NEW MEXICO PUBLIC EDUCATION DEPARTMENT

CARL D. PERKINS CAREER AND TECHNICAL EDUCATION IMPROVEMENT ACT OF 2006
(P.L. 109-270)

CONSOLIDATED ANNUAL REPORT
July 1, 2014 – June 30, 2015

HANNA SKANDERA
Secretary of Education

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Cover Page for Consolidated Annual Report

1. Recipient Organization

Organization Name:	New Mexico Public Education Department	City:	Santa Fe
Address 1:	300 Don Gaspar Ave	State:	NM
		Zip Code:	87501

2. Period covered by this report:

Start Date: 7/1/2014
End Date: 6/30/2015

3. PR/Award Numbers:

Title I Basic Grant to States: V048A140031-14B

4. Remarks

None

5. Lead individuals completing this report:

Individual responsible for the narrative performance information	Eric Spencer
Individual responsible for the financial status reports	Marian Rael
Individual responsible for the performance data	Eric Spencer
Lead individual who may be contacted to answer questions	Eric Spencer

Reporting Information

2. Reporting Information

1. Your state is required to submit Race/Ethnicity data using the Race/Ethnicity Standards for:	1997
2. Required Performance Data: The following core indicators of performance must be reported in your CAR report:	5S1,1P1,2P1,3P1,4P1,5P1,5P2, 1S1,1S2,2S1,3S1,4S1,6S1,6S2

Use of Funds

Part A

1. During the reporting year, did your state use Perkins funds to develop valid and reliable assessments of technical skills?

No

2. During the reporting year, did your state use Perkins funds to develop or enhance data systems to collect and analyze data on secondary and postsecondary academic and employment outcomes?

Yes

In early 2015, CCRB retained a full-time data systems programmer. Over the subsequent months, the programmer reviewed and revised all of the data analytics for secondary performance reporting and collection. The programmer documented business rules and established written protocols. Data queries were developed using standardized sub-routines. Eventually, the code was tested by recalculating the 2013-14 performance for validity and accuracy. The new process increased the certainty that the data are accurate, and data users can replicate data reports at any time during the performance period. Additionally, demographic details for performance data are now available at the LEA and school level. In the past, only aggregate performance was available (not demographics). We now have participant and concentrator counts, by cluster, for Local Education Agency (LEA) and districts, as well as state level data.

The enhanced data system has facilitated increased support to LEAs. Because we now have standardized data systems, we are able to develop LEA and district level reports so that data users can determine likely Perkins performance before the reporting period comes to a close. We anticipate developing more reports to increase data-driven decision making at our LEAs, especially around closing access and achievement gaps for special populations.

In an effort to further focus recipients on Perkins Performance Measures, the state revised the resources used to analyze and promote performance on each of the Perkins indicators. Districts and institutions now have access to an organized online Interactive Perkins Performance Dashboard. The dashboard can be accessed at http://www.ped.state.nm.us/ped/CCR_perkins.html. The dashboard allows recipients to review data for each of the Perkins Performance Measures. The data can be organized by school, institution, district, or state as well as provide comparisons over time and between Perkins and non-Perkins funded sites. Once selected, the data is provided visually to highlight trends. To make the data more relevant at the local level, the new dashboard emphasizes a “number of students” component to assist recipients to determine how many students would be needed to meet or exceed performance goals for each measure. This focus allows recipients to then determine the action steps needed using a student view.

Part B

1. During the reporting year, how did your state assess the career and technical education programs funded under Perkins IV?

Through the RfP process, the Southern Regional Education Board (SREB) based in Atlanta, Georgia, was selected to conduct the study of the state's CTE system inclusive of secondary and postsecondary programs and their alignment to employment needs of the state. This study commenced on April 2, 2014 and concluded in June 2015; the full report will be made available to the public December 2015. The results of the study can be accessed at: http://www.ped.state.nm.us/ped/CCR_perkins.html.

In brief, researchers complied and studied data from secondary and postsecondary institutions as well as labor market statistics by Workforce Innovation and Opportunity Act (WIOA) board regions to determine structured goals and recommendations to enhance the state's focus on rigorous, relevant Programs of Study. The outcomes of the study are organized around the following 10 goals for the state:

- Goal 1: Establish rigorous, relevant career pathways driven by workplace opportunities.
- Goal 2: Close the gap between career pathways and workforce opportunities.
- Goal 3: Set college- and career-readiness standards in literacy and math.
- Goal 4: Identify technical and workplace readiness standards and assessments.
- Goal 5: Offer pathways in settings that accelerate postsecondary attainment and career advancement.
- Goal 6: Create a guidance system of career information, exploration and advisement.
- Goal 7: Increase access to high-quality work-based learning experiences.
- Goal 8: Attract, prepare and retain high-quality career pathway teachers.
- Goal 9: Use career pathways to restructure high schools with low graduation rates.
- Goal 10: Correct structural issues in the state's catalog, data collection and reporting system that present barriers to New Mexico's accountability goals.

Within the evaluation process, SREB conducted a SWOT (Strengths, Weaknesses, Opportunities and Threats) analysis for each of the state's four WIOA board regions. Each region's section begins with a SWOT analysis, followed by a workforce chart, a regional map and lists of regional educational and workforce opportunities.

The SWOT analysis for each region includes the following components. Strengths are represented by positive secondary school and college demographic information, positive school outcomes and school successes. Weaknesses are negative secondary school and college demographic information, negative school outcomes and school challenges. Opportunities are the external factors that are likely to have an effect on achieving the desired objectives, such as a variety of work opportunities for students or strong business involvement in the schools. Threats are external factors that could have a negative effect on

achieving CTE success, like a high unemployment rate in the region or few regional businesses. At the end of each analysis, a regional conclusion is provided.

Two Technical Appendices are also included with the report. The first provides and analysis of CTE Course Enrollment. SREB analyzed whether current high school course offerings allow students to complete career pathways leading to postsecondary certificate, credential and degree programs and high-skill, high-wage jobs in high-demand fields. SREB's goal was to generate actionable data to help PED, districts and schools improve the quality and alignment of their career pathways with workforce opportunities. The Regional Career Pathway/Program of Study Analysis Tables provide a summary of available programs by school and Student Teacher Accountability Reporting System (STARS) reporting codes and a tally of individual school data to identify course taking patterns within the CTE identified sequences.

The second Technical Appendix provides a summary of stakeholder survey results. The appendix includes complete survey results for eight different stakeholder groups. Survey groups include business leaders, community representatives, parents, postsecondary administrators, counselors, principals, 11th and 12th Grade CTE Students and CTE teachers. Survey questions were specialized for each group and were established to gather perceptional data about course sequences, value-added credentials and quality of CTE offerings.

In addition to the SREB CTE Study, the state continued to assess CTE programs though its risk-based scoring rubric review for each LEA and postsecondary institution receiving Perkins funds (collectively, the LEAs and postsecondary institutions are herein referred to as recipients). The risk-based scoring review was expanded to include a weighted measure to support the State's School Report Card College and Career Readiness subcategory. The weighted measure is intended to identify schools that are struggling (earning either a D or F) so that technical assistance can be provided through the monitoring process. The use of the rubric ensures that state funds for monitoring are directly tied to the recipients with the greatest need. Monitoring visits include on-site interviews and a review of the recipient's support documentation. The state conducted six monitoring visits in this reporting period.

2. During the reporting year, how did your state develop, approve, or expand the use of technology in career and technical education?

Through the state's High Schools That Work (HSTW) network, Perkins funds were used support the adoption of the SREB Advanced Career (AC) curriculum at the high school level. The two of five pathways adopted for implementation in the state are Innovations in Science and Technology, and Energy and Power. Advanced Career combines college-ready core academic content with hands-on, project-based assignments centered around a defined career focus, such as aerospace engineering, informatics, advanced manufacturing and clean energy technology. Students who enroll in the AC program graduate high school better prepared to start a high-value job and/or go to college, community college or a technical school. The adoption of AC provides high schools with:

- ready-to-implement AC course work for students,

- comprehensive training for teachers,
- access to tools and technology for project-based learning, and
- end-of-course assessments.

During the 2014-15 reporting year, two school districts adopted the AC curriculum. In the south, Alamogordo Public Schools adopted the Innovations in Science and Technology curriculum and in the northwest, Farmington Municipal Schools adopted the Energy and Power curriculum. Both of which have a technology focus, and are high in demand industry sectors in the state. Each curriculum is designed of an intensive four course sequence, two usually taught at the high school level and the other two taught at a partnering community college. In New Mexico, students participating in Course 1 and 2 of SREB's Innovations in Science and Technology Advanced Careers Curriculum use technology within each of the six modules of each course. The technology is strategically embedded base on the design of each module that included both postsecondary and industry partners. Through the course students use Multi-meters; a variety of sensors and probes; Google Earth and Graphic Information System imagery; Google Sketch-Up; Solid Edge Software; Computers; National Instruments LabView Software; and Microsoft Office Suite resources. The students use the technology to collect data, to create models and drafts, to build circuits, to test designs, to conduct experiments and to generate presentations and reports. Similarly, students engaged in the AC Energy and Power Curriculum use Studica and LabView as the software to investigate their modules. Sample modules within the Energy and Power Curriculum include students designing and testing their own electromagnetics and motors as well as hydraulic systems. Alamogordo Public Schools and Farmington Municipal Schools are the first to adopt the AC curriculum, and the state is using this as pilot to determine a return on investment before it is brought to scale in other districts.

