technical Education (CTE) programs. This RfA is for professional development and related materials that support the size, scope, and quality of programs of study and career pathways aligned with State-identified high-skill, and living-wage occupations and industries.

Programs of Study/Budget Bullets - references to Perkins Section 134, 135 or NM House Bill 91 (2019) 135(b)(5)(A-T) MAY be included (options) & NG reference is for secondary only	*Scored as 20, 10, or 5*			Coach Comments & Suggestions
	20 **Full**	**10** **Partial**	**5** **Initial**	
Comprehensive approach to improve CTE Budget narrative indicates that this support is an integral part of a larger CTE vision **20**. Pivotal/Essential to CTE next steps in LEA (sustainable) **10**. Promising practice/good support for CTE next steps **5**. The applicant is exploring possible CTE improvements and is still learning about HQ CTE				
PD and materials aligned (impact size, scope &/or quality): Program Size: Capacity focus Program Scope: Curricular focus Program Quality: Outcome focus **20**. Fully aligned to build Size, Scope, Quality CTE **10**. Somewhat aligned **5**. LEA working toward CTE support alignment				
Return on Investment: budget/students Total students in LEA__ Total students in grade levels involved__ Estimated students involved__ **Budget/Students involved = (ex $1000/10=100)** **20**. ≤100				
Best Practice Evidence There is evidence that the CTE-Related Support is based on best practices as identified in the High Quality CTE Framework: **20**. Established, Vetted, Recognized, and Proven. Research based (HQIM/HQCTE) **10**. Promising practice **5**. Unknown and not research-based				
Implementation/spend plan The LEA indicates a plan for successful implementation and spend in 2020-2021. There is flexibility built in to accommodate full, hybrid, or virtual CTE implementation (reasonable, allocable, allowable) **20**. The LEA has clear, established plan for implementation/spend **10**. Promising practice for implementation/spend **5**. The LEA may need ongoing support in this area				
Total		**0**		

Equipment is defined as tangible, nonexpendable, personal property having a useful life of more than one year and an *acquisition cost* of $5,000 or more *per unit*. The *acquisition cost* for equipment is determined by the "net invoice price of the equipment, including the cost of any modifications, attachments, accessories, or auxiliary apparatus necessary to make it usable for the purpose for which it is acquired." To determine what constitutes a *unit*, each item must be independently useable for the purpose for which it was acquired.

Grant Name _____

District _____ School _____

Submitter (for questions on the form) _____ Phone # _____

#	Equipment	Function	Object #	Quantity	Price	Totals
1						$ -
2						$ -
3						$ -
4						$ -
5						$ -
6						$ -
7						$ -
8						$ -
9						$ -
	TOTAL					$ -

INSTRUCTIONS:
1. Please provide a brief narrative which describes how this equipment will support your grant. Equipment that is purchased or leased is:
   a. Reasonable and necessary to effectively operate the program;
   b. Existing equipment will not be sufficient and;
   c. The costs are reasonable and allocable (benefit the grant in proportion to the percentage of funds spent on the equipment).

Additional information for Special Education:

Equipment purchased for a specific student:

1. Equipment is identified in the student's IEP dated (IEP must be current): _____

2. Equipment

    ☐ will require upgrading or replacement before the student exits school.

    ☐ will not require upgrading or replacement before the student exits school.

3. If an upgrade or replacement is required, how will this be achieved, including funding?

4. How will the equipment be maintained?

5. For assistive technology equipment, technical assistance consultation was provided by:

    _____

    (agency or company familiar with assistive technology (AT) for persons with disabilities)

6. Describe the LEA's process for property management as required under 34 CFR SS 80.32:

Equipment purchased for general special education student support:

7. _____ Equipment supports this number of students who receive special education services. Attach the list of student identification numbers this equipment will support.

8. Where will the equipment be located? _____

9. Will equipment require upgrading, maintenance or replacement?

    ☐ Yes

    ☐ No

    If Yes:

    a. How will it be maintained? _____
    b. How will this maintenance be funded? _____
    c. What is the expected annual support cost? _____
    d. What is the expected life cycle of this equipment? _____

    _____   _____
    PED Approval   **Date**

RfA CTE PL-Materials Application Visual Guide

Important Note: The white boxes need to be filled out by you (if it applies). The grey boxes are automatically calculated for you.

Page 1:

Page 2:

RfA CTE PL-Materials Application

Which provider(s) are you selecting for PL? *

SREB, NAPE, OSHA, CS PD Workshops, PLTW ▾

This lists the various professional learning opportunities that are being offered. Please select one or more of the PL providers for which you are requesting funding. Your choices will appear in the selection box. On the next page(s), you will specify your PD plan for each provider in more details.

