

Enhancing resources in New Mexico to support secondary and postsecondary learners to access high-quality Career and Technical Education programs to prepare them for future jobs and technological advances.



**New Mexico
Perkins V
State Plan
2024-2028**
Career and Technical Education



Public Education Department
State of New Mexico
Michelle Lujan Grisham, Governor
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EXECUTIVE SUMMARY

In the Perkins V 2024-2028 State Plan, New Mexico (NM) outlines the plan for the continued administration of Career and Technical Education (CTE) across the state. This plan retains the foundational elements originally published in the 2019 Perkins V transition, with additional refinement to the administration of CTE supplemental funding and program operation. Over the past five years, the State appropriation for CTE supplemental funding (CTE Program Pilot) has increased meaningfully. The plan now proposed for 2024-2028 also reflects the current financial commitment of the NM State Legislature and Executive Leadership through June 2024.

In addition to government and taxpayer support of CTE, industry representatives, state agencies, and local educational agencies (LEA) have collaborated with the New Mexico Public Education Department's (NMPED) College and Career Readiness Bureau (CCRB) consistently over the past four years to identify their local needs, funding priorities, and best practices for secondary and postsecondary CTE programs. The diverse statewide community partner collaboration contributed to increased size from 25 secondary and 11 postsecondary participants in 2019-2020 to 102 secondary and 13 postsecondary participants in 2023-2024. Accordingly, 67,755 secondary students (roughly 2/3 of all public high school enrollment) and 43,328 postsecondary students participate in CTE.

Since the fall of 2019, CCRB has facilitated multiple community partner engagement meetings, which produced authentic collaboration between businesses and target industries and the educators and families in the 10 CTE Regional Associations across the state. The 2024-2028 CTE 4-year plan builds on the input received to refine the state's vision for CTE in addition to the experience obtained in administering federal and state CTE supplemental funds across the past five years and the ongoing guidance provided by relevant state agencies, including Higher Education, Workforce Solutions, and Economic Development.

As required by Perkins V law and launched in the winter of 2020, comprehensive local needs assessments (CLNA) serve not only as the foundation for support, development, improvement, and approval processes for all New Mexico supplemental-funded CTE programs of study but also maintain a forum for continued collaboration among those participants interested in engaging in the ongoing community partners meeting process. 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.

New Mexico continues to administer federal and state CTE funding through a Regional Association organizational structure. Each Regional Association includes secondary, postsecondary, and industry partners and centers on course-sequenced programs of study within identified economic priorities. However, the 2020-2024 state plan restricted all federal funding to the economic sectors identified at a regional level. This has proven to limit student outcomes. Based on partner feedback received, this state plan revision includes the opportunity for state-level priorities, regional priorities and local priorities. Allowing subrecipients to choose programs of study from any level.

A foundation has been laid for a multi-agency partnership, including the Departments of Workforce Solutions, Economic Development, and Higher Education. We will continue to work towards having regional workforce boards as highly engaged planning partners that provide leadership for the vision laid out in Regional Association member 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 Regional Association members.

An important component of the state's comprehensive CTE plan is funding. In 2019, the New Mexico legislature funded a seven-year CTE pilot, and allocating those funds to support secondary CTE continues to drive the vision described in this plan. New Mexico also funds CTE through federal dollars received via the Carl D. Perkins grant. With both CTE supplemental funding sources available and with the increased commitment to fund CTE by the New Mexico legislature realized in the last few years of the current state plan, the 2024-2028 CTE State Plan will promote an innovative and responsive approach to CTE administration for both federal and state funds.

New Mexico will continue to make individual and pooled Regional Association allocations of the federal and state formula funds to member subgrantees. Historically, the split in distributing available federal Perkins funding has been half to secondary and half to postsecondary institutions. In response to the amount of Perkins money reverted from postsecondary institutions, (postsecondary institutions are ineligible for state CTE funds), it is intended that the historical split of 50/50 will be adjusted to 55/45, thereby increasing funding to secondary subgrantees. In addition to promoting grant spenddown, the realignment of the split is intended to encourage CTE participation in the middle grades, especially related to career exploration, as well as to increase rural, secondary subgrantee awards further to encourage their continued participation in CTE programming. This initial 55/45 split will be implemented in year two (FY25). The expectation is for the post-secondary allocation to step incrementally downward each year to a final allocation of 65/35; however, this decision will be made annually based upon evaluation of the intended outcomes.

In summary, the New Mexico 2024-2028 State CTE plan will continue to leverage Regional Associations, data-informed decisions, and a focus on equity to ensure students are prepared for the workforce and alignment to the job market through:

1. Accountability and Evaluation: Setting performance targets and assessing the effectiveness of CTE programs to ensure that funds are used effectively to improve student outcomes.

2. Alignment with Workforce Needs: Align CTE programs with local and regional workforce needs, promoting community economic development and growth.
3. Closing the Skills Gap: Addressing the skills gap by aligning CTE programs with the needs of local industries and employers throughout New Mexico.
4. Collaboration and Partnerships: Collaboration among educational institutions, employers, and other community partners to create a seamless pathway for students from education to employment.
5. Equitable Access: Equitable access to CTE programs, especially for underrepresented and disadvantaged students, including those addressed in the [Martinez-Yazzie consolidated lawsuit](#).
6. Innovation and Program Improvement: Innovation and continuous improvement in CTE programs, fostering the development of new and emerging career pathways and educational practices.
7. Professional Development: Professional development for CTE educators to ensure they are well-prepared to deliver high-quality and current instructional practices.
8. Promoting Career Readiness: Provide students with the academic and technical skills necessary for career readiness upon graduation.
9. Support for Special Populations: Specific funding and support for special populations, such as individuals with disabilities, English learners, and individuals from economically disadvantaged backgrounds, to ensure that they have access to high-quality CTE opportunities.

A. PLAN DEVELOPMENT AND CONSULTATION

1. Describe how the State plan was developed in consultation with the stakeholders and in accordance with the procedures in section 122(c)(2) of Perkins V.

(A) develop the State plan 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 teachers, 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 established under section 101 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3111)

(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;

(vi) 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 established or designated under section 722(d)(3) of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11432(d)(3));

(vii) representatives of Indian Tribes and Tribal organizations located in, or providing services in, the State; and

(viii) individuals with disabilities; and

(B) consult 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.

