

High Quality Career and Technical Education

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Legislative Education Study Committee*

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The Value of Career Technical Education



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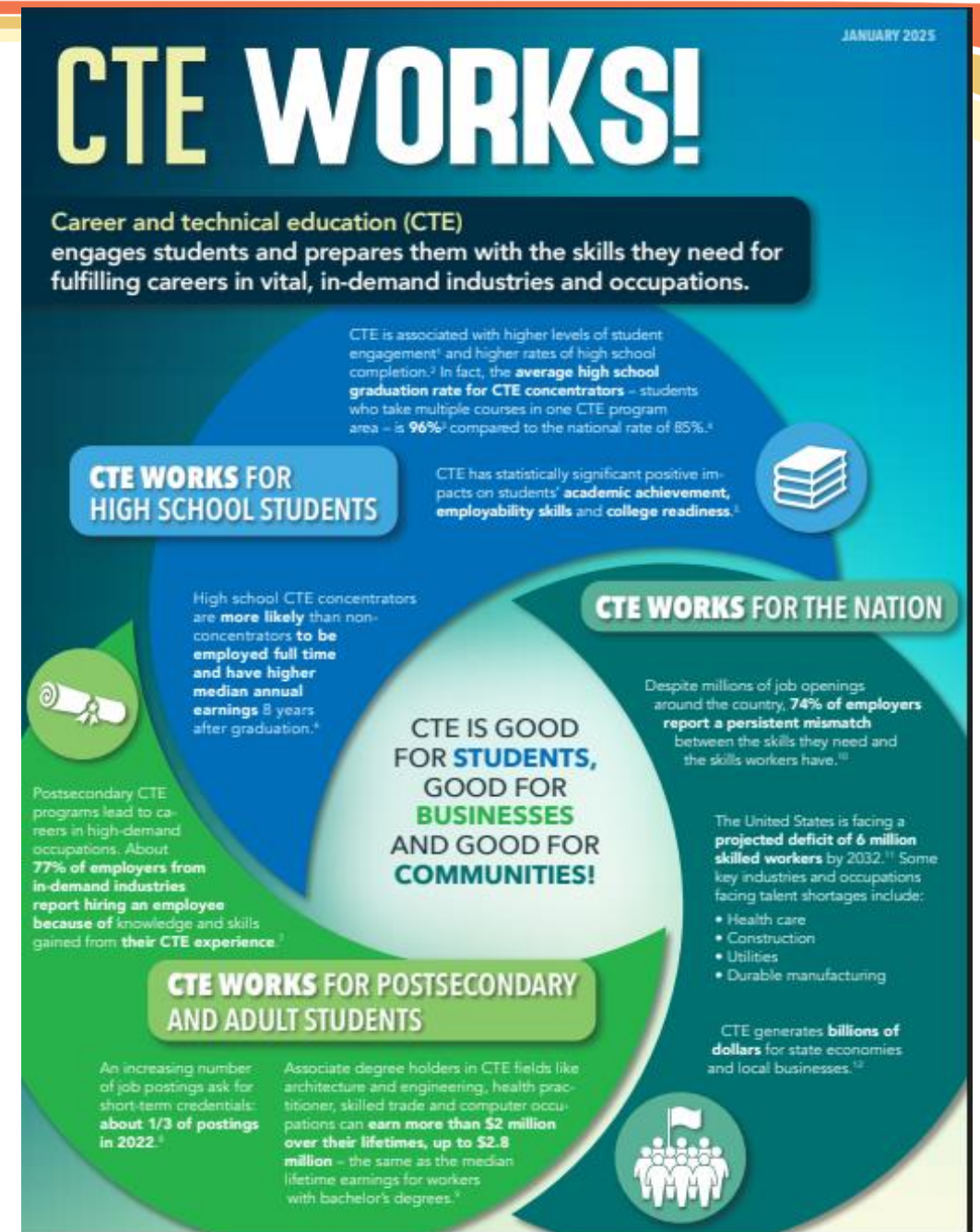
How Gen Z Is Becoming the Toolbelt Generation



Why Career Technical Education Works

Families of Career Technical Education (CTE) students nationwide are *three times* as likely to report they are “very satisfied” with their children’s education compared with those not in CTE.

- ✓ CTE creates pathways to economic success
- ✓ CTE programs keep students engaged
- ✓ CTE helps fill the skills gap
- ✓ CTE offers significant return on investment





What Does High-Quality CTE Look Like?

All CTE programs align with the career cluster framework



All secondary CTE programs include a PED-determined three course sequence that...

- Measures academic proficiency *and* technical skill
- Begins in high school (but may include career exploration in the middle grades)
- Includes a Level 3 (“completer”) course that connects to life after high school, including dual credit, Advanced Placement®, and work-based learning.