By building on SY2013-14 Project Based Learning Design Series, CCRB has continued to provide ongoing comprehensive professional development to schools during the SY2014-15 reporting period. The state offered Project Based Learning Design Series beginning with initial two day face-to-face convening in October 2014, two structured webinars in the late fall, and early winter, a two day face-to-face convening in January 2015, two more structured workshops in late winter and spring, and wrapping up with a two day showcase in June 2015. Each face-to-face convening provided an opportunity for secondary postsecondary and business/industry partners to collaborate on project development, technology integration and academic alignment. The webinars provided for an opportunity for sharing of implementing practices and coaching for rigorous implementation. Sharing strategies to use technology to enhance formative assessment techniques within academic and CTE classrooms were shared. Some of these techniques included using the TI Navigator System within mathematics classes to check for understanding and the use of Poll Everywhere Surveying and Kahoot online resources to have students answer practice problems throughout the teaching period. Lastly, the Project Based Learning Design Series included the promotion and use of technology by having teachers develop relevant projects that would have students utilize the technology applicable to the respective career field. Webinar topics shared strategies to use technology to enhance formative assessment techniques within academic and CTE classrooms. Some of these techniques include using the TI Navigator System within

mathematics classes to check for understanding and the use of Poll Everywhere Surveying and Kahoot online resources to have students answer practice problems throughout the teaching period.

3. During the reporting year, what professional development programs did your state offer, including providing comprehensive professional development (including initial teacher preparation) for career and technical education teachers, faculty, administrators, and career guidance and academic counselors at the secondary and postsecondary levels? On what topics?

Professional development was offered to secondary LEA's and postsecondary institutions alike at venues such as the Carl D. Perkins Application Workshop, the New Mexico Association for Career and Technical Education (NMACTE) Summer Conference, and High Schools That Work convening's.

In SY2014-15, the state offered its first two day, rather than one day, Application Development Workshop that covered topics related to:

- Purpose of the Carl D. Perkins Career & Technical Education Act of 2006,
- Nine Required Uses and Special Populations,
- Local Director's Grant Management Responsibilities,
- Performance Indicators (analysis, interpretation, setting targets, and aligning activities),
- Financial Reporting, Reconciliation and Compliance,
- Building a College and Career Ready System for All Students: Changing Schools, Changing Relationships,
- Linking Program Activates to Performance, and
- Lawful implementation of the Perkins Act (Brustein & Manasevit)

Building on the Application Workshop, the College and Career Readiness Bureau intended to take a deeper dive (depth and breadth) and provide a continuum of support and learning by building on the topics during the NMACTE Summer Conference. For example, the topic, Building a College and Career Ready System for All Students: Changing Schools, Changing Relationships presented at the application workshop, was continued at NMACTE as Dr. James Stone, Director of the National Research Center for Career Technical Education, presented the keynote and breakout sessions to more fully address strategies that improve the capacity of CTE programs and advance the engagement, achievement, and transition of secondary and postsecondary CTE participants. Other topics included:

- Implementing Advanced Careers: Success and Challenges (Alamogordo Public Schools implementation of the Innovations in Science and Technology Advanced Career curriculum),
- The Perkins Grant: Developing a Comprehensive Strategy to Collaborate Across your Campus to Improve Key Indicators,
- Why is Nondiscrimination and Accessibility Relevant for CTE Programs,
- Who is a CTE Concentrator,

- What the Workforce Wants (A Panel Made Up of Business and Industry Leaders),
- Forming an Industry Advisory Partnership,
- Addressing the Needs of all Students: Diverse CTE Courses,
- Understanding College and Career Readiness on the School Report Card, and
- What's Going on in the PED's College and Career Readiness Bureau.

In April and June 2015, the CCRB hosted two two-day Career Pathways Leadership Certification Workshops facilitated by the Center for Occupational Research and Development's (CORD) National Career Pathway Network. Secondary and postsecondary teachers/faculty, administrators, coordinators and counselors and state level staff participated in this professional development opportunity. Aiming to address an issue pointed out in SREB's study of states CTE system: New Mexico schools are minimally implementing structured and rigorous programs of study, the objectives of the workshop were to promote leadership and initial preparation or improvement of the quality of academic and career technical education delivered though a pathway system. Workshop areas of emphasis included empowering personnel to develop, implement and enhance academic and career technical education though a career pathway approach. Topics included:

- Economic Development Connections,
- Career Pathway Systems,
- Community Teaming,
- Employer Engagement,
- Curriculum Development,
- Academic Achievement,
- Career Planning,
- Professional Development, and
- Beginning with the end in mind.

Building on the efforts of the College and Career Readiness Bureau's Early Warning System, Next Step Plan development, CTE Programs of Study, Career Guidance and Counseling, and the College Board's PSAT, Spring Board and AP initiatives, the CCRB partnered with the SREB, Johns Hopkins University, and the College Board to offer a comprehensive two-day professional development event titled Counseling Systems: Amplifying Student Success. Targeted toward secondary school administrators and secondary and postsecondary counselors, the workshop addressed the following topics in an integrated model centered on wrap-around services for Programs of Study:

- Support for Implementation of Programs of Study,
- Analysis of Perkins Data to Support Programs of Study,
- An introduction and review of the implementation of the Early Warning System, and
- Strategies to prepare students using Advanced Placement Resources.

4. During the reporting year, how did your state provide preparation for non-traditional fields in current and emerging professions, and other activities that expose students, including special populations, to high skill, high wage occupations?

In the fall of SY2014-15, the state released a competitive application seeking proposals from New Mexico's Regional Education Cooperatives, Community Colleges, Universities, or other extensions of the Government Unit to provide support to Perkins IV funded entities for non-traditional gender and employment and training. Only one applicant would be selected, and a $70,000 per year award, for three years, would be issued. Eastern New Mexico University – Roswell (ENMU–R) was awarded the grant for its proposal that provides an innovative and comprehensive regional plan that will deliver strategies and processes to increase non-traditional CTE student participation to be replicated statewide. The plan allows for the creation of a coalition of high schools and institutions of higher education in southeast New Mexico to create Programs of Study (POS) that impact student graduation and non-traditional career choices. In year one, ENMU–R collected, analyzed and inventoried career and technical education non-traditional POS currently in existence in secondary and postsecondary institutions in southeastern New Mexico. In year two, ENMU–R will develop non-traditional education programs for southeastern New Mexico, and in year three, ENMU–R will help scale the POS for statewide promotion, adoption and implementation.

ENMU–R partnered with the Pecos Valley Regional Education Cooperative (REC 8) to convene and facilitate the Perkins Non-traditional Gender Employment and Training project for a coalition of schools in southwestern New Mexico including: New Mexico Junior College (NMJC), New Mexico State University–Carlsbad (NMSU–Carlsbad), Eastern New Mexico University–Ruidoso (ENMU–Ruidoso), and Regional Education Cooperatives 7, 8, and 9.

REC 8, in partnership with ENMU–R collected, analyzed and inventoried career and technical education POS and degree/certificate awards from the four postsecondary partnering postsecondary institutions to create and distribute guidance and regional college offerings posters to promote non-traditional participation. Eighteen of 20 high schools in the region were visited for the purpose of interviewing principals and/or counselors to gather information about current POS, dual credit offerings, and certification offerings for non-traditional students. Many high schools have a pathways handbook that is updated regularly and distributed to students in the years before they enter high school, but they do not highlight or promote non-traditional opportunities for students. The information gathered during the high school interviews is being utilized in conjunction with the inventory of awards from postsecondary institutions, to research, evaluate, adopt, and create resources to provide students, counselors, parents and teachers served by the coalition with accurate pathway information for clear guidance and decision-making when selecting career pathways for student enrollment.

A partnership with the National Alliance for Partnerships in Equity (NAPE) was established. NAPE has partnered with New Mexico to implement the PIPE-STEM™ project in southeast New Mexico. The PIPE-STEM™ project is a data-driven decision-making institutional change process focused on increasing participation, completion, and transition of females and other under-represented groups in STEM-

related programs of study. REC 8 has identified potential schools to take part in the pilot project. The schools that have agreed to become pilot sites include Ruidoso High School, Dexter High School and ENMU–Ruidoso. By participating, these schools have committed to the following:

- Organizing a pipeline team at the school,
- Discovering most important and most direct causes of gendered performance gaps that can be addressed by improvement strategies and specific solutions,
- Selecting and using root causes and with potential solutions to gendered performance gaps, including both improvement strategies and program models, and
- Acting on practical and rigorous methods and tools for evaluating solutions before full implementation and develop plans to implement researched-based interventions for program improvement.

The Pecos Valley Regional Education Cooperative will continue to reach out to other potential sites in southeastern New Mexico and discuss the benefits and responsibilities of being a partner site in the PIPE-STEM™. More intensive recruitment will occur with those sites, secondary and postsecondary, that are not meeting the established performance targets for non-traditional placement and completion.

5. During the reporting year, how did your state provide support for programs for special populations that lead to high skill, high wage and high demand occupations?

New Mexico continued to use Perkins Leadership and Reserve Grant funds to support the New Mexico Jobs for America's Graduates (JAG-NM) Network of schools, an affiliate of the nation's largest dropout prevention and recovery program. JAG-NM provides a secondary educational setting that promotes the academic performance, skills development, civic responsibility, leadership, and social awareness that are necessary to prepare for high-wage, high- skill, and high-demand occupations. JAG-NM sites offer senior-year and multiple-year support system for identified students. JAG-NM delivers a unique set of services for at-risk students to help them earn a high school diploma and prepare them for success in the work place and the postsecondary setting.

