NEW MEXICO
Public Education Department

New Mexico Career Technical Education Funding Formula Model

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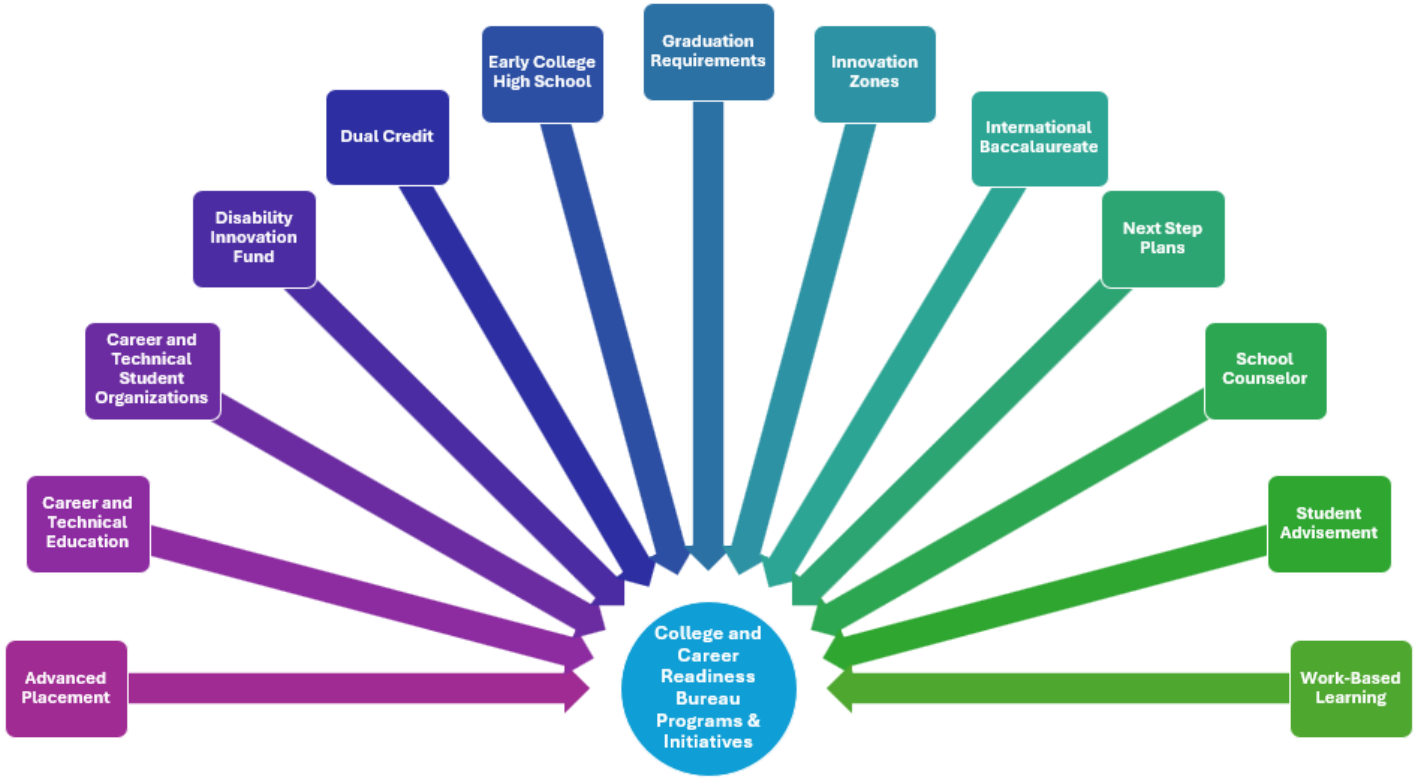
Presentation for the Legislative Education Study Committee

College and Career Readiness Bureau Program and Initiatives



College & Career Readiness Bureau

New Mexico Public Education Department

Career and Technical Education Graduation Rates

Graduation Rates - 4-Year Cohort Student Demographics	All Students Cohort 2025	CTE Concentrators 2024-25	CTE Completers
All High School Students	80.6%	96.0%	Data collection process needed to increase workforce readiness outcomes for students.
American Indian	78.0%	95.6%	
Black	76.4%	96.0%	
Hispanic	80.4%	96.1%	
Economically Disadvantaged	75.9%	96.3%	
English Learner	78.1%	95.2%	
Students with Disabilities	73.7%	95.5%	

A **CTE Concentrator** is a student at the secondary school level who has completed at least 2 courses in a single career and technical education program or program of study.

A **CTE Completer** is a student who has completed an approved CTE three-course sequence and earned an industry credential.