NMPED CCRB developed this revision to the 2020-2024 State Plan through broad consultation with diverse community members statewide and with careful consideration of data collected over the past four-year plan cycle. State events, conferences, meetings, and electronic communication

were utilized to discuss the vision of the state plan, including operational considerations. The varied audiences included all the community partners in categories (i) through (viii).

Communication on accessing information and participating in decisions related to developing this 4-year plan included email and web-based resources. Notices of meetings included the use of existing structures: list-serves, advisory boards, governing boards, task forces, commissions, working groups, committees, and public hearings notices.

The New Mexico Governor's office and state agencies such as the Department of Workforce Solutions (DWS) and the Higher Education Department (HED) were consulted in developing the plan. Additionally, strategic outreach to secondary and post-secondary schools supported the revision process.

2. Consistent with section 122(e)(1) of Perkins V, each eligible agency must develop 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 after consultation with the State agencies identified in section 122(e)(1)(A)-(C) of the Act. 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. (Section 122(e)(2) of Perkins V).

The eligible agency shall develop effective activities and procedures, including access to information needed to use such procedures, to allow the individuals and entities described in paragraph (1) to participate in State and local decisions that relate to the development of the State plan.

The New Mexico Department of Workforce Solutions holds monthly meetings for all community partners of the Workforce Investment Opportunity Act (WIOA). During these monthly meetings, the NMPED's plan for Perkins funding has been discussed, especially regarding adult learners. The Higher Education Department's 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. (Section 122(d)(14) of Perkins V)

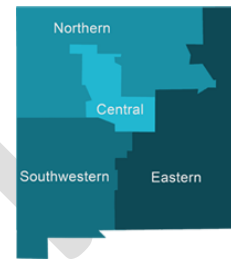
This revision plan will be posted online for over 30 days and available for public comment in person and in writing. Additionally, a public hearing will take place in the spring of 2024 to collect in-person feedback. The NMPED will distribute electronic surveys of the plan throughout the state to identify community partners and the public.

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. (Section 122(d)(1) of Perkins V)

The NMPED CCRB collaborates with the state's labor agency, the Department of Workforce Solutions (DWS). Pursuant to the Workforce Innovation and Opportunity Act (WIOA), New Mexico has four local workforce development areas, each with a local workforce development board. The state workforce development board serves in an advisory capacity to the DWS, including in matters of the local boards. The NMPED holds an appointed seat on the statewide workforce development board, and CCRB staff participate in local workforce development board meetings. CCRB staff also participated in the development of the Statewide WIOA Combined Plan.



NM's Economic Development Department (EDD) sets a strategic vision for target industries. CCRB collaborates with EDD and DWS on workforce development. CCRB has a seat on the Job Training Incentive Program oversight board, which funds classroom and on-the-job training for current workforce members and assists employers in expanding or relocating their businesses. In addition, CCRB has a seat on the EDD Sustainable Economy Task Force and Sustainable Economy Advisory Committee, which is tasked with developing a strategic plan to transition the state economy away from reliance on natural resource extraction.

Perkins secondary and postsecondary applicants use New Mexico labor market data to validate funded workforce learning experiences, internships, and pre-apprenticeships. DWS staff partners with CCRB staff to educate community members 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 (CTSOs).

In addition to the four workforce regions of NM, 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 allows NMPED and HED to jointly lead educational programs toward pathways resulting in living wage, high-growth, and in-demand careers.

NM's use of the community partners engagement process, the CLNA process, and the Regional Association structure described in detail below have started to drive authentic collaboration between multiple agencies, businesses, target industries, and LEAs.

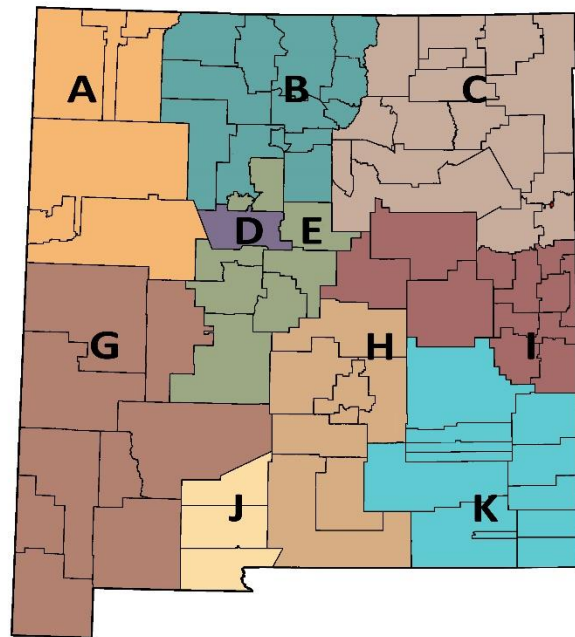
New Mexico is a large, rural state, and aligning our educational programming to the economic needs of existing and future employers requires extensive dialogue. Numerous community partner engagement and CLNA meetings have been facilitated over the past four years to support this. This revised plan, as presented, will continue to build on the successes experienced and limitations realized across the past four years' needs of New Mexico's workforce.

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. (Section 122(d)(2) of Perkins V)

The state's strategic vision and goals for preparing an educated and skilled workforce continue to be shaped by community partners' engagement and input. In the CTE context, this will specifically include coordination with DWS on that department's identification of statewide workforce sector priorities and the work-based learning programs it administers.

The vision of the state plan continues to support the CTE Regional Association organizational structure. Initiated with Perkins V, the state has shifted to a Regional Association-based organizational structure for CTE. New Mexico considers a Regional Association to be a collaborative partnership consisting of at least one secondary partner, one postsecondary partner, and one entity representing business and industry, with the business entity serving as a lead partner in establishing a vision, setting priorities, and applying CTE funds toward vetted programs of study offered by members of the Regional Association. This shift from a structure centered on subgrantees, which had been in place for decades, has been challenging.

Launched in July 2020, funding allocations for districts and higher education institutions and the corresponding funded programs of study were set within the context of a workforce-aligned Regional Association. Regional Association meetings brought community partners and partners together to develop and inform the CLNA process. With the input of workforce partners, community partners, and labor market information at the state and regional levels, existing programs of study were re-evaluated, and in some regions, new programs of study were developed and supported by Regional Association partners.



Committed to improving upon this regional structure, NMPED CCRB intends to ensure the delivery of highly effective meetings that address the needs of employers, the community, and special populations.