A total of 210 participants were enrolled in the JAG program at seven high schools in 2014-2015. Among all seven schools, students demonstrated an average of 7.19 barriers out of a possible 35. Economic and educational disadvantages are most common and dominant among participants. The JAG national standard is to address no fewer than an average of five barriers per participant. An average of 84 contact hours were attained for students enrolled in the Multi-Year and Alternative Education Program models. Data is incomplete for several sites due to staff specialist resignations; substitutes provided services but were unable to enter data. An average of 112 contact hours were attained for the Multi-Year Program sites with consistent full-time specialists. This is close to the JAG national standard of 120 average contact hours per participant on the multi-year rosters.

There are slightly more females (107) than males (103) in the program statewide. More than half (57 percent) of JAG-NM students enrolled in the program were Hispanic and 30 percent are Native

American. The average grade point average of students was 2.04. Ninety-two percent of JAG students statewide receive Free or Reduced Lunch. Finally, for those students who were enrolled in the program in 2014-2015, between 4 percent and 11 percent still needed to pass the New Mexico Standards Based Assessments, the exam administered to students and which they must pass in order to graduate.

Students in follow-up are as important to the JAG program as are those who are active. Specialists contact students, at least once a month, and track student outcomes for 12 months following the time students leave the program to make sure they achieve a positive status. After a year of follow-up, JAG-New Mexico's graduation rate of 91 percent for youth with multiple barriers meets the JAG national standard of 90 percent graduation rate. With complete data entry, complete implementation of the JAG model and consistency of full-time specialists, it is expected that New Mexico will continue to meet or exceed the JAG national standard. Specialists are trained to implement the JAG model; they provide follow-up services for each graduate including employer marketing, job development, and placement services for 12 months post-graduation. Non-graduates will receive follow-up services that will result in completion of requirements for a high school diploma or a GED certificate. Ninety-one percent of the 54 at-risk youth who completed the program during the 2014-2015 school year attained a high school diploma or GED by the end of the 12 month follow-up period. Of the five non-graduates, one is employed in a full-time job.

According to the program effectiveness survey, which is part of the recipients' annual progress report, secondary institutions reported concentrated efforts in meeting the needs of individuals with disabilities by insuring compliance with ADA rulings, providing ASL interpreters when necessary and complying with students' Individual Educational Plans. In addition, some professional development plans are underway for CTE staff to provide responsive course of action to help improve nontraditional participation and completion within the CTE program of study. Secondary institutions meet with their advisory committees to help review curriculum, supplies, materials and participation in CTE programs offering intervention to help CTE instructors provide venues in which to encourage participation of more students, including special populations in CTE courses.

Aside from JAG, a Technical Skill Attainment Work Shop Series was provided to address both English Language Learners and Students with Disabilities. To best serve ELL students, the College and Career Readiness Bureau and SREB staff members collaborated with the state's bilingual director to promote and amplify the use of state resources. The first two-day session focused on understanding student ELL designation status using ACCESS results. Teachers were provided with the communication skills by ACCESS level to assist with instructional planning and delivery. Teachers were provided with strategies to support all four modalities of communication, reading, writing, listening and speaking. The series also addressed Sheltered Instruction Observation Protocol Model components. To support students with disabilities, the series addressed lesson design, tiered assignments and scaffolding as well as the use of graphic organizers and technology tools to enhance learning. In an effort to support teachers, an administrator-level webinar was provided as a follow-up activity to the series. This webinar was hosted jointly by SREB and the PED bilingual director and provided administrators with tips and resources to support the teachers who participated in the series.

6. During the reporting year, how did your state offer technical assistance for eligible recipients?

Technical assistance to LEA's and postsecondary institutions occurred through a variety of methods to include email, telephone, webinar and face-to-face encounters. The face-to-face encounters included meetings, monitoring visits, collaboration at conferences or other meeting venues such as the Perkins Application Workshop, the state-wide data conference, professional development sessions, the Association for Career and Technical Education meetings and conferences, and customized workshops requested by the sub-grantees.

Topics of technical assistance included but were not limited to:

- Grant application development, implementation and evaluation,
- Program of study development and implementation,
- Clarifying and providing resources and support for special populations and non-traditional participation and completion,
- Submission of budget adjustment request and claims for reimbursement,
- Allowable uses of funds and tying grant activities to program outcomes,
- Locating, understanding and using Perkins performance data for program implementation and improvement,
- Prioritizing redistribution grant money to focus on outcomes as measured by Perkins performance measures,
- Understanding the College and Career Readiness component of the school report card and the implications of Perkins activities,
- Aligning end of year courses assessments in CTE courses to industry credentials and third party examinations,
- Assisting with connections and introductions of school personnel to the workforce development personnel and professionals,
- Brainstorming and initiating employer engagement to drive program of study priorities and qualifications of what students should know,
- Orientating secondary and postsecondary personnel to the Common Career Technical Core Standards adopted by New Mexico in spring of 2015,
- Assisting in the implementation of New Mexico's program of study self-evaluation rubric and draft program of study approval process,
- Connections to Methods of Administration ensuring non denial of access to CTE programs,
- Integration of career-technical student organizations and work based learning in POS design,
- Risk based monitoring and achieving compliance on findings issued during local program monitoring reviews,
- Integration of Advanced Placement and Dual Credit in programs of study, and
- New local project director orientation and guidance.

Customized application workshops were conducted at the Albuquerque Public School District, the Central New Mexico Community College, and the Gadsden Independent School District. Audiences for these workshops are the CTE directors, teachers, faculty, and administrators. The awards for these three institutions are over one-third of the basic grant set-aside and are therefore high priority recipients for the CCRB.

During the fall semester, SREB provided a focused presentation at Career Technical Student Organizations (CTSOs) Fall Conference. This session, Connecting Industry and Classroom Best Practices, was attended by CTSO lead teachers from across the state. The two hour session engaged the group in effective lesson design and intentional instructional practices using the Common Career Technical Core Career Ready Practices and the state's NMTEACH Observation Protocol Rubric. During the session, participants were engaged in best practice discussions to identify current industry based best practices and connect those with the elements of the NMTEACH Observation Rubric. Approximately 80 CTSO leaders were in attendance.

Working on behalf of the efforts of the College and Career Readiness Bureau, technical assistance was also provided to secondary and postsecondary institutions by the College Board, the SREB , the Career-Technical Leadership Project at Eastern New Mexico University, the Pecos Valley Regional Education Cooperative 8, and the New Mexico Business Roundtable.

7. Serving individuals in state institutions

Part I: State Correctional Institutions

Amount of Perkins funds used for CTE programs in state correctional institutions:

$0

Number of students participating in Perkins CTE programs in state correctional institutions:

0

Describe the CTE services and activities carried out in state correctional institutions.

New Mexico did not fund state correctional institutions during the SY2014-2015

Part II: State Institutions Serving Individuals with Disabilities

Amount of Perkins funds used for CTE programs in state institutions serving individuals with disabilities:

$1,986.37 was requested for reimbursement.

Number of students participating of Perkins CTE programs in institutions serving individuals with disabilities:

5 students served

Describe the CTE services and activities carried out in institutions serving individuals with disabilities.

The College and Career Readiness Bureau released a competitive application inviting New Mexico State Supported Institutions (State Correctional Institutions and State Institutions Serving Individuals with Disabilities) to apply for Carl D. Perkins funding to support the development, improvement, and/or expansion of CTE programs for students enrolled in state supported institutions. Two applications were received; one from the New Mexico School for the Blind and Visually Impaired (NMSBVI) and the other from the New Mexico School for the Deaf. Application reviewers selected NMSBVI, an application centered on better preparing its students for successful transition to employment. Through the support of the Perkins grant, NMSBVI provide opportunities for students to expand their knowledge and preparation for employment through proper evaluation and targeted instruction of student's areas of needs. Central to the support was the ability to provide professional development for NMSBVI teachers in the understanding and interpretation of the ECC assessment tool and to be able address student's needs based on data obtained. Though the professional development offered by visiting like schools in Florida and Colorado, the school is able to continue to implement training for the statewide teachers of visually impaired students in the implementation and use of the ECC assessment tool. In addition, they are able to customize CTE curriculum to meet the needs of students enrolled in the CTE programs of study based on ECC assessment data in the SY2014-15. In the alignment to the implementation of ECC, NMSBVI is able to provide hands-on training and on-site work experience for students, where available and appropriate, to refine basic employment skills and work ethics among CTE student participants. And, where available and appropriate, provide industry recognized and/or industry credentials for CTE students and CTE teachers.

8. During the reporting year, did your state use Perkins funds to support public charter schools operating career and technical education programs?

Yes.

Robert F. Kennedy Charter School (RFK) received a second year of support by being selected, through a competitive application process for a Jobs for America's Graduates (JAG) and a High Schools that Work (HSTW) award.