Concentrators vs. Completers

PED recommends including Career Technical Education (CTE) program **completers** in tier two of the funding formula rather than only including concentrators.

- Coherent programs of study designed to prepare students for the workforce and post-secondary education
- Setting an expectation that students complete their programs through enrollment in the third-level course for their CTE Program of Study
- Rewarding schools for supporting students to complete high-quality CTE programs, rather than just enrolling and retaining them
- Oregon, Idaho, and Indiana are examples of other states that count CTE completers in their state CTE funding formula

CTE Funding – Current Model

Under Perkins V legislation and applicable regulations, eligible state agencies are required to submit the following reports each year—

- Narrative performance report pursuant to 2 CFR 200.329 and 34 CFR 76.720;
- Financial reports pursuant to 2 CFR 200.328 and 34 CFR 76.720; and
- Performance data reports pursuant to section 113(b)(3)(C) of Perkins V.

The College and Career Readiness Bureau (CCRB) currently combines federal (Perkins) and state (Next Gen) CTE funding into a single application and implements both funding sources under the Perkins V guidelines.

Perkins Performance Indicators for CTE

SECONDARY

- Four-Year Graduation Rates
- Academic Proficiency in Reading/Language Arts
- Academic Proficiency in Mathematics
- Academic Proficiency in Science
- Post-Program Placement
- Non-traditional Program Concentration
- Program Quality–Attained Postsecondary Credits

POSTSECONDARY

- Postsecondary Placement
- Earned Recognized Postsecondary Credential
- Non-traditional Program Concentration

Benefits of Categorical Formula Funding for CTE

SEG Model Data Management and Analysis Considerations

CTE application will need to remain due to federal requirements and accountability

An updated data reporting system/platform to collect accurate data included in the formula calculation

District compliance with CTE requirements

School districts need to utilize the SSIS and utilize a common platform to track CTE programs

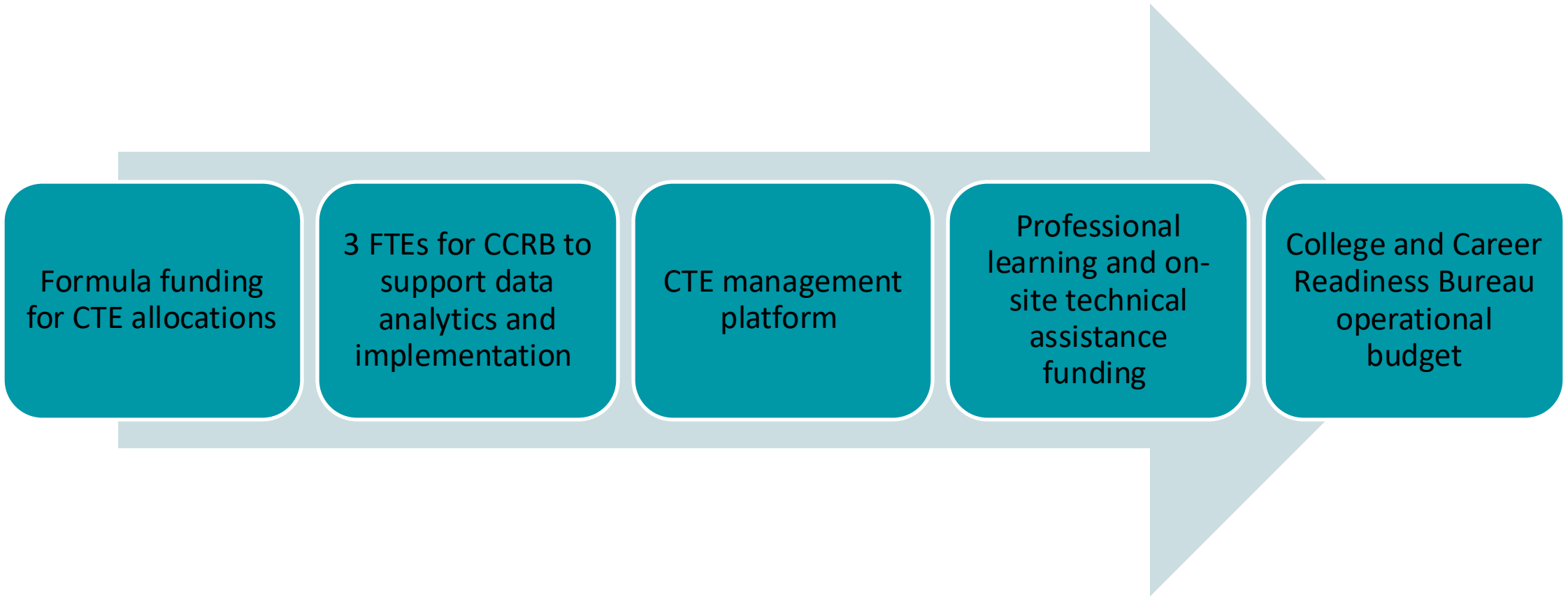
CCRB still needs recurring programmatic funding for (salaries, professional development, investments in the agency)