In this system of organization, it was originally expected that all Regional Associations would have one or more business-centric partners as the lead entity. In practice, it has proved incredibly difficult to identify such partners for most CTE Regional Associations. As such, revision in expectation and outcome must be introduced into the organizational model. While business and industry input is essential and has been achieved greatly, the additional expectation of their leadership and willingness to perform administrative functions on behalf of the association membership has proven unrealistic. Targeted industry associations, large employers, and local businesses will continue to be sought for their input and membership in CTE Regional Associations to advise and guide 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. A member subgrantee may facilitate CTE Regional Associations, most likely a higher education institution. The regional workforce development and economic development boards shall be involved as advisors. Small subgrantees may agree with a larger partner or with a Regional Education Cooperative (REC) to act as a fiscal agent. Note that subgrantees are not required to partner with an REC, but are still required to receive input from non-educational partners, including employers, even if they retain their own fiscal agency. The NMPED will organize and lead leadership in developing and inspiring Regional Associations while cultivating Regional Associations in partnerships. Community partner engagement and coordinating meetings will help relevant parties develop a shared vision for programs of study that address essential aspects identified in the CLNA. For this state plan cycle, three LEAs will transition from Region C to Region I for increased workforce alignment. Continued consultation with LEAs will occur annually to support Regional Association placement and alignment.

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, to achieve the strategic vision and goals described in section 122(d)(2) of Perkins V, including the core programs defined in section 3 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3102) and the elements related to system alignment under section 102(b)(2)(B) of such Act (29 U.S.C. 3112(b)(2)(B)); and for programs carried out under this title with other Federal programs, which may include programs funded under the Elementary and Secondary Education Act of 1965 and the Higher Education Act of 1965. (Section 122(d)(3) of Perkins V)

The state's strategy is to continue to strengthen interagency collaborative efforts that leverage funds and programs through the state plan. Regional meetings 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 helps braid initiatives to work more closely together and to reduce the siloing of effort. Collaborative planning, alignment, and coordination of effort, and

leveraging of funds between CTE programs and workforce development programs continue with meetings to fulfill the requirements of required partners within the WIOA scope of work. CCRB collaborated with DWS on the development of the state WIOA plan in an effort to coordinate (rather than duplicate) efforts and align priorities between the two agencies with respect to CTE.

Additional meetings have been held with DWS to introduce a broader vision of the work involved in supporting career and technical education programs within the state. This activity is most recently exemplified by the DWS initiative NMPED contributed to, titled Be Pro Be Proud. This initiative features hands-on career exploration activities presented to students inside a modified tractor trailer with pull-out spaces as seen in recreational vehicles. The trailer is mobile and will move around the state for CTE-related events and to provide this exciting career exploration experience in New Mexico's more rural, less populated, and remote communities. DWS also has developed a variety of other partnerships with community colleges and labor unions to develop mobile training units to support apprenticeships and other work-based learning programs. As a product of these efforts, the NM Workforce Connection Centers enhanced their presence at community colleges and thoroughly integrated workforce connection services into the community college experience. This is especially true concerning the Workforce Connection Centers' job search and employability skills training offerings.

d. Describe how the eligible agency will use State leadership funds made available under section 112(a)(2) of Perkins V for each of the purposes under section 124(a) of the Act. See Text Box 2 for the required uses of State leadership funds under section 124(a) of Perkins V. (Section 122(d)(7) of Perkins V)

State leadership funds will support a variety of efforts and, in accordance with the Act, will support non-traditional learners, special populations, and state-supported institutions. Beyond these required uses, leadership funds will be targeted to bring together community partners working on similar goals in broader workforce development and career technical education. Both targets are foundationally linked to career exploration for students in middle grades. NMPED CCRB recognizes that engaging students at the earliest possible age in even passive contemplation of the world of work and their interests is vital to the success of CTE and workforce development in later grade levels.

Continuing to host regional meetings throughout the state to support authentic engagement between employers, educators, and other interested parties such as non-profits will support the messaging of the importance of engaging middle and, to the extent academically feasible, elementary school career exploration. We will use WIOA local 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 CCRB-approved CTSOs to ensure equal access to CTE programs, especially special populations.

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. (Section 122(d)(4)(A) of Perkins V)

The CLNA process is the foundation for CTE program development and the first step in the approval process for all NM CTE-funded programs of study (POS). As a revision to the prior state plan, NM will implement a three-tiered system of fundable CTE priorities for this four-year cycle: 1) State priorities, 2) Regional priorities, and 3) Local priorities. CCRB will utilize statewide labor market information and data to identify career clusters determined to be state priorities, and therefore fundable by any LEA. Each Regional Association will also determine up to three career clusters as regional priorities aligned to regional labor market information and agreed upon by the regional members as an outcome of their CLNA. Each LEA may also select an additional career cluster to address community-specific workforce development. Each LEA or consortia will identify aligned POS from the CCRB-approved list annually from the determined fundable career clusters, based on the three-tier model. Each LEA may select their funded POS from any or all of their allowable three tiers of priorities to ensure that Perkins V size, scope, and quality requirements are met.

In NM, the term Program of Study (POS) means 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. In all cases, the POS will align to one of the national career clusters and one pathway, but a single POS may have multiple associated occupational codes. All programs of study will include the opportunity for dual credit, Advanced Placement[®], internship, or pre-apprenticeship capstone courses.

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 1325 will—

NM developed a comprehensive set of secondary CTE course sequences for POS. This POS list has been applied to the administration of state CTE funding referred to as NextGen and will also be used as the foundation for secondary Perkins V programs. Additional programs may be developed in consultation with community partners and after collaborating with all Regional Association members who wish to fund the POS. Subsequent additions will be evaluated annually. Revisions to secondary course sequences may also be made annually. The criterion for approval includes evaluating POS in terms of the CLNA to ensure that the programs adequately address those requirements, which factors in regional labor market information, state workforce needs, economic development needs, and the needs of the special populations identified in Perkins V.

CTE regional consortia will submit either a joint proposal narrative with each subgrantee developing a budget outline if members within the association choose to pool funding or an individual proposal narrative and a budget outline if the LEA chooses to retain its award

allocation. The LEA(s) will submit their proposals via an Internet-based grant management application site. State CTE staff will review the submission to verify that the POS is rigorous, from the CCRB-approved POS list, and aligned to identified state, regional and/or local priorities. Additionally, each LEA will submit a CLNA report in alignment with Perkins V requirements.