RFK Charter School is located on the Southwest Mesa of Albuquerque's South Valley, an area with typically the lowest-performing schools in the Albuquerque Public School system and the highest rates of poverty in Bernalillo County. All of RFK's students qualify for free or reduced school lunches under ESEA Title I. Most students have experienced multiple barriers to academic success, including, but not

limited to, family poverty, low academic performance, truancy, social, emotional or behavioral issues, limited English proficiency, and learning disabilities. The school's goal is not only that its students graduate, but also that they pursue lifelong economic security. To that end, the school offers career pathways such as career technical classes preparing students for skills needed in the workforce, in addition to both remedial and dual enrollment classes for postsecondary education. In the SY 2014-15, RFK was able to provide student's access to the JAG program. RFK students have access to a JAG specialist who works as a teacher and mentor, while developing community and business relationships. The JAG specialist meets with each enrolled student to access the need for remediation courses and to identify barriers. The specialist worked with RFK JAG Advisory Committee to ensure programs were in place to address barriers. The Advisory Committee established by the school was made-up of administrators, counselors, academic faculty, and the RFK Workforce Readiness Instructor, who focuses on career technical education. The specialist coordinated with existing community organizations to identify new programs to address existing barriers, and business to incorporate a soft-skills and job experience for each student. Students were assessed to determine their aptitudes and interests. Students acquired soft skills by preparing individual resumes, completing online applications, and practicing interview skills with Human Resources specialists from local businesses. Leadership opportunities were incorporated within the program to include community service hours for all students and participation within the JAG Career Association.

With regard to implementation of the High Schools That Work Grant, RFK focused on the following areas:

- Enhancing career technical Programs of Study by aligning to student and regional needs and to support non-traditional participation,
- Supporting academic and career technical integration to meet the needs of the Common Core State Standards, and
- Increasing the quality of career technical studies through the implementation of research based best practices, especially those supporting English Language Learners and students with disabilities.

Through the implementation of the HSTW grant, RFK was able to participate in training related to leadership, technical skill attainment, project based learning, academic integration, English language learner strategies and employer engagement that resulted in the ability to strengthen its programs of study for hospitality/culinary arts/food services, manufacturing/welding and auto body/construction, and education/early childhood, all of which are priority industry sectors in New Mexico.

The Albuquerque Public Schools district provides support for three district charter schools though its local application.

- The Corrales International School is in its sixth year of operation and received support for its Project Lead The Way (PLTW) Biomedical Sciences pathway. In this pathway, students are immersed in a rigorous and relevant four-course PLTW Biomedical Science sequence allows students to investigate the roles of biomedical professionals as they study the concepts of

human medicine, physiology, genetics, microbiology, and public health. Students engage in activities like investigating the death of a fictional person to learn content in the context of real-world cases. They examine the structures and interactions of human body systems and explore the prevention, diagnosis, and treatment of disease; all while working collaboratively to understand and design solutions to the most pressing health challenges of today and the future.

- DATA Charter School created a new POS this year in Architectural Design & Drafting. The Architectural Design & Drafting POS utilized Perkins dollars for innovative, modernized CTE that is consistent with current industry practice and postsecondary expectations. This program goes above and beyond the typical high school CAD program by expanding the use of technology with new software skills and industry applications. The school provides a unique variety of technical skills and a strong emphasis on Common Core State Standards. Students are immersed in engaging real-world activities that provide strong experience and understanding of all aspects of the architectural drafting community.
- Digital Arts and Technology Academy (DATA) Charter School expanded its Film & Media Arts Technology program. This new Post Production extension of its program of study allows students to seamlessly integrate into a new Central New Mexico (CNM) program in digital post production. These classes expand the school's career pathway in film, and allow its students to take advantage of new trends in media creation and the future job opportunities that exist. Perkins support allowed DATA to purchase the equipment and software needed to provide state-of-the-art education to its students in cinematography and post production. Through the CNM partnership, DATA students have the opportunity to earn dual credit in these classes.

The Albuquerque Public Schools invites all charter schools to apply for Perkins funding though the district's application.

9. During the reporting year, did your state use Perkins funds to support family and consumer sciences programs?

Yes

During the fall semester, the College and Career Bureau in partnership with SREB provided a focused presentation at the New Mexico Association of Family and Consumer Sciences (NMAFCS) Annual Meeting. This session, Connecting Industry and Classroom Best Practices—A Recipe for Success, was attended by both pre-service, in-service and retired consumer science teachers from across the state. The two-hour session engaged the group in effective lesson design and intentional instructional practices using the Common Career Technical Core Career Ready Practices and the state's NMTEACH Observation Protocol Rubric. During the session, participants were engaged in best practice discussions to identify current industry based best practices and connect those with the elements of the NMTEACH Observation Rubric.

Through the Leadership portion set aside that funds the Career Technical Leadership Project (CTLP), family and consumer sciences programs continue to be supported through professional development,

online resources, competitions, and leadership activities within FCCLA (Family, Career, and Community Leaders of America) and SkillsUSA. FCCLA is a student-led organization and is co-curricular for family and consumer sciences programs. Lesson plans, programs, and competitions align with the crosswalks and standards. The CTLP provides access to resources through their website, a New Mexico FCCLA LiveBinder (virtual 3-ring binder), and professional development at the Advisor Academy and the CORE (Chapter Officer Retreat for Excellence) Leadership Conference. FCCLA competitive events strengthen the family and consumer sciences programs by increasing student motivation and skill levels in a framework for authentic learning experiences. National standards and crosswalks are exemplified within the competitive events and strengthen the connection between Common Career Technical Core Practices, Career Clusters, 21st Century Skills, and the FCCLA national programs. Regional and state conferences are conducted in the spring semester. At the 2015 FCCLA National Leadership Conference, New Mexico FCCLA was recognized for being one of five states with membership increase, and 65 students competed earning 10 gold, 36 silver, and 16 bronze medals with the top gold medals being in National Programs in Action (top score in nation from Roswell Goddard), Food Innovations, Life Event Planning, Sports Nutrition, Interpersonal Communication, Career Investigation, and Advocacy. SkillsUSA also offers curriculum resources and competitions in culinary arts, commercial baking, and restaurant service. For their efforts at nationals, students at the secondary and postsecondary levels receive skill point certifications and medals in these events.

10. During the reporting year, did your state use Perkins funds to award incentive grants to eligible recipients for exemplary performance or for use for innovative initiatives under Sec. 135(c)(19) of Perkins IV?

No

11. During the reporting year, did your state use Perkins funds to provide career and technical education programs for adults and school dropouts to complete their secondary school education?

No

12. During the reporting year, did your state use Perkins funds to provide assistance to individuals who have participated in Perkins assisted services and activities in continuing their education or training or finding appropriate jobs?

No

Part C

1. During the reporting year, how did your state provide support for career and technical education programs that improve the academic and career and technical skills of students through the integration of academics with career and technical education?

To maintain the work that was initiated in the 2012-2013 and 2013-2014 school years addressing the Common Core State Standards, currently funded High Schools That Work sites received on-site coaching to assist with the institutionalization of concepts and strategies promoted by both the Literacy and Mathematics Design Collaborative(s) (LDC and MDC). The state provided training sessions to support building the capacity at the school-level by training experts who would assist other teachers with LDC and MDC unit design. The support within the current funding period is to ensure sustainability of the initial work. Coaching services provide facilitation for experts to work with peers to design LDC and MDC units and to assist school leaders to determine the level of implementation for their campus. Both LDC and MDC provide resources to support the implementation of the Common Core and can expand to CTE areas as teachers collaborate and share resources.

The state has PBL lesson design professional development to CTE teachers. The PBL series was initiated during the 2013-2014 school year and works to support a second cohort of CTE teachers. The PBL design series was extended to existing Perkins funded sites as well as High Schools That Work sites within the state. As a part of the PBL design process, teachers are assisted to embed the Common Core Reading and Writing Anchor Standards within each PBL unit. In addition, teachers are assisted to identify the mathematical skills and concepts that are associated with the unit. Teachers must address both the mathematical standards of practice and mathematical content standards within the units. For units that have a strong science emphasis, teachers are asked to embed the related science standards into their PBL units. More than 40 teachers participated in the statewide PBL formal training session. Both cohort 1 and 2 teachers worked collaboratively during the series. In addition to the formal sessions, PBL overview sessions were provided at the NMACTE Conference in June 2015. The NMACTE sessions provided the design steps and an opportunity to review student work samples from projects that were implemented during the 2014-2015 school year.

In an effort to support academic integration, SREB provided training for APS secondary CTE teachers on providing context for applying math concepts. CTE teachers participated in two events during the 2014-2015 school year. The first event focused on the creation of open-ended, work-place scenarios that required students to use related math skills. Teachers reviewed released open ended state and PARCC assessment questions as well as tasks provided by the Mathematics Assessment Project. Teachers worked within program teams to design similar tasks and questions. In addition to the design session, teachers attended an alignment session in the spring. This event allowed CTE and math teachers to discuss curriculum maps to identify when and what mathematics concepts were taught within each career program area.

Sites across the state and state-funded High Schools That Work schools were provided a professional development series to support the revision and enhancement of Career Technical Programs of Study (POS). The series was titled, Leading Change—Creating Signature Feature Programs of Study and was designed to support teams of administrators. The series was composed of two, two-day face-to-face sessions and a series of follow-up webinars. The sessions were held in September and March and provided leaders with tools and procedures to validate current POS and to justify the addition of new programs based on regional labor market needs. The series emphasized the need to align POS to postsecondary and career opportunities within each region. The series also focused on formalizing course sequences to support postsecondary engagement and expanding opportunities for students to engage with leaders from business and industry. The webinars provided administrators with tools and a process to review each POS to determine strengths and needs areas.

To provide continued support for the implementation of the Common Core State Standards, SREB facilitated two structured webinars. The first webinar provided an alignment and review of the English Language Arts Standards with the PARCC assessment blueprint. The second webinar focused on the alignment of mathematics standards. Both webinars provided resources and strategies that could be used in weekly instruction to enhance student readiness for college and careers.

