**New Mexico Career and Technical Education (CTE)**

**Application**

Application will need to be completed online at <https://ctetraining.ped.state.nm.us/SubGrantee/SGHome> Make sure this link is correct prior to distribution.

**Narrative Tab**

**Program(s) of Study**

1. Provide an explanation of how you have chosen the program(s) of study for this application. Support your choice with comments about consortium/partner conversations, the identified needs of your local community or region, and the vision engaged to enhance CTE opportunities at your high school or postsecondary institution. (Your answer should be no more than 1500 characters.)

**Sufficient Size, Scope and Quality**

2. Indicate the career exploration and career development activities that will be provided for CTE students. (Your answer should be no more than 1500 characters.)

3. Indicate and describe, in summary, professional development opportunities that teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals will participate in during this grant cycle. (Your answer should be no more than 1500 characters.)

4. Indicate how careers in high-skill, high-wage, or in-demand industry sectors or occupations will be identified and offered using this funding; also describe the methods that will be used within CTE to train the skills necessary to pursue those careers. (Your answer should be no more than 1500 characters.)

5. Describe how academic skills will be integrated into CTE programs and programs of study to support challenging state standards. (Your answer should be no more than 1500 characters.)

6. Describe your plan to carry out elements that support the implementation of CTE programs and programs of study; and, that result in increasing student achievement on Perkins performance indicators. (Your answer should be no more than 1500 characters.)

7. Describe evaluations that you will use to determine the effectiveness of the activities carried out with funds received, including evaluations necessary to complete the comprehensive local needs assessment and the annual performance report. (Your answer should be no more than 1500 characters.)

Student Recruitment

8. Describe how you will ensure that all students will have access to Perkins-funded program(s) of study. Support your description providing an overview of recruitment and retention strategies and referencing the most recent CTE equity data that is available to your high school, district or postsecondary institution. (Your answer should be no more than 1500 characters.)

**Teacher Development**

9. Describe how funds will be used to support professional development and further education of CTE teachers who are involved in the direct delivery of CTE instruction for Perkins-funded program(s) of study. Describe also, how funds will be used to attract and retain CTE teachers to maintain continuity in programs offered. (Your answer should be no more than 1500 characters.)

**Programs of Study Tab**

On this tab of the website application, you will choose programs of study from a drop-down menu. For your reference and records, you can list those programs in the text box provided below.

**Programs of Study Budget Tab**

On this tab of the website application, you will need to click “View/Edit” links to enter budget information. For your reference and records, you can list budget information in the text box provided below or attach a copy of your budget to this document.

**Enrollment Goals Tab**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Measures** | **2018-2019**  **School Year**  **Baseline Value** | **% of Total Students** | **2020-2021**  **School Year**  **Projection** | **% of Total Students** | **2021-2022 School Year Projection** | **% of Total Students** |
| Total number of students in grades 9 through 12 in your Local Education Agency (LEA) |  | % |  | % |  | % |
| Number of CTE participants in the LEA |  | % |  | % |  | % |
| Number of CTE concentrators taking 2 or more courses in a single Program of Study |  | % |  | % |  | % |
| Number of students reaching CTE completer status during the program year having taken 2 or more courses in a single program and having completed a CAPSTONE course. |  | % |  | % |  | % |