SEG Model Considerations for CTE Formula Implementation

To implement this formula with accuracy, transparency, and accountability, PED would need a **statewide, centralized CTE data management system** with:

- Program of study tracking system (course management system course registry)
- Student-level data collection
- Credential verification system
- Funding calculation feature
- Compliance and monitoring module
- Work-based learning tracking
- Data dashboards/analytics
- Interoperability with PED systems
- CTE statewide dual credit course registry

Funding Required



FTE Responsibilities

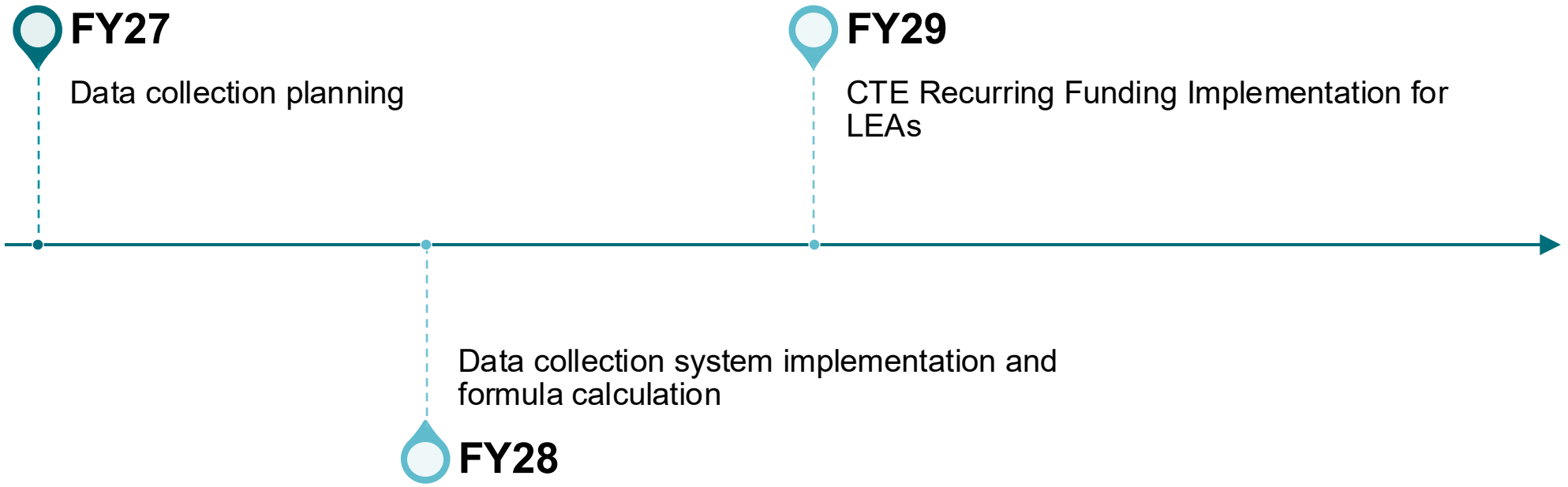
- Coordination with IT to add new data streams to be collected in NOVA
- Work with districts to ensure consistency across 7 information systems
- Data validation

FTE 1

- Technical assistance for districts and charter schools
- Data analytics for each reported indicator
- Interpreting the tier-based framework to determine which tiers schools qualify for

FTE 2 and 3

Implementation Timeline



PED would need time to begin data streams and implement the other requirements in the framework. With the required support funding and data-collection systems in place, implementation could begin in FY29.

Technical Considerations

- Will every school/district be required to be part of the SSIS?
- How will LEAs submit their evidence? How do we make it systematic?
- How will CTE funding be distributed to TCS/BIE schools?
- Can spenddown be a consideration?
- Could we incentivize certain courses or clusters? More money for completer level classes or more money for Health vs Hospitality?
- Could part of the fund formula include a designated amount for a coordinator (like community schools does)?

Requirements to Support Student Success in CTE

Continued allocation to PED along with categorical funding

CTE High-Quality Framework Alignment

Alignment to department-approved CTE Programs of Study

Completers included in the formula

Formula funding that incentivizes implementation of high-quality CTE programs

Systemic data collection and analytic processes

For More Information

For Questions

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