2. During the reporting year, how did your state support partnerships among local educational agencies, institutions of higher education, adult education providers, and, as appropriate, other entities, such as employers, labor organizations, intermediaries, parents, and local partnerships, to enable students to achieve state academic standards, and career and technical skills.

Through the continued implementation of the Project Based Learning series, teachers and business leaders participated in discussions to support the development of authentic industry based scenarios that would serve as the foundation of future PBL units. With input from industry partners, teachers create units of study based on their technical standards using a project approach to learning. The first discussion was held in October 2014 and the others in January and June 2015, and included an opportunity for business leaders to review the units that were developed by teachers and faculty. The PBL review included an overview of the unit and samples of resulting student work. After the review of the first semester units, both teachers and industry leaders participated in a brainstorming session to develop relevant scenarios that could be used within future PBL units. This showcase and brainstorming event was replicated in June 2015 at an end of year session that was held at the New Mexico Association for Career and Technical Education summer conference. Through the project based units, students will take on an authentic role in the technical field, problem-solve for solutions to a real-world challenge to the industry, and upon determining a course of action, make a formal presentation to a public audience of their work.

During the regular session of the New Mexico Legislature, the New Mexico House of Representatives unanimously passed House Memorial 14 whish requests the collaboration New Mexico's Higher Education Department, Public Education Department, and Department of Workforce Solutions to

establish career pathways that bridge high school curricula, post-secondary studies and job opportunities for New Mexico students, including the creation of guidance systems for career information, exploration and advisement for secondary students and early advanced credential programs for students pursuing economically viable career pathways. The memorial requires the three departments solicit input from relevant stakeholders to develop policies and practices. The three departments have convened and agreed to implement a state-wide career pathways initiative that is centered on employer engagement (and employer driven), relevant and rigorous programs of study, and measure for value (accountability). While only initial discussions emerged, a detailed action plan is being developed in school year 2014-2015. The action plan is leveraging the 10 goals and 20 recommendations offered in the Southern Regional Education Board (SREB) CTE study of New Mexico.

The state partnered with the Career Technical Leadership Project (CTLP) at Eastern New Mexico University to convene secondary, postsecondary faculty and administrators, and business and industry representatives to drive a new collective vision, mission, and strategic areas of focus for the CTLP, which manages six Career Technical Student Organizations (CTSOs) in New Mexico: Business Professionals of America (BPA), DECA, Family, Career, and Community Leaders of America (FCCLA), HOSA—Future Health Professionals, SkillsUSA, and Technology Students Association (TSA). Quality CTE programs, especially those with a CTSO, incorporate rigorous academic and technical standards as well as critical workplace skills such as problem solving, communication, and teamwork to ensure career and college success for students. To view the stakeholder developed vision, mission and core values, visit http://nmctso.com/.

3. During the reporting year, did your state use Perkins funds to improve career guidance and academic counseling programs?

Yes

The College and Career Readiness Bureau, in collaboration with the Southern Regional Educational Board (SREB), Johns Hopkins University and the College Board, sponsored an extended session for secondary and postsecondary guidance counselors at the New Mexico Association for Career and Technical Education (NMACTE) Summer Conference. This in-depth workshop provided opportunities for counselors and administrators to amplify school-based guidance services by:

- Creating and implementing systems to use the state's new Early Warning System (EWS) – using data to support student success by anchoring to the Next Step Plan/Program of Study,
- Determining school-level student interventions and identifying how guidance services can be used to improve effectiveness – encouraging equal access to programs of study and proving guidance and support though school-wide grade level advisory,
- Analyzing current data and resources to support career and technical programs of study – promoting career interest surveys and aptitude assessments, and analyzing industry needs in high wage high demand jobs,

- Determining counselor actions and supports that ensure students have equal access to high-quality career and technical pathways, and,
- Identifying College Board resources for increased student involvement in both career technical and postsecondary education opportunities.

4. During the reporting year, did your state use Perkins funds to establish agreements, including articulation agreements, between secondary school and postsecondary career and technical education programs to provide postsecondary education and training opportunities for students?

No

5. During the reporting year, did your state use Perkins funds to support initiatives to facilitate the transition of sub baccalaureate career and technical education students into baccalaureate programs?

No

6. During the reporting year, did your state use Perkins funds to support career and technical student organizations?

Yes

The College and Career Readiness Bureau partners with Eastern New Mexico University to support the operation of the Career Technical Leadership Project (CTLP). The Career Technical Leadership Project (CTLP) manages six Career Technical Student Organizations (CTSOs) in New Mexico: Business Professionals of America (BPA), DECA, Family, Career, and Community Leaders of America (FCCLA), HOSA—Future Health Professionals, SkillsUSA, and Technology Students Association (TSA). These organizations engage student members in career and technical education activities as an integral part of the instruction program to meet the needs of a well-trained workforce for the 21st century.

The stakeholder driven mission of the Career Technical Leadership Project promotes leadership to ensure that New Mexico students are provided opportunities to develop essential skills to become successful employees in a competitive economy. In doing so, the CTLP organized its SY2014-15 work around three goals membership expansion, increased professional development for advisors and students, and strengthening educational alignment and connections with the employment needs of business and industry.

The results of the CTLP include:

Membership expansion: The total number of membership in New Mexico CTSOs in SY2014-15 serviced through the CTLP increased by over 800 members to 6,350 members in 114 secondary and postsecondary programs.

Increased professional development for advisors and students: During SY2014-15, there was an increase in professional development hours for advisors and students provided through the CTLP in the form of additional high quality workshops and learning opportunities. State funded professional development included:

- 11.5 hours Advisor Academy,
- 12 hours Collective State Officer Training, and increase of 7 hours from prior year,
- 6 hours of student training sponsored in conjunction with CTSO at the Roundhouse, and
- 12 hours CTSO Board Training, new from SY2013-14.

Strengthening educational alignment and connections with the employment needs of business and industry: On June 4 and 5, 2015, a visionary meeting was held at the Crowne Plaza in Albuquerque. Several representatives from secondary and postsecondary education as well as representatives from the College and Career Readiness Bureau and the CTLP met with numerous postsecondary and business/industry representatives. The CTLP staff hired a facilitator to conduct the meeting with the objective to create a mission and a vision statement for the CTLP that will align with the needs of the 21st century workforce as it relates to business and industry and education agencies.

7. During the reporting year, did your state use Perkins funds to support career and technical education programs that offer experience in, and understanding of, all aspects of an industry for which students are preparing to enter?

No

8. During the reporting year, did your state use Perkins funds to support partnerships between education and business, or business intermediaries, including cooperative education and adjunct faculty arrangements at the secondary and postsecondary levels?

Yes

The CCRB continues to sit on the Governor's Job Training Incentive Program board which operated within the Economic Development Department. Monthly meetings occur with business seeking incentive funds to hire New Mexico residents for emerging employment. This provides an opportunity for the CCRB to inform business members of secondary and postsecondary CTE programs and encourage their participation as advisors for CTE programs. In like manner, membership on the board provides an opportunity to gather information from the employer community and relay the information to Perkins sub grantees though technical assistance and presentations at workshops. The ability to obtain information regarding skills necessary to fill occupations in demand dovetails with the High Schools That Work's project based learning training sessions. The project based learning sessions provides an opportunity connect educators at the secondary and postsecondary level with business and industry leaders where authentic unit plans of instruction and assessments can be jointly developed.

The CCRB continues to have a representative on the Northern Area Local Workforce Development Board, which oversees the Workforce Innovation and Opportunity Act (WIOA) funds in northern New Mexico, reauthorized from Workforce Investment Act (WIA). The CCRB representative to the bi-monthly meetings is updated and shares information on current POS at the secondary and postsecondary schools and learns of emerging economic changes in the local area. WIOA and CCRB collaboration is in aligning workforce training within POS to developing stakeholder strategies to meet worker and employer needs.

In an effort to strengthen the scope of CTE programs across the state, CCRB contracted with Cooperative Educational Services (CES) to convene and facilitate focus groups to develop model POS and identify POS courses and sequence. Although initiated in March of 2014, the work of the focus groups continued throughout the current reporting year. Representatives from public and charter school principals, Regional Educational Cooperative directors, public, charter and Bureaus of Indian Affairs CTE Faculty, postsecondary CTE faculty and business/industry volunteered to serve on each of the 10 program focus groups. These volunteers provided feedback and input related to programs of study within their career fields, focusing on recommended course sequences. In addition to the review of course sequences, the focus groups identified realistic dual credit opportunities and workforce certifications that would be considered gateway opportunities within the POS. CES provided CCRB with a summary report in the spring of 2015. A tier two level of this work is underway in SY2015-16.

9. During the reporting year, did your state use Perkins funds to support the improvement or development of new career and technical education courses and initiatives, including career clusters, career academies, and distance education?

Yes

Through the state's HSTW network, Perkins funds were used support the adoption of SREB's Advanced Career curriculum at the high school level. The two of five pathways adopted for implementation in the state are Innovations in Science and Technology, and Energy and Power. Advanced Career combines college-ready core academic content with hands-on, project-based assignments-centered around a defined career focus, such as aerospace engineering, informatics, advanced manufacturing and clean energy technology. Students who enroll in the AC program graduate high school better prepared to start a high-value job and/or go to college, community college or a technical school. The adoption on AC provides high schools with: ready-to-implement AC course work for students, comprehensive training for teachers, access to tools and technology for project-based learning, and end-of-course assessments.