- i. [promote continuous improvement in academic achievement and technical skill attainment;](#)

Both academic achievement and technical skill attainment are best-practice elements for funding POS, and a cyclical review of programs of study will ensure continuous quality improvement. The NM POS framework will set the parameters for and direct LEAs on implementation 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 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 of how core academics apply to their career choices.

The number of industry-recognized certifications available to students has increased steadily over the years, promoting continuous improvement in technical skill attainment, increasing options for participants, and broadening the scope of career technical education. During the annual process of cyclical review, POS currently lacking embedded, relevant, industry-recognized certifications will be enhanced with their addition unless none are available at the time of review.

- ii. [expand access to career and technical education for special populations; and](#)

NM is committed to expanding special populations' access to CTE. NMPED provides data disaggregated by gender, race, ethnicity, and several other classes of special populations to Regional Association members. Access and performance equity gap analysis has been introduced and formalized with the distribution of heat map visualizations with annual data during the CLNA process.

Integration of this enhancement into the program cycle system that is currently being developed and introduced as part of this revised 4-Year CTE State Plan reflects the state's commitment to continuous quality improvement and interest in maintaining a high level of inclusion of all special populations into CTE programming statewide. New Mexico does not currently track some populations listed in the Act. Within our higher education institutions, institutional

researchers report that they may be unable to track military-connected students, especially adult learners over 24. Furthermore, privacy issues surround students who are in or have aged out of foster care. As such, New Mexico 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 parent's special population (sub-section D) is proposed to include only individuals who self-identify as single parents with children under the age of 25. That being said, New Mexico intends to support subgrantees in expanding access in whatever possible ways.

- iii. support the inclusion of employability skills in programs of study and career pathways. (Section 122(d)(4)(B) of Perkins V

NM will continue supporting the development of employability skills through the POS review process. In this process, in addition to annually looking to enhance programs of study with the addition of certifications, enhancement with the addition of recommended linkage to CCRB-approved CTSOs will be conducted. LEAs will be encouraged to incorporate up-to-date curricula and work-based learning into POS.

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;

NM continues to develop and make resources available through the CCRB website to support guidance and advisement, including web resources and printed materials. We will work with CTE Regional Associations to develop materials that advertise and market specific POS aligned with labor market information. To the extent practicable, we will provide POS information and resources in a language students, parents, and educators can understand, especially for English Learners and families whose home language is not English.

The CCRB has developed and published a Career Cluster Guidebook (CCGB) in print and electronic format that provides an interest profiler, descriptions, and labor market information, including salary data for occupations in all 16 career clusters. The CCGB is in its fourth English edition and has been translated into Spanish.

- 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;

NM's model of Regional Association-based administration of Perkins V funding will facilitate collaboration in a system that organizes CTE activity via Regional Associations. Regional meetings are organized to facilitate collaborative communication, best practice messaging on

performance reporting and applications, and for purposes of completing the CLNA. CTE Regional Associations are organized geographically to identify common economic and occupational priorities.

- 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;

NM's administration of Perkins V funding in an association-based model permits resource allocation to POS 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 POS and their alignment with labor market research has not been well established. However, with a continued commitment to CTE Regional Associations as the organizational model for administration, well-informed, data-supported programs will maximize funding investments. NMPED is also committed to using state-level data to justify CTE priorities accessible to all LEAs statewide. To effectively conduct these analyses of POS connections with high-priority workforce sector and occupational needs statewide, regionally and locally, NMPED will closely and continuously coordinate with DWS. The state-level interagency collaboration will be critical to improving the connection between labor market information and programs of study; increasing the partnerships between the State Board and educators; and empowering Regional Associations' efforts in identifying and maximizing workforce investments.

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

NM ensures equal access to approved CTE POS and activities for special populations by carefully evaluating existing access as a component of the CLNA. Opportunity gap analysis specifically addresses special population representation in CTE programs by percentage compared to special population representation within the entire LEA. Disparities in representation across special populations are noted. When gaps in access are identified, the NMPED staff support subgrantees in improving access. Strategies and action plans incorporate a broad frame of reference and are included as a component of continuous improvement for annual CTE applications.

- 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 NMPED attends state workforce development board meetings and has initiated dialog to leverage regional workforce boards as partners. Local workforce development boards have been active partners in the CLNA across the state and the partnerships between the NMPED CCRB and the four state workforce boards is and will continue to become more productive and integrated.

- 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 CTE Regional Association model supports effective and meaningful collaboration between secondary, postsecondary, industry partners, and community members. The association will utilize CLNA meetings to ensure a shared vision with the region.

Regional Association meetings will also be further leveraged to provide guidance on work-based learning activities, including worksite visits, internships, mentorships, and other hands-on and inquiry-based learning activities. Additionally, CTE program consultation meetings with community partners will ensure that each LEA collaborates with their local community to build work-based learning, internship, mentorship, and inquiry-based learning experiences relevant to student POS.

The Department of Workforce Solutions and the NM NMPED partnered to hire a Youth Work-based Learning Coordinator. The position is designed to support and coordinate the two departments' initiatives related to career and technical education and work-based learning opportunities. It can bring additional expertise to CTE Regional Association meetings. This position has been instrumental in providing direct service for student interview skills and practice interviews via the "Mock It 'Til You Rock It" program. In addition, they also support interactive tools through Career Solutions, which features four main sections: Build Your Path, Career Exploration, The Job Search, and Education and Training.

- vii. improve outcomes and reduce performance gaps for CTE concentrators, including those who are members of special populations. (Section 122(d)(4)(C) of Perkins V

The CLNA will be used to clarify desired outcomes regarding some identified performance gaps for special population students. Applying the Regional Association model to all CTE programs will bring in numerous thought partners to support the vision of each unique plan. Regional collaboration can leverage community human capital to ensure high-quality program outcomes. With the additional member resources that the Regional Association can collaboratively provide, meaningful inclusion of special populations, improving performance outcomes, and reducing performance gaps will continue to improve by operating in the Regional Association model.

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. (Section 122(d)(4)(D) of Perkins V)

NM will continue cyclical review, ensuring that all POS includes course sequences that include transitional coursework for high school students. CTE sequential POS course sequences offer dual credit coursework and other highly rigorous capstone experiences. Operating in the Regional Association model permits a postsecondary member to provide guidance, ensuring that

the high school program's dual credit, Advanced Placement, or apprenticeship course offerings align well with the postsecondary program.