Middle School	1501 Health Care Occupations
Level 1 (Introduction)	1520 Medical Terminology
Level 2 (Concentrator)	1504 Nursing-CNA
Level 3 (Completer)	1599 Health Care Dual Credit or 1715 AP Biology

All secondary CTE programs must also include ...

- a path to a specific career outcome
- the opportunity to earn industry-sought credentials, certifications or degrees
- competency-based, applied learning
- coordination with post-secondary learning and industry partners



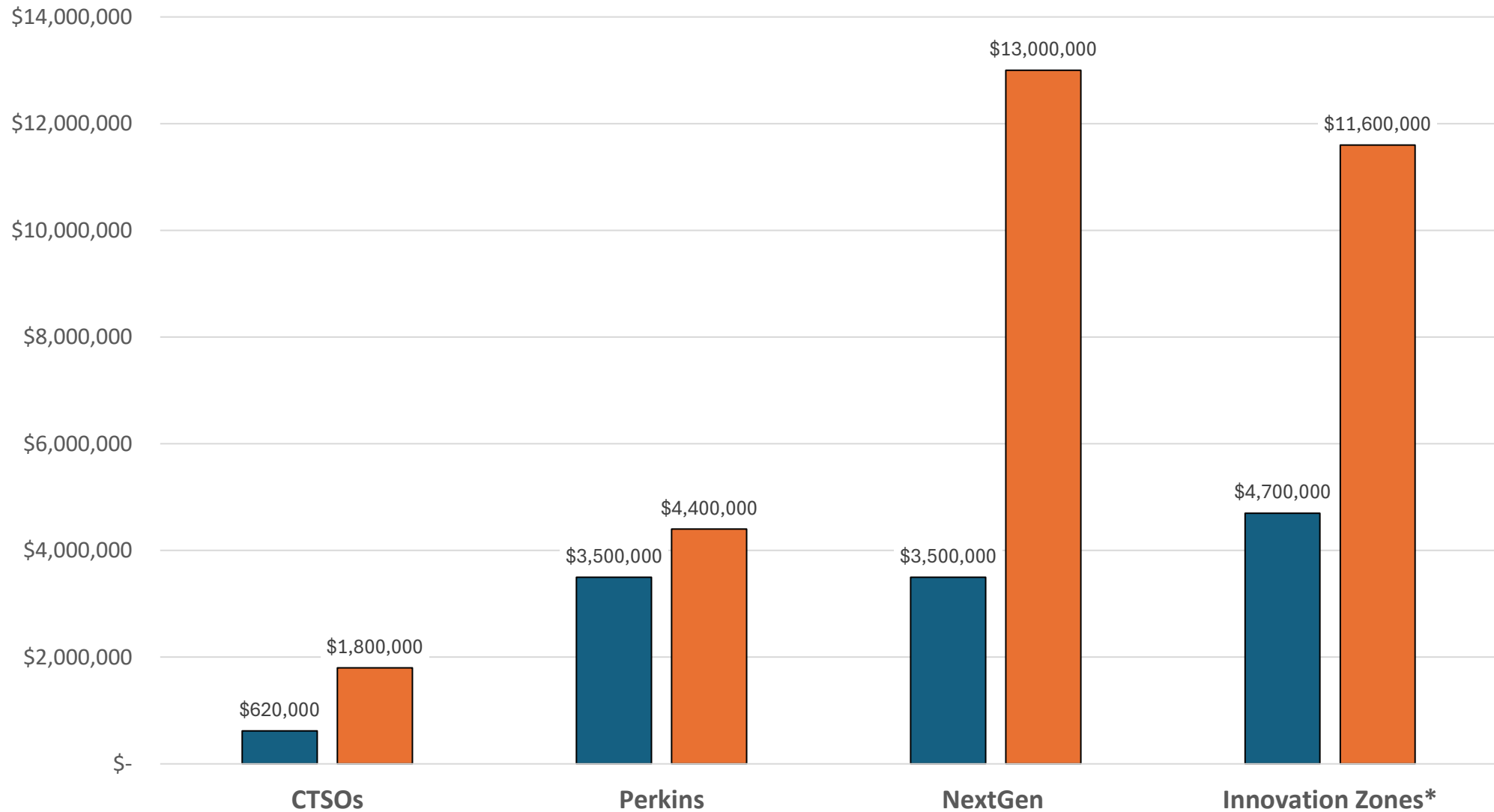
ACTE High Quality CTE Framework

1. Standards-aligned and Integrated Curriculum
2. Sequencing and Articulation
3. Student Assessment
4. Prepared and Effective Program Staff
5. Engaging Instruction
6. Access and Equity
7. Facilities, Equipment, Technology and Materials
8. Business and Community Partnerships
9. Student Career Development
10. Career and Technical Student Organizations (CTSOs)
11. Work-based Learning
12. Data and Program Improvement



The Current State of CTE in New Mexico

New Mexico Investments in High Quality CTE (Secondary)



CTE Grants via NMPED (FY25)

Perkins