There were no new courses developed or added to the states catalog of career and technical education courses. With the ensuing work of CES to develop robust statewide career technical education programs of study, it is possible that revisions to the state-wide course catalog will occur in SY2015-16.

10. During the reporting year, did your state use Perkins funds to provide activities to support entrepreneurship education and training?

No

11. During the reporting year, did your state use Perkins funds to improve the recruitment and retention of career and technical education teachers, faculty, administrators, or career guidance and academic counselors, and the transition to teaching from business and industry, including small business?

No

12. During the reporting year, did your state use Perkins funds to support occupational and employment information resources?

No

Technical Skills Attainment

Provide a summary of your state's plan and timeframe for increasing the coverage of programs entered above.

Enter the number of students assessed for technical skill attainment, and the total number of CTE concentrators reported for the program year. The percent of students assessed for technical skill attainment will be automatically calculated.

[-9 indicates no data was reported]

Population	Number of Students in the Numerator	Number of Students in the Denominator	Percent of Students Assessed
Secondary Students	-9	-9	100
Postsecondary Students	-9	-9	100

Financial Status Reports

Interim Financial Status Report Form

1. State Name	New Mexico	**5. Grant Award Number**	
2. Federal Funding Period		State Basic Grant (Title I)	V048A140031
Start Date	7/1/2014	**6. Grant Award Amount**	
End Date	6/30/2015	State Basic Grant (Title I)	8028679
3. Reporting Period		**7. Amended Interim FSR**	FALSE
Start Date	7/1/2014	Date of Ammended FSR	
End Date	9/30/2016	**Additional Information:**	
4. Accounting Basis	0		

Row		1	2	3	4	5	6	7	8	9	10	11
		Net Outlays Previously Reported	Total Outlays This Report Period	Program Income Credits	New Outlays This Report Period (Column 2 - 3)	Net Outlays To Date (Column 1 + 4)	Non-Federal Share of Outlays	Total Federal Share of Outlays (Column 5 - 6)	Federal Share of Unliquidated Obligations	Federal Share of Outlays & Unliquidated Obligations (Column 7 + 8)	Federal Funds Authorized	Balance of Unobligated Federal Funds (Column 10 - 9)
A	"Total Title I Funds"											
B	Local Uses of Funds											
C	RESERVE											
D	Funds for Secondary Recipients	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
E	Funds for Postsecondary Recipients	0.00	421,576.76	0.00	421,576.76	421,576.76	0.00	421,576.76	0.00	421,576.76	682,437.71	260,860.95
F	Total (Row D + E)	0.00	421,576.76	0.00	421,576.76	421,576.76	0.00	421,576.76	0.00	421,576.76	682,437.71	260,860.95
G	Formula Distribution											
H	Funds for Secondary Recipients	0.00	2,439,163.32	0.00	2,439,163.32	2,439,163.32	0.00	2,439,163.32	0.00	2,439,163.32	3,070,969.72	571,805.80
I	Funds for Postsecondary Recipients	0.00	2,374,636.40	0.00	2,374,636.40	2,374,636.40	0.00	2,374,636.40	0.00	2,374,636.40	3,070,969.72	696,333.32
J	Total (Row H + I)	0.00	4,873,800.32	0.00	4,873,800.32	4,873,800.32	0.00	4,873,800.32	0.00	4,873,800.32	6,141,939.44	1,268,139.12
K	TOTAL LOCAL USES OF FUNDS (Row F + J)	0.00	5,295,377.08	0.00	5,295,377.08	5,295,377.08	0.00	5,295,377.08	0.00	5,295,377.08	6,824,377.15	1,529,000.07
L	State Leadership											
M	Non-traditional Training and Employment	0.00	70,000.00	0.00	70,000.00	70,000.00	0.00	70,000.00	0.00	70,000.00	70,000.00	0.00
N	State Institutions	0.00	1,986.37	0.00	1,986.37	1,986.37	0.00	1,986.37	0.00	1,986.37	10,000.00	8,013.63
O	Other Leadership Activities	0.00	448,883.59	0.00	448,883.59	448,883.59	0.00	448,883.59	0.00	448,883.59	722,867.90	273,984.31
P	TOTAL STATE LEADERSHIP (Row M + N + O)	0.00	520,869.96	0.00	520,869.96	520,869.96	0.00	520,869.96	0.00	520,869.96	802,867.90	281,997.94
Q	State Administration											
R	Total State Administration	0.00	702,387.40	0.00	702,387.40	702,387.40	402,067.00	300,320.40	0.00	300,320.40	401,433.95	100,513.55
S	TOTAL TITLE I FUNDS (Row K + P + R)	0.00	6,519,234.44	0.00	6,519,234.44	6,519,234.44	402,067.00	6,117,167.44	0.00	6,117,167.44	8,028,679.00	1,911,511.56

Final Financial Status Report Form

1. State Name	New Mexico	**5. Grant Award Number**	
2. Federal Funding Period		State Basic Grant (Title I)	V084A130031
Start Date	7/1/2013	**6. Grant Award Amount**	
End Date	9/30/2015	State Basic Grant (Title I)	8017422
3. Reporting Period		**7. Amended Final FSR**	FALSE
Start Date	7/1/2013	Date of Ammended FSR	
End Date	9/30/2015	**Additional Information:**	
4. Accounting Basis	0		

Row		1	2	3	4	5	6	7	8	9	10	11
		Net Outlays Previously Reported	Total Outlays This Report Period	Program Income Credits	New Outlays This Report Period (Column 2 - 3)	Net Outlays To Date (Column 1 + 4)	Non-Federal Share of Outlays	Total Federal Share of Outlays (Column 5 - 6)	Federal Share of Unliquidated Obligations	Federal Share of Outlays & Unliquidated Obligations (Column 7 + 8)	Federal Funds Authorized	Balance of Unobligated Federal Funds (Column 10 - 9)
A	"Total Title I Funds"											
B	Local Uses of Funds											
C	RESERVE											
D	Funds for Secondary Recipients	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
E	Funds for Postsecondary Recipients	521,511.82	185,867.43	0.00	185,867.43	707,379.25	0.00	707,379.25	0.00	707,379.25	707,379.25	0.00
F	Total (Row D + E)	521,511.82	185,867.43	0.00	185,867.43	707,379.25	0.00	707,379.25	0.00	707,379.25	707,379.25	0.00
G	Formula Distribution											
H	Funds for Secondary Recipients	2,565,026.73	536,820.52	0.00	536,820.52	3,101,847.25	0.00	3,101,847.25	0.00	3,101,847.25	3,101,847.25	0.00
I	Funds for Postsecondary Recipients	41,203.73	3,091,688.84	0.00	3,091,688.84	3,132,892.57	0.00	3,132,892.57	0.00	3,132,892.57	3,132,892.57	0.00
J	Total (Row H + I)	2,606,230.46	3,628,509.36	0.00	3,628,509.36	6,234,739.82	0.00	6,234,739.82	0.00	6,234,739.82	6,234,739.82	0.00
K	TOTAL LOCAL USES OF FUNDS (Row F + J)	3,127,742.28	3,814,376.79	0.00	3,814,376.79	6,942,119.07	0.00	6,942,119.07	0.00	6,942,119.07	6,942,119.07	0.00
L	State Leadership											
M	Non-traditional Training and Employment	67,226.95	2,773.05	0.00	2,773.05	70,000.00	0.00	70,000.00	0.00	70,000.00	70,000.00	0.00
N	State Institutions	5,722.93	0.00	0.00	0.00	5,722.93	0.00	5,722.93	0.00	5,722.93	5,722.93	0.00
O	Other Leadership Activities	142,336.58	499,367.51	0.00	499,367.51	642,364.09	0.00	642,364.09	0.00	642,364.09	642,364.09	0.00
P	TOTAL STATE LEADERSHIP (Row M + N + O)	215,346.46	502,140.56	0.00	502,140.56	718,687.02	0.00	718,687.02	0.00	718,687.02	718,687.02	0.00
Q	State Administration											
R	Total State Administration	581,342.98	176,776.93	0.00	176,776.93	758,119.91	401,504.00	356,615.91	0.00	356,615.91	356,615.91	0.00
S	TOTAL TITLE I FUNDS (Row K + P + R)	3,925,031.72	4,493,894.28	0.00	4,493,894.28	8,418,926.00	401,504.00	8,017,422.00	0.00	8,017,422.00	8,017,422.00	0.00

Performance and Accountability

CTE Participants

	Number of Secondary Students	Number of Postsecondary Students	Number of Adult Students
GENDER			
Male	40,862	26,371	-9
Female	38,116	33,939	-9
RACE/ETHNICITY *(1997 STANDARDS)			
American Indian or Alaskan Native	8,132	8,438	-9
Asian	1,023	681	-9
Black or African American	1,544	1,349	-9
Hispanic/Latino	47,330	25,072	-9
Native Hawaiian or Other Pacific Islander	92	106	-9
White	19,815	20,155	-9
Two or More Races	1,042	778	-9
Unknown		3,731	
SPECIAL POPULATION AND OTHER STUDENT CATEGORIES			
Individuals With Disabilities (ADA)		1,674	-9
Disability Status (ESEA/IDEA)	9,991		
Economically Disadvantaged	55,430	31,158	-9
Single Parents	358	6,578	-9
Displaced Homemakers	2	1,716	-9
Limited English Proficient	10,015	5,455	-9
Migrant Status	172		
Nontraditional Enrollees	20,695	12,661	-9

Secondary Definition for CTE Participants:
A secondary student who has earned one or more credits in any career and technical education (CTE) program area.