NM has an expanding early college high school program, connecting students to increased access to college-bearing course options. 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 NM, the term “concurrent enrollment” does not mean “dual credit” and does not provide credit for high school electives or high school graduation requirements. While dual credit courses are offered to high school students without tuition costs, concurrent enrollment requires students to pay tuition. Therefore, CTE programs of study will not specify concurrent enrollment opportunities.

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. (Section 122(d)(12) of Perkins V)

In addition to facilitating the CTE Regional Association CLNA meetings as a forum for input on the planning, development, implementation, and evaluation of CTE programs, New Mexico will develop statewide committees 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 CTE planning.

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 NMPED local application template is included in NM's 2024 4-Year CTE State Plan submission.

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 NMPED CLNA template is included in NM's 2024 4-Year CTE State Plan submission.

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 through a cyclical review process. A key consideration is analyzing 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. NMPED will also coordinate with DWS to determine if the number of study concentrators in high-demand job opportunities is too small and will proactively encourage more concentrators in those areas.

To determine if a secondary program is of sufficient size, it must include, at minimum, two aligned courses within the approved POS sequence. In addition, a secondary program must include an aligned advanced transition course, including Advanced Placement, dual credit, internship, 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 published by the DWS. In the case of postsecondary programming, staff consider the possibility that the program is too large and too small.

This definition will inform CTE program administration through the 4-Year CTE State Plan 2024-2028.

Scope

CTE-approved programs of study are articulated beginning in grade nine and continue through postsecondary credential attainment. Each POS's scope must meet the expectation of a high-quality curriculum, employability skills, and articulation. Secondary and postsecondary institutions establish their working agreements within the context of the CTE application. Working agreements include fiscal agent agreements, pooled funding policies and procedures, and dual credit master agreements. While a small subgrantee might be unable to generate all elements of a program of study that is of sufficient scope, the association members may pool funding to meet evaluations of scope.

Quality

Funded programs of study in New Mexico must lead to at least one of the following outcomes: a living wage, high-skill, or in-demand occupation.

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 for a 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 July 1, 2023, through June 30, 2024, wages as defined by this standard are \$45,991 annually. For reference, the 2022 mean salary in NM was \$54,4002.

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.

In Demand

Careers are considered in demand when demand for a career exceeds supply. State, regional, or local labor market data must document the demand.

A program of study may be approved if the occupational outcome meets any one of the three criteria. However, if the POS meets only one of the criteria, the program must embed “stackable” skills or credentials that lead directly to an additional criterion. For example:

In Demand only – A Culinary Arts program may lead to an occupation that is in demand in many communities; however, it may not meet Perkins wage thresholds and, in many instances, is not high skill. An LEA desiring to offer Culinary Arts may be able to gain approval if local industry partners assisted in developing and supporting a program that leads students into a higher wage or higher skill occupation such as Restaurant Management.

High Skill only – A Veterinary Technician program (Vet Tech) that leads to certification meets the criterion of high skill; however, the occupation may not meet Perkins wage thresholds and, in many communities, is not in demand. An LEA desiring to offer a Vet Tech POS may be able to gain approval if local post-secondary or industry partners affirmed that a student with this credential is in the pipeline that leads into a higher-wage degree program in Health Sciences.

Programs of study at both the secondary and postsecondary level must meet definitions of size, scope, and quality in order to receive funding.

NM has elected to report postsecondary attainment as its formal indicator of quality. 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, association 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 regarding the expected number of job openings, and the state will prioritize funding for those programs that offer the best prospects for future employment.

3. MEETING THE NEEDS OF SPECIAL POPULATIONS

a. Describe the eligible agency’s program strategies for special populations, including a description of how individuals who are members of special populations—

- i. i. will be provided with equal access to activities assisted under this Act;
- ii. ii. will not be discriminated against on the basis of status as a member of a special population;
- iii. 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. iv. will be provided with appropriate accommodations; and
 - v. v. will be provided instruction and work-based learning opportunities in integrated settings that support competitive, integrated employment. (Section 122(d)(9) of Perkins V)

NM 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 appropriate accommodations to promote parity in success.

NM understands 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 and a necessity in providing quality technical assistance. The Regional Association administration model creates sensitivity to special populations by establishing clear expectations regarding equal access.

NM may not be adequately identifying and/or reducing barriers that keep special populations from equitably participating in CTE programs. The analysis compares special population data at the district or institutional levels and their specific career technical education enrollment. After reviewing the results, NMPED and the subgrantee worked together to generate a strategy to reduce identified disparities. In addition, NM intends to continue bringing diverse non-governmental partners to the conversation in support of applicants. Inviting partners who represent special population interests will help members evaluate their constituents' needs comprehensively and build support sensitive to their unique needs.

In addition, NM intends to bring diverse non-governmental partners to the conversation in support of applicants. This may include representation from organizations as diverse as the NM Children, Youth and Family Department, NM Division of Vocational Rehabilitation, homeless shelters, private foster care agencies, and teen parenting programs. Thus represented, special populations will be included in association-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. Inviting partners representing special population interests will help members evaluate their constituents' needs comprehensively and build support sensitive to their unique needs.

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. (Section 122(d)(6) of Perkins V)

NM is challenged with maintaining adequate teacher staffing in nearly every local education agency (LEA). This is especially true in career and technical education programs. Even in more populous, mid-sized LEAs, it has often been the case that when an instructor of record for a CTE program resigns, the program cannot be staffed by qualified instructors and is eventually dropped.

Several strategies have been employed to reduce the incidence of this occurrence. In partnership with the Central New Mexico Community College (CNM), a Teacher Hiring Initiative was launched during the pandemic that identified individuals eligible for alternative teaching licensure in various occupations. NMPED worked with the NM Department of Workforce Solutions to identify potential teachers from rosters of academically or experientially qualified workers receiving unemployment insurance compensation. The initiative achieved mixed results but, along with other strategies, demonstrated the state's commitment to building and maintaining a teacher pipeline with a "Grow Your Own" vision.

The state has assumed funding responsibility, as another strategy example, for the Near Peer Tutoring Program. Initially funded with ARP-ESSER III enrichment funds, this program encourages collaboration between LEAs and local chapters of Educators Rising (a Career Technical Student Organization (CTSO)) to identify students with demonstrated academic proficiency in reading and mathematics and with expressed interest in teaching. These high school students obtain paid tutoring internship positions within the LEA to tutor their elementary and middle school student peers.