9%

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Submit

Page 3 (Please keep in mind you will only see this page if this PL is selected):

RfA CTE PL-Materials Application

Which PL title(s) are you selecting for SREB? *

> Project Based Learning Initial Introduction, Project Based Learning Extended, Literacy and Numeracy in CTE, Developing a High Performance Classroom Culture in CTE, ELL Practices in CTE, Teaching in the Virtual/Blended World, Using Brain Based Strategies in CTE ▼

Total number of registrants for SREB's Project Based Learning Initial Introduction? *
> `Value for this field is required`

Total number of registrants for SREB's Project Based Learning Extended? *
> `Value for this field is required`

Total number of registrants for SREB's Literacy and Numeracy in CTE? *
> `Value for this field is required`

Total number of registrants for SREB's Developing a High Performance Classroom Culture in CTE? *
> `Value for this field is required`

Total number of registrants for SREB's ELL Practices in CTE? *

Total number of registrants for SREB's Teaching in the Virtual/Blended World? *

Total number of registrants for SREB's using Brain Based Strategies in CTE? *

What is your salary rate ($/hour)? *
> 18

What is your benefit cost ($/hour)? *
> 0.25

Total registration cost for SREB's Project Based Learning Initial Introduction:
> 0

Total registration cost for SREB's Project Based Learning Extended:
> 0

Total registration cost for SREB's Literacy and Numeracy in CTE
> 0

Total registration cost for SREB's Developing a high Performance Classroom Culture in CTE
> 0

Page 4 (Please keep in mind you will only see this page if this PL is selected):

RfA CTE PL-Materials Application

Which PL title(s) are you selecting for NAPE? *

Equity in Perkins V, Inspiring Courage to Excel through Self-Efficacy, 3-Course NM Classroom Educator Series ▾

Total number of registrants for NAPE's Equity in Perkins V? *

Total number of registrants for NAPE's Inspiring Courage to Excel through Self-Efficacy? *

Total number of registrants for NAPE's 3-Course NM Classroom Educator Series? *

What is the salary rate ($/hour)? *

$

What is the benefit cost ($/hour)? *

$

Page 5 (Please keep in mind you will only see this page if this PL is selected):

RfA CTE PL-Materials Application

Which PL title(s) are you selecting for OSHA? *

Occupational Safety and Health Standards for the Construction Industry (510), Trainer Course in Occupational Safety and Health Standards for the Construction Industry (500) ▾

Total number of registrants for OSHA's Occupational Safety and Health Standards for the Construction Industry (510)? *

Total number of registrants for OSHA's Trainer Course in Occupational Safety and Health Standards for the Construction Industry? *

What is the salary rate ($/hour)? *

$

What is the benefit cost ($/hour)? *

$

Page 6 (Please keep in mind you will only see this page if this PL is selected):

Page 7:
Automatically populates based on PL registrations and related extra hours

Page 8: Optional Equipment Budget

RfA CTE PL-Materials Application

Equipment #1 Name

Equipment is more than $5,000

Equipment #1 Program of Study:

Select Option ▾

Equipment #1 Amount

$

Equipment #1 Detailed Description (include vendor, model #, etc.)

Equipment #4 Program of Study:

Select Option ▾

Equipment #4 Program of Study:

Select Option ▾

Upload Equipment over 5K form

⬆ Click to upload file

Upload any other relevant file(s)

⬆ Click to upload file

Upload any other relevant file(s)

⬆ Click to upload file

Equipment Total

0

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Pattern from The Pattern Library

Page 9: Optional Supply Asset Budget

RfA CTE PL-Materials Application

Supply Asset #1 Name

Supply Assets are $5,000 or less

Supply Asset #1 Program of Study:

Accounting

Supply Asset #1 Amount

$

Supply Asset #1 Detailed Description (include vendor, model #, etc.)

Supply Asset #3 Amount

$

Upload Any Relevant File(s)   ⬆ Click to upload file

Upload Any Relevant File(s)   ⬆ Click to upload file

Supply Assets Total   0

75%

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Page 10: Optional Other Allowable Program Cost Budget

Page 11:

Page 12:

RfA CTE PL-Materials Application

Provide a brief narrative connecting the budget to the vision for CTE at the local and regional level: *

Please upload the completed "RfA CTE PD-Materials Assurances" file *   ⬆ Click to upload file

[ ] I'm not a robot   reCAPTCHA
                             Privacy - Terms

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