Postsecondary Definition for CTE Participants:
A postsecondary/adult student who has earned one or more credits in any CTE program area.

Additional Information:

-9 indicates no data reported as NM does not administer an adult program.

CTE Concentrators

	SECONDARY		POSTSECONDARY		ADULT	
	Male	Female	Male	Female	Male	Female
Agriculture, Food & Natural Resources	389	121	151	49	-9	-9
Architecture & Construction	1637	175	1065	72	-9	-9
Arts, A/V Technology, & Communications	2474	2545	639	535	-9	-9
Business Management, & Administration	93	75	585	1077	-9	-9
Education & Training	2	48	663	1461	-9	-9
Finance	2	1	248	159	-9	-9
Government & Public Administration	388	276	119	51	-9	-9
Health Science	157	636	1718	4727	-9	-9
Hospitality & Tourism	697	1581	189	356	-9	-9
Human Services	49	402	299	914	-9	-9
Information Technology	218	91	546	373	-9	-9
Law, Public Safety & Security	0	1	1291	1353	-9	-9
Manufacturing	56	12	1761	470	-9	-9
Marketing Sales & Services	56	12	4	1	-9	-9
Science, Technology, Engineering & Math	892	148	438	696	-9	-9
Transportation, Distribution & Logistics	502	39	1540	349	-9	-9

Secondary Definition for CTE Concentrators:
A secondary student who has completed three courses or more in a single CTE program area, or one course in a two course CTE program area, but only in those program areas where two course sequences are recognized by the state.

Postsecondary Definition for CTE Concentrators:
A postsecondary/adult student who: (1) completes at least 12 academic or CTE credits, of which 9 credits are CTE, within a single program area that is comprised of 12 or more academic and CTE credits and terminates in the award of a degree, a certificate, or an industry-recognized credential OR (2) completes a short-term CTE program of less than 12 credit units that terminates in a degree, a certificate, or an industry-recognized credential.

Additional Information:
Secondary concentrators increased in 2014-15 by 1,297, from 58,594 to 59,891 students. While most clusters experienced increases, Human Services reflected a decrease of 141 students (2.6%). This can be attributed primarily to an increased focus in New Mexico on high wage, high demand clusters. Other sectors that saw minor drops are Business (27 students), Finance (3 students), Law (2 students), and Manufacturing (8 students). The largest increase is in one of the state's high-demand sectors, Arts and Communications, which saw an increase of 2,370 students. In the CCRB's attempts to refine data reporting, we implemented a business rule to assign students with multiple clusters into a single cluster based upon that cluster that has the most courses. This resulted in a shift toward Arts among students who took courses in more than one cluster.

Postsecondary concentrators decreased in 2014-15 by 1,186 students. This is attributed to a several factors. First the economy has improved, which traditionally results in a move away from CTE concentration. Second, the state's higher education department has been moving toward having students pursue meta-majors in preparation for transfer to 4 year programs. This has resulted in a reduction in CTE concentrators at the 2-year schools. Finally, one institution that participated in 2013-14 did not received funds in 2014-15, resulting in a drop of 428 students. Specific areas that experienced declines include Architecture (6 students),

-9 indicates no data reported as NM does not administer an adult program

Secondary Performance Data

1S1 Academic Attainment – Reading/Language Arts

	Number of Students in the Numerator	Number of Students in the Denominator	State Adjusted Level of Performance
Grand Total	4,052	6,995	51
GENDER			
Male	1,857	3,566	51
Female	2,195	3,429	51
RACE/ETHNICITY* (1997 Revised Standards)			
American Indian or Alaskan Native	238	516	51
Asian	66	90	51
Black or African American	80	149	51
Hispanic/Latino	2,268	4,205	51
Native Hawaiian or Other Pacific Islander	1	2	51
White	1,359	1,961	51
Two or More Races	40	72	51
SPECIAL POPULATION AND OTHER STUDENT CATEGORIES			
Individuals With Disabilities (ADA)	-9	-9	51
Disability Status (ESEA/IDEA)	146	720	51
Economically Disadvantaged	2,472	4,803	51
Single Parents	22	48	51
Displaced Homemakers	1	2	51
Limited English Proficient	155	735	51
Migrant Status	6	11	51
Nontraditional Enrollees	1,746	2,859	51

1S2 Academic Attainment – Mathematics

	Number of Students in the Numerator	Number of Students in the Denominator	State Adjusted Level of Performance
Grand Total	2,975	6,990	45
GENDER			
Male	1,632	3,564	45
Female	1,343	3,426	45
RACE/ETHNICITY* (1997 Revised Standards)			
American Indian or Alaskan Native	172	516	45
Asian	64	91	45
Black or African American	40	149	45
Hispanic/Latino	1,571	4,201	45
Native Hawaiian or Other Pacific Islander	1	2	45
White	1,099	1,960	45
Two or More Races	28	71	45
SPECIAL POPULATION AND OTHER STUDENT CATEGORIES			
Individuals With Disabilities (ADA)	-9	-9	45
Disability Status (ESEA/IDEA)	96	720	45
Economically Disadvantaged	1,718	4,799	45
Single Parents	11	49	45
Displaced Homemakers	0	2	45
Limited English Proficient	126	732	45
Migrant Status	7	11	45
Nontraditional Enrollees	1,184	2,858	45

2S1 Technical Skills Attainment

	Number of Students in the Numerator	Number of Students in the Denominator	State Adjusted Level of Performance
Grand Total	5,312	5,670	79
GENDER			
Male	2,768	2,995	79
Female	2,544	2,675	79
RACE/ETHNICITY* (1997 Revised Standards)			
American Indian or Alaskan Native	441	487	79
Asian	74	77	79
Black or African American	107	114	79
Hispanic/Latino	3,056	3,287	79
Native Hawaiian or Other Pacific Islander	9	9	79
White	1,568	1,637	79
Two or More Races	57	59	79
SPECIAL POPULATION AND OTHER STUDENT CATEGORIES			
Individuals With Disabilities (ADA)	-9	-9	79
Disability Status (ESEA/IDEA)	575	663	79
Economically Disadvantaged	3,558	3,841	79
Single Parents	18	21	79
Displaced Homemakers	0	0	79
Limited English Proficient	469	530	79
Migrant Status	9	9	79
Nontraditional Enrollees	2,181	2,293	79

3S1 Secondary School Completion

	Number of Students in the Numerator	Number of Students in the Denominator	State Adjusted Level of Performance
Grand Total	5,991	6,813	85
GENDER			
Male	2,959	3,453	85
Female	3,032	3,360	85
RACE/ETHNICITY* (1997 Revised Standards)			
American Indian or Alaskan Native	453	511	85
Asian	80	89	85
Black or African American	118	143	85
Hispanic/Latino	3,612	4,087	85
Native Hawaiian or Other Pacific Islander	1	2	85
White	1,670	1,912	85
Two or More Races	57	69	85
SPECIAL POPULATION AND OTHER STUDENT CATEGORIES			
Individuals With Disabilities (ADA)	-9	-9	85
Disability Status (ESEA/IDEA)	590	698	85
Economically Disadvantaged	4,046	4,658	85
Single Parents	39	49	85
Displaced Homemakers	2	2	85
Limited English Proficient	615	722	85
Migrant Status	8	11	85
Nontraditional Enrollees	2,539	2,801	85
DISAGGREGATE INDICATORS			
General Education Development (GED)	15		85
Diploma	5,976		85
Certificate	-9		85

4S1 Student Graduation Rates

	Number of Students in the Numerator	Number of Students in the Denominator	State Adjusted Level of Performance
Grand Total	5,741	6,467	89
GENDER			
Male	2,814	3,269	89
Female	2,927	3,198	89
RACE/ETHNICITY* (1997 Revised Standards)			
American Indian or Alaskan Native	417	492	89
Asian	77	85	89
Black or African American	112	131	89
Hispanic/Latino	3,462	3,917	89
Native Hawaiian or Other Pacific Islander	1	1	89
White	1,616	1,776	89
Two or More Races	56	65	89
SPECIAL POPULATION AND OTHER STUDENT CATEGORIES			
Individuals With Disabilities (ADA)	-9	-9	89
Disability Status (ESEA/IDEA)	532	646	89
Economically Disadvantaged	3,841	4,432	89
Single Parents	31	47	89
Displaced Homemakers	2	2	89
Limited English Proficient	560	693	89
Migrant Status	8	9	89
Nontraditional Enrollees	2,464	2,687	89

5S1 Secondary Placement

	Number of Students in the Numerator	Number of Students in the Denominator	State Adjusted Level of Performance
Grand Total	3,480	6,099	50
GENDER			
Male	1,653	3,026	50
Female	1,827	3,073	50
RACE/ETHNICITY* (1997 Revised Standards)			
American Indian or Alaskan Native	183	469	50
Asian	46	80	50
Black or African American	57	120	50
Hispanic/Latino	2,148	3,682	50
Native Hawaiian or Other Pacific Islander	1	1	50
White	1,013	1,690	50
Two or More Races	32	57	50
SPECIAL POPULATION AND OTHER STUDENT CATEGORIES			
Individuals With Disabilities (ADA)	-9	-9	50
Disability Status (ESEA/IDEA)	272	634	50
Economically Disadvantaged	2,236	4,133	50
Single Parents	13	39	50
Displaced Homemakers	0	2	50
Limited English Proficient	224	644	50
Migrant Status	4	8	50
Nontraditional Enrollees	1,544	2,579	50
DISAGGREGATE INDICATORS			
Advanced Training	0		50
Employment	980		50
Military	0		50
Postsecondary Education	2,500		50