More broadly, during CTE Regional Association meetings and during technical assistance meetings with individual subgrantees, the topic of retaining, recruiting, and preparing teachers is engaged. The discussions covered using supplemental CTE funds for professional development and other recruitment activities. Technical assistance also figures prominently in ensuring that instructors of record understand the importance of providing CTE opportunities to all students, highlighting awareness of the special population designations.

C. FISCAL RESPONSIBILITY

1. APPROVAL PROCESS

DESCRIBE THE CRITERIA AND PROCESS FOR HOW THE ELIGIBLE AGENCY WILL APPROVE ELIGIBLE RECIPIENTS FOR FUNDS UNDER THIS ACT, INCLUDING HOW—

The process and criteria for how NM approves eligible recipients for funds under this Act is similar to the process and criteria employed across prior years; however, NM will not require submitting a CTE Regional Association application. The model of assigning and relying upon a regional lead to collaborate with members of secondary districts and postsecondary institutions to develop an application vision and narrative will be revised. The organizing structure of the CTE Regional Association will be retained, and employers, industry-focused associations, and higher education institutions will be encouraged to provide input and participate in regional CTE development activities.

CCRB will complete a review of the CTE applications and approve POS through a peer review process to enhance program quality and encourage best practices in administrative oversight. The NMPED process of approving applications, including funding requests for specific POS, is achieved by assembling all CCRB CTE Grant Managers to review individual subgrantee applications. During this peer review, the CTE Grant Manager assigned to the CTE Region presents a descriptive overview of each of their LEA applications. The forum members may ask the CTE Grant Manager-presenter questions and discuss the application within the forum to determine whether the application meets funding requirements. Reviewing applications and approving POS through peer review enhances program quality and encourages best practices in administrative oversight. CTE Grant managers will support CTE applications that do not meet funding requirements with technical assistance. The CTE Grant Manager evaluates the applications with the following criteria:

- 1) Number of years that the program has been funded.
- 2) Labor market information evidencing expected student outcomes.
- 3) The composition of advisory committees as required by Perkins Law, Sec 134(d), and the plan for continued consultation with this committee, as described in Perkins, Sec 134(e).
- 4) Integration with career technical student organizations.
- 5) Support 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.
- 7) The presence of industry-recognized certifications within the program of study.
- 8) All POS identify a minimum of 2 sequential courses and 1 capstone from the CCRB-approved list.

- 9) POS that meet only one of the quality criteria (i.e. living wage, high skill and high demand) must embed “stackable” skills or credentials that lead directly to an additional criterion.
- 10) The curriculum for each course in the sequence possesses demonstrable rigor by having been vetted either by a professional body that holds specialized knowledge of the subject matter or by a faculty group of secondary and postsecondary instructors of record, also with specialized knowledge of the subject matter.
- 11) Completion of the CLNA process and report.

a. each eligible recipient will promote academic achievement;

The funding application narrative and the approval framework include an evaluation of academic achievement. Secondary programs of study must support statewide academic core content standards and include at least one capstone course (either AP, dual credit, or work-based learning 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.

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 CLNA is the starting point for purposeful Regional Association organization and activity. Consideration of local economic and education needs is evaluated along with the needs of industry and employers.

2. DISTRIBUTION PROCESS

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. (Section 122(d)(8) of Perkins V)

In recent years, CCRB has documented under-utilization of awarded funds, especially by postsecondary subgrantees. NM continues to advance in overall participation, yet the retention level fluctuates. Districts that discontinued participation anecdotally report that the paperwork burden of Perkins is “not worth the money received.” Finally, CCRB notes that only a third of secondary districts in NM currently receive Perkins funds.

To address the ongoing difficulties with expending funds, CCRB will modify the allocation between secondary and postsecondary recipients. In the past, secondary and postsecondary recipients split funds evenly. Beginning in FY25, the state flowthrough award will be allocated 55% to secondary subgrantees and 45% to postsecondary subgrantees. In addition to promoting grant spenddown, the realignment of the split is intended to encourage CTE participation in the middle grades, especially related to career exploration, as well as to increase rural, secondary subgrantee awards further to encourage their continued participation in CTE programming, further reinforced with state supplemental CTE funds. The expectation is for the post-secondary allocation to step incrementally downward each year; however, this decision will be made annually based upon evaluation of the intended outcomes. See the table below for a proposed allocation adjustment:

Academic Year	Secondary Allocation	Post-Secondary Allocation
2023-24	50%	50%
2024-25	55%	45%
2025-26	60%	40%
2026-27	65%	35%

Additionally, the Regional Association may choose to create a consortium application and ask their postsecondary partner to become the fiscal agent to provide funding to support CTE activities that benefit the students of all consortium members. The fiscal agent postsecondary institution may also assume additional responsibilities within the CTE Regional Association for which they may use the pooled funding to support. Specifically, higher education institutions could be asked to use the funding to facilitate advisory committees, support dual credit, and/or provide secondary instructor professional development. Postsecondary institutions may only be able to provide for these increased responsibilities if they receive funding supplied to support these efforts from the pooled fund consortium. Subgrantees may facilitate professional development and advisory collaboration directly, or may elect to pool funds to facilitate these responsibilities or may do both. In such cases, a pooled funds agreement would be memorialized in the application.

New Mexico proposes to take advantage of Section 133(a)(1)(B) to “make a more equitable distribution of funds for programs” by using Reserve funds (Section 112(c)) to ensure all eligible LEAs receive the minimum grant amount as set forth in Sections 131 and 132. The NMPED will continue to waive the \$15,000 secondary funding floor and \$50,000 postsecondary floor addressed in the Act if needed (for example, if sufficient funding is not available) 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 had 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, NMPED intends to help Regional Associations establish funding agent partnerships with Regional Educational Cooperatives (RECs) and postsecondary institutions so that small recipients can utilize an REC or a higher education institution (HEI) as their fiscal agent.