**Performance Indicators Tab**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Core Indicator** | | **Measure Definition: Numerator** | **Measure Definition: Denominator** |  | **2018-2019** |
| **1S1** | Graduation Cohort Rates | Number of CTE concentrators who graduated in the reporting lag year and were used in the Assessment Cohort graduation count. | Number of CTE concentrators who exited in the reporting lag year and were used in the Assessment Cohort graduation count (potential graduates). | Target |  |
| Actual |  |
| **1S2** | Graduation Extended Cohort Rates | Number of CTE concentrators who graduated in the reporting lag year and were used in the Assessment Extended (6 year) Cohort graduation count. | Number of CTE concentrators who exited in the reporting lag year and were used in the Assessment Cohort Extended (6 year) graduation count (potential graduates). | Target |  |
| Actual |  |
| **2S1** | Academic Achievement in Reading/Language | Number of CTE Concentrators who received a performance level of proficient on the Reading proficiency test. If student took the test multiple times, the maximum performance level is used. | Number of CTE concentrators who took the Reading proficiency test. | Target |  |
| Actual |  |
| **2S2** | Academic Achievement in Mathematics | Number of CTE Concentrators who received a performance level of proficient on the Math proficiency test. If student took the test multiple times, the maximum performance level is used. | Number of CTE concentrators who took the Math proficiency test. | Target |  |
| Actual |  |
| **2S3** | Academic Achievement in Science | Number of CTE Concentrators who received a performance level of proficient on the Science proficiency test. If student took the test multiple times, the maximum performance level is used. | Number of CTE concentrators who took the Science proficiency test. | Target |  |
| Actual |  |
| **3S1** | Secondary Placement | Number of CTE Concentrators who exited in the reporting lag year and are identified as being placed under one of the following conditions:   * post-secondary enrollment * employment wages at least 75% of full time minimum wage in the 2nd Quarter (October 1st-December 31st) following the spring semester in which student left secondary education) * enrollment in military * placement in approved service program | Number of CTE concentrators who exited in the reporting lag year. | Target |  |
| Actual |  |
| **4S1** | Non-Traditional Program Concentrators | Number of CTE concentrators who took one or more courses within a program of study in which their gender is the non-traditional gender for the course. | Number of CTE concentrators who took one or more non-traditional courses within a Program of Study in which they were concentrators. | Target |  |
| Actual |  |
| **5S1** | Program Quality— RECOGNIZED POSTSECONDARY CREDENTIALS | Number of CTE Concentrators who earned a state-recognized CTE credential. | Number of CTE concentrators. | Target |  |
| Actual |  |
| **5S2** | Program Quality— COLLEGE DUAL CREDIT | Number of CTE Concentrators who earned a C or better in a dual credit course in the program in which they are concentrating. | Number of CTE concentrators who graduated. | Target |  |
| Actual |  |
| **5S3** | Program Quality— WORK-BASED LEARNING | Number of CTE Concentrators who completed a course identified as work-based learning. | Number of CTE concentrators who graduated. | Target |  |
| Actual |  |
| **5S4** | Program Quality— TOTAL | Number of unique students who demonstrated one or more of the following indicators of program quality:   * earned a state-recognized CTE credential * earned a “C” or better in a dual credit course * completed a course identified as work-based learning | Number of CTE concentrators who graduated. | Target |  |
| Actual |  |
| **6S1** | Program Quality— REACH | Number of CTE Concentrators who demonstrated one or more indicators of program quality:   * earned a state-recognized credential * earned a “C” or better in a dual credit course * completed a course identified as work-based learning | Number of total students enrolled at the school. | Target |  |
| Actual |  |

**Assurances and Submittal Tab**

1. Please print the Assurances and Submittal Letter on your letterhead. (The letter to be printed and completed can be found on this tab.)
2. Get required signatures.
3. Scan and save to your computer.
4. Upload signed Assurances and Submittal Letter. (This is required.)
5. Check box:

  By checking this box, I acknowledge and accept the state-levels of performance as my own local-levels of performance.  
I understand that if my institution does not accept the state-levels of performance for one or more performance indicators, notice must be sent to the PED College and Career Readiness Bureau Director of our interest to negotiate and adjust local levels of performance. Failure to provide notice prior to the beginning of the grant cycle (July 1st) will waive subgrantee right to negotiate local-levels of performance and state-levels by default will be used to measure subgrantee performance.

1. Click the submit button.

**Print Application Tab**

Click on “Print” button to print your completed and submitted application.