6S1 Nontraditional Participation

	Number of Students in the Numerator	Number of Students in the Denominator	State Adjusted Level of Performance
Grand Total	11,611	33,109	38
GENDER			
Male	2,551	19,534	38
Female	9,060	13,575	38
RACE/ETHNICITY* (1997 Revised Standards)			
American Indian or Alaskan Native	1,371	3,605	38
Asian	115	324	38
Black or African American	210	551	38
Hispanic/Latino	7,035	20,190	38
Native Hawaiian or Other Pacific Islander	13	33	38
White	2,716	8,038	38
Two or More Races	151	368	38
SPECIAL POPULATION AND OTHER STUDENT CATEGORIES			
Individuals With Disabilities (ADA)	-9	-9	38
Disability Status (ESEA/IDEA)	1,190	4,335	38
Economically Disadvantaged	8,601	24,202	38
Single Parents	55	119	38
Displaced Homemakers	0	2	38
Limited English Proficient	1,427	4,371	38
Migrant Status	30	89	38

6S2 Nontraditional Completion

	Number of Students in the Numerator	Number of Students in the Denominator	State Adjusted Level of Performance
Grand Total	1,265	3,312	36
GENDER			
Male	355	2,074	36
Female	910	1,238	36
RACE/ETHNICITY* (1997 Revised Standards)			
American Indian or Alaskan Native	123	342	36
Asian	17	36	36
Black or African American	34	68	36
Hispanic/Latino	754	1,921	36
Native Hawaiian or Other Pacific Islander	1	4	36
White	320	910	36
Two or More Races	16	31	36
SPECIAL POPULATION AND OTHER STUDENT CATEGORIES			
Individuals With Disabilities (ADA)	-9	-9	36
Disability Status (ESEA/IDEA)	139	419	36
Economically Disadvantaged	903	2,302	36
Single Parents	4	7	36
Displaced Homemakers	0	0	36
Limited English Proficient	128	347	36
Migrant Status	4	6	36

Postsecondary Performance Data

1P1 Technical Skill Attainment

	Number of Students in the Numerator	Number of Students in the Denominator	State Adjusted Level of Performance
Grand Total	6,293	6,396	99
GENDER			
Male	2,643	2,687	99
Female	3,650	3,709	99
RACE/ETHNICITY* (1997 Revised Standards)			
American Indian or Alaskan Native	516	530	99
Asian	77	79	99
Black or African American	150	155	99
Hispanic/Latino	2,831	2,880	99
Native Hawaiian or Other Pacific Islander	18	18	99
White	2,273	2,303	99
Two or More Races	74	75	99
Unknown	354	356	99
SPECIAL POPULATION AND OTHER STUDENT CATEGORIES			
Individuals With Disabilities (ADA)	383	389	99
Economically Disadvantaged	4,391	4,462	99
Single Parents	1,078	1,105	99
Displaced Homemakers	134	135	99
Limited English Proficient	441	450	99
Nontraditional Enrollees	1,386	1,401	99

2P1 Credential, Certificate or Diploma

	Number of Students in the Numerator	Number of Students in the Denominator	State Adjusted Level of Performance
Grand Total	3,759	8,120	36
GENDER			
Male	1,617	3,752	36
Female	2,142	4,368	36
RACE/ETHNICITY* (1997 Revised Standards)			
American Indian or Alaskan Native	351	798	36
Asian	45	85	36
Black or African American	84	200	36
Hispanic/Latino	1,610	3,689	36
Native Hawaiian or Other Pacific Islander	11	24	36
White	1,404	2,763	36
Two or More Races	45	102	36
Unknown	209	459	36
SPECIAL POPULATION AND OTHER STUDENT CATEGORIES			
Individuals With Disabilities (ADA)	227	352	36
Economically Disadvantaged	2,344	5,114	36
Single Parents	510	1,091	36
Displaced Homemakers	93	198	36
Limited English Proficient	230	622	36
Nontraditional Enrollees	747	1,594	36
DISAGGREGATE INDICATORS			
Credential	451		36
Certificate	1,043		36
Degree	2,546		36

3P1 Student Retention or Transfer

	Number of Students in the Numerator	Number of Students in the Denominator	State Adjusted Level of Performance
Grand Total	9,952	13,531	80
GENDER			
Male	4,288	6,090	80
Female	5,664	7,441	80
RACE/ETHNICITY* (1997 Revised Standards)			
American Indian or Alaskan Native	1,010	1,474	80
Asian	112	147	80
Black or African American	209	299	80
Hispanic/Latino	4,720	6,381	80
Native Hawaiian or Other Pacific Islander	16	25	80
White	3,238	4,285	80
Two or More Races	129	166	80
Unknown	518	754	80
SPECIAL POPULATION AND OTHER STUDENT CATEGORIES			
Individuals With Disabilities (ADA)	436	586	80
Economically Disadvantaged	6,669	9,099	80
Single Parents	1,380	1,939	80
Displaced Homemakers	207	292	80
Limited English Proficient	880	1,205	80
Nontraditional Enrollees	2,027	2,784	80

4P1 Student Placement

	Number of Students in the Numerator	Number of Students in the Denominator	State Adjusted Level of Performance
Grand Total	4,660	6,113	72
GENDER			
Male	1,948	2,630	72
Female	2,712	3,483	72
RACE/ETHNICITY* (1997 Revised Standards)			
American Indian or Alaskan Native	372	488	72
Asian	56	82	72
Black or African American	123	184	72
Hispanic/Latino	2,094	2,620	72
Native Hawaiian or Other Pacific Islander	15	21	72
White	1,704	2,292	72
Two or More Races	66	83	72
Unknown	230	343	72
SPECIAL POPULATION AND OTHER STUDENT CATEGORIES			
Individuals With Disabilities (ADA)	299	504	72
Economically Disadvantaged	3,252	4,185	72
Single Parents	605	741	72
Displaced Homemakers	56	93	72
Limited English Proficient	288	348	72
Nontraditional Enrollees	-9	-9	72
DISAGGREGATE INDICATORS			
Apprenticeship	-9		72
Employment	3,867		72
Military	-9		72

5P1 Nontraditional Participation

	Number of Students in the Numerator	Number of Students in the Denominator	State Adjusted Level of Performance
Grand Total	15,520	45,199	36
GENDER			
Male	6,147	22,050	36
Female	9,373	23,149	36
RACE/ETHNICITY* (1997 Revised Standards)			
American Indian or Alaskan Native	1,583	3,965	36
Asian	221	565	36
Black or African American	449	1,211	36
Hispanic/Latino	7,277	21,427	36
Native Hawaiian or Other Pacific Islander	40	101	36
White	4,830	14,122	36
Two or More Races	257	691	36
Unknown	858	3,117	36
SPECIAL POPULATION AND OTHER STUDENT CATEGORIES			
Individuals With Disabilities (ADA)	654	1,848	36
Economically Disadvantaged	8,355	22,687	36
Single Parents	1,740	4,423	36
Displaced Homemakers	383	721	36
Limited English Proficient	1,221	3,229	36

5P2 Nontraditional Completers

	Number of Students in the Numerator	Number of Students in the Denominator	State Adjusted Level of Performance
Grand Total	1,400	6,491	24
GENDER			
Male	477	2,848	24
Female	923	3,643	24
RACE/ETHNICITY* (1997 Revised Standards)			
American Indian or Alaskan Native	118	393	24
Asian	28	87	24
Black or African American	36	164	24
Hispanic/Latino	660	3,191	24
Native Hawaiian or Other Pacific Islander	6	13	24
White	439	2,041	24
Two or More Races	14	67	24
Unknown	99	535	24
SPECIAL POPULATION AND OTHER STUDENT CATEGORIES			
Individuals With Disabilities (ADA)	90	277	24
Economically Disadvantaged	735	3,299	24
Single Parents	215	872	24
Displaced Homemakers	54	158	24
Limited English Proficient	102	413	24

Program Improvement Plan

New Mexico has met at least 90% of the state adjusted level of performance for all core indicators of performance. A program improvement plan is not required.

Of the 27 secondary LEA's that received funds in 2014-15, 3 met all indicators and 24 missed at least one. Therefore, 24 secondary participants will be required to implement a local improvement plan.

Nine of the 11 postsecondary institutions that received funds in 2014-15 missed at least one indicator and will be required to implement local improvement plans.

Consolidated Annual Report Certification

I certify to the best of my knowledge and belief that this report, consisting of narrative performance information, financial status reports (FSRs)*****, and performance data, is accurate and complete.

I understand that the U.S. Department of Education will use only the performance data that it receives by the December 31 submission deadline each year to determine whether my state has met at least 90 percent of its agreed upon state adjusted performance levels for each of the core indicators of performance under section 113 of Title I of the Act or whether the state must submit a program improvement plan as required in section 123(a)(1) of Perkins IV.

I further understand that the use of the Personal Identification Number (PIN) supplied to me by the Department to certify and submit the CAR is the same as certifying and signing the document with a hand-written signature.

Signature of Authorized Individual (PIN):	**** Eric Spencer
Title/Agency:	Director CCR NMPED
Date:	12/28/2015 6:48 PM

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