Implementing the waiver of the \$15,000 funding floor will continue to clarify to small districts and state charters that they can and should participate in a regional consortium application. Since multiple secondary participants will be members of the association, each Regional Association will be over the funding threshold specified in the Act. Additionally, the legislature of the State of New Mexico has made an ongoing financial commitment to providing supplemental CTE funding. In FY24, this has provided individual awards to LEAs of as much as \$91,000.00, regardless of the size of the LEA, in addition to the formula allocation. NMPED requires a single, combined application for state and federal CTE grant funds, thus ensuring size, scope and quality even for LEAs with federal awards as small as \$800 per year. This is expected to provide substantial benefit, especially to CTE programming in rural micro-districts in New Mexico. To continue to build upon the gains in CTE participation statewide, the state will maintain the official request in this revised plan that the threshold be waived so that all districts and state charters are explicitly eligible for funding.

3. DATA ADJUSTMENTS

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. (SECTION 131(A)(3) OF PERKINS V)

NM school district boundary updates are tracked for changes on an annual basis. If changes occur, the funding formula would be updated to include the new population and enrollment data for the district, charter school, and/or BIE schools.

4. SECONDARY WAIVER

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 formally requests a renewal of the waiver first granted in 2020 to the secondary allocation of section 131. New Mexico intends to allocate funding to all secondary applicants, regardless of award size.

The state also intends to offer formula-based awards to state and local charters. NMPED will split district awards to provide an accurate allocation to charters operating outside of the fiscal oversight of their district location. Charter awards will be calculated by establishing the proportion of students served by the charter in relation to the district's total number of high school students. The state believes it is important that charters have access to the benefits offered by membership in a Regional Association and wants to encourage their participation. Allocating funds to charters is an equitable practice of inclusion. Therefore, the state requests a renewal of the waiver of basing the allocation on census data and, instead, would like to continue the practice of awarding funds to charter schools based on 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. Continuing to waive the \$15,000 eligibility requirement allows the state to distribute the grant funds in a more equitable manner throughout the state, especially to rural communities of NM, than has been achieved historically. Retaining the waiver also acknowledges that the economic data shows that NM's rural communities are more impoverished than the state's urban communities.

The waiver request also acknowledges and supports the state's vision to make local funding decisions based on a Regional Association structure encompassing industry-driven, community-supported sector partnerships for comprehensive program alignment. These collaborations allow large districts and postsecondary institutions to serve as fiscal agents for smaller recipients, and the Regional Associations will continue to include numerous community partners representing small businesses, industry, professional organizations, WIOA partners, Workforce Development Boards, and other governmental organizations that support CTE.

Continuing to apply this method of administrative structure, NM will maintain the administration of Perkins funds to a larger group of subgrantees. As with other revisions to the state plan, improving access to CTE in impoverished rural communities continues to be the main objective of the proposed administrative practice. The community partnership underpinning the regional organizational structure will also improve effectiveness via greater coordination and organization in the POS service delivery, middle school to high school to postsecondary institutions throughout the entire state.

5. POSTSECONDARY WAIVER:

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. (Section 132(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 formally requests a renewal of the waiver first granted in 2020 to the postsecondary allocation of section 132. New Mexico intends to allocate funding to all postsecondary applicants, regardless of award size.

The State of New Mexico has a total population of slightly more than 2 million persons and over 121,000 square miles of land. Therefore, the state is predominately rural and sparsely populated. To provide adequate access to postsecondary opportunity, it has 25 public postsecondary institutions, including 8 four-year public colleges, 9 branch-campus community colleges, and 8 two-year community colleges; it has 4 Tribal colleges. Most of these institutions are located in rural, sparsely populated areas with large concentrations of economically disadvantaged individuals. To facilitate successful CTE postsecondary programs that reach all New Mexico residents, each postsecondary has been assigned to one Regional Association (a total of ten Regional Associations). Most associations have more than one postsecondary institution. At a minimum, the Regional Associations are encouraged to embrace a consortia model to determine local needs and best practices for CTE programming for the members.

6. RESERVE FUNDS

IF THE ELIGIBLE AGENCY WILL AWARD RESERVE FUNDS TO ELIGIBLE RECIPIENTS UNDER SECTION 112(C) OF PERKINS V, DESCRIBE THE PROCESS AND CRITERIA FOR AWARDED THOSE FUNDS.

New Mexico proposes using Reserve funds to ensure all eligible LEAs receive the minimum grant amount as set forth in Sections 131 and 132. Any funds that remain unused by subgrantees at the end of the 12-month period will be redistributed on a competitive basis. The NMPED will announce competitive award programs after submitting the Consolidated Annual Report. CCRB CTE Grant Managers will score applications for competitive awards with a rubric. Funds will support top-scoring applications, depending on available redistribution amounts and annual goals and priorities.

7. FISCAL EFFORT PER STUDENT

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. This demonstration is easily provided as state legislative support for CTE has continued to increase each fiscal year beginning in FY20.

D. ACCOUNTABILITY FOR RESULTS

1. QUALITY INDICATORS

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 6 for the statutory definition of a CTE concentrator under section 3(12) of Perkins V) 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. (Section 113(b)(2)(A)(iv)(I) of Perkins V)

New Mexico will continue to use indicator b for its measure of program quality.

5S2: Postsecondary Credits will be defined as:

Numerator: Number of CTE concentrators who graduated from high school having earned credit in a postsecondary dual credit course in the relevant career and technical education program of study.

Denominator: Number of CTE concentrators who graduated from high school during the reporting year.

New Mexico will continue to operationalize “earned credit” as students who are reported as dual credit enrollees at the end of the relevant semester data reporting period. New Mexico secondary schools report enrollment in dual credit courses, but do not report grades for postsecondary courses. However, liberal drop policies for dual credit students ensure that almost all students who remain enrolled in a dual credit course through the end of the term will successfully complete the course. Therefore, end of semester enrollment will serve as a proxy for having earned credit. New Mexico is currently investigating whether its Department of Higher Education (HED) data can be filtered to provide grade outcomes for students who were both dual credit students and CTE concentrators. If this can be achieved, New Mexico will update its definition to reflect college credit attainment rather than just dual credit course enrollment at semester end.

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)

In the development of this revised plan, New Mexico has considered other measures of student success in CTE that are valid, reliable, and comparable across the state; however, New Mexico

will continue to only use additional measures internally, rather than adding other measures to the federal plan. This approach to measures of student success is extended in response to continued efforts to refine data capture and reporting methods that provide valid and reliable metrics of student success in postsecondary certifications and credentials, and in measuring student work-based learning activity participation. The State is in the early stages of rolling out the New Mexico Longitudinal Data System, which in the future may provide additional data analysis enhancements.

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.

New Mexico will not be reporting additional measures.

2. STATE DETERMINED PERFORMANCE LEVELS

PROVIDE ON THE FORM IN SECTION V.B, FOR EACH YEAR COVERED BY THE STATE PLAN BEGINNING IN FY 2024, 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)

Provided in the state determined levels of performance Section V. B. below.

3. PROCEDURE FOR STATE DETERMINED LEVELS OF PERFORMANCE

DESCRIBE THE PROCEDURE THE ELIGIBLE AGENCY ADOPTED FOR DETERMINING STATE DETERMINED LEVELS OF PERFORMANCE DESCRIBED IN SECTION 113 OF PERKINS V, WHICH AT A MINIMUM SHALL INCLUDE—

a. a description of the process for public comment under section 113(b)(3)(B) of Perkins V as part of the development of the State determined levels of performance. (See Text Box 5 for the statutory requirements for consultation on State determined performance levels under section 113(b)(3)(B) of Perkins V);

This 4-Year CTE State Plan, 2024-2028 includes proposed state determined performance levels (SDPL) for each of the secondary and postsecondary core indicators. These measures have been released for public comment. NM NMPED received technical support from OCTAE prior to calculating the proposed SDPLs. The 4-Year CTE State Plan, 2024-2028 was published on the Internet specifically to solicit public comment electronically in addition to providing opportunity for in-person public comment via a public hearing. Additional opportunities for public comment on the plan were provided via the annual CTE Leadership Conference held in January 2024.

b. an explanation for the State determined levels of performance; and

The New Mexico SDPL calculations, were made prior to the public comment process and final targets may be revised based upon compelling feedback or observations suggesting error in the development of the proposed SDPLs. The SDPLs were produced using the guidance obtained during the OCTAE Community of Practice Meetings held September 27th and October 23rd, 2023.

c. a description of how the State determined levels of performance set by the eligible agency align with the levels, goals and objectives of other Federal and State laws, (Section 122(d)(10) of Perkins V).

The state has set targeted levels of performance that will promote the attainment of the goals and objectives contained in WIOA, Section 3164(a)(1)(B)(52). The proposed SDPLs are designed to promote the attainment of recognized postsecondary credentials, including an industry-recognized certificate or certificate of completion in an apprenticeship, a license recognized by the State or Federal Government, an associate degree, or a baccalaureate degree.

As part of the procedures for determining State determined levels of performance, describe the process that will be used to establish a baseline for those levels.

New Mexico has where possible established baseline SDPLs by taking the performance level for each of the past two program years and calculating an average change in performance between the two years. New Mexico could not do this for every core indicator of performance; most notably, for the 2S2 and 2S3 indicators. An average performance change could not be calculated due to a lack of data related to changes in standardized testing formats in New Mexico.

For all other indicators, the average change in performance between the two program years was added to the target of the last program year to generate the SDPL targets proposed in this revised plan.

4. WRITTEN RESPONSE TO COMMENTS

PROVIDE A WRITTEN RESPONSE TO THE COMMENTS REGARDING STATE DETERMINED PERFORMANCE LEVELS RECEIVED DURING THE PUBLIC COMMENT PERIOD PURSUANT TO SECTION 113(B)(3)(B) OF PERKINS V. (SECTION 113(B)(3)(B)(III) OF PERKINS V).

AS PART OF THE WRITTEN RESPONSE, INCLUDE A DESCRIPTION OF ANY THE CHANGES MADE TO THE STATE DETERMINED PERFORMANCE LEVELS AS A RESULT OF STAKEHOLDER FEEDBACK.

This 4-Year CTE State Plan, 2024-2028 includes state determined performance levels (SDPL) for each of the secondary and postsecondary core indicators. These measures were provided with the plan for public comment, and NMPED will be responsive to feedback that necessitates revision to the SDPLs.

5. ELIMINATING DISPARITIES OR GAPS

DESCRIBE HOW THE ELIGIBLE AGENCY WILL ADDRESS DISPARITIES OR GAPS IN PERFORMANCE AS DESCRIBED IN SECTION 113(B)(3)(C)(II)(II) OF PERKINS V IN EACH OF THE PLAN YEARS, AND IF NO MEANINGFUL PROGRESS HAS BEEN ACHIEVED PRIOR TO THE THIRD PROGRAM YEAR, A DESCRIPTION OF THE ADDITIONAL ACTIONS THE ELIGIBLE AGENCY WILL TAKE TO ELIMINATE THESE DISPARITIES OR GAPS. (SECTION 122(D)(11) OF PERKINS V).

AS PART OF THE WRITTEN RESPONSE, AND PURSUANT TO THE REPORT OF THE SENATE COMMITTEE ON HEALTH, EDUCATION, LABOR, AND PENSIONS (HELP),⁶ THE ELIGIBLE AGENCY COULD INDICATE THAT IT

WILL ANALYZE DATA ON THE CORE INDICATORS OF PERFORMANCE TO IDENTIFY GAPS IN PERFORMANCE, EXPLAIN HOW THEY WILL USE EVIDENCE-BASED RESEARCH TO DEVELOP A PLAN TO PROVIDE SUPPORT AND TECHNICAL ASSISTANCE TO ELIGIBLE RECIPIENTS TO ADDRESS AND CLOSE SUCH GAPS, AND HOW THEY WILL IMPLEMENT THIS PLAN. THE ELIGIBLE AGENCY IS NOT REQUIRED TO SUBMIT A NEW STATE PLAN PRIOR TO THE THIRD PROGRAM YEAR IN ORDER TO ADDRESS THIS REQUIREMENT.

New Mexico will address disparities or gaps in student performance through a careful evaluation of performance data. Subgrantees have received detailed data presentations that specifically address special population performance in CTE programs as compared to the overall CTE performance. Disparities are noted along with a calculation that provides the exact number of students from the subgroup that would be needed in order for the gap to be closed. In assessing performance, a root cause analysis discussion with subgrantees is embedded in the process. The state will continue to work closely with subgrantees to address their gaps, so that the state-level gaps can be mitigated.

If significant performance gaps are identified at the state level, the state may use leadership funds to specifically address those gaps with incentive grants or other statewide initiatives. If meaningful progress is not achieved after the third program year, the state will work with OCTAE to develop an appropriate mitigation plan that takes into account previous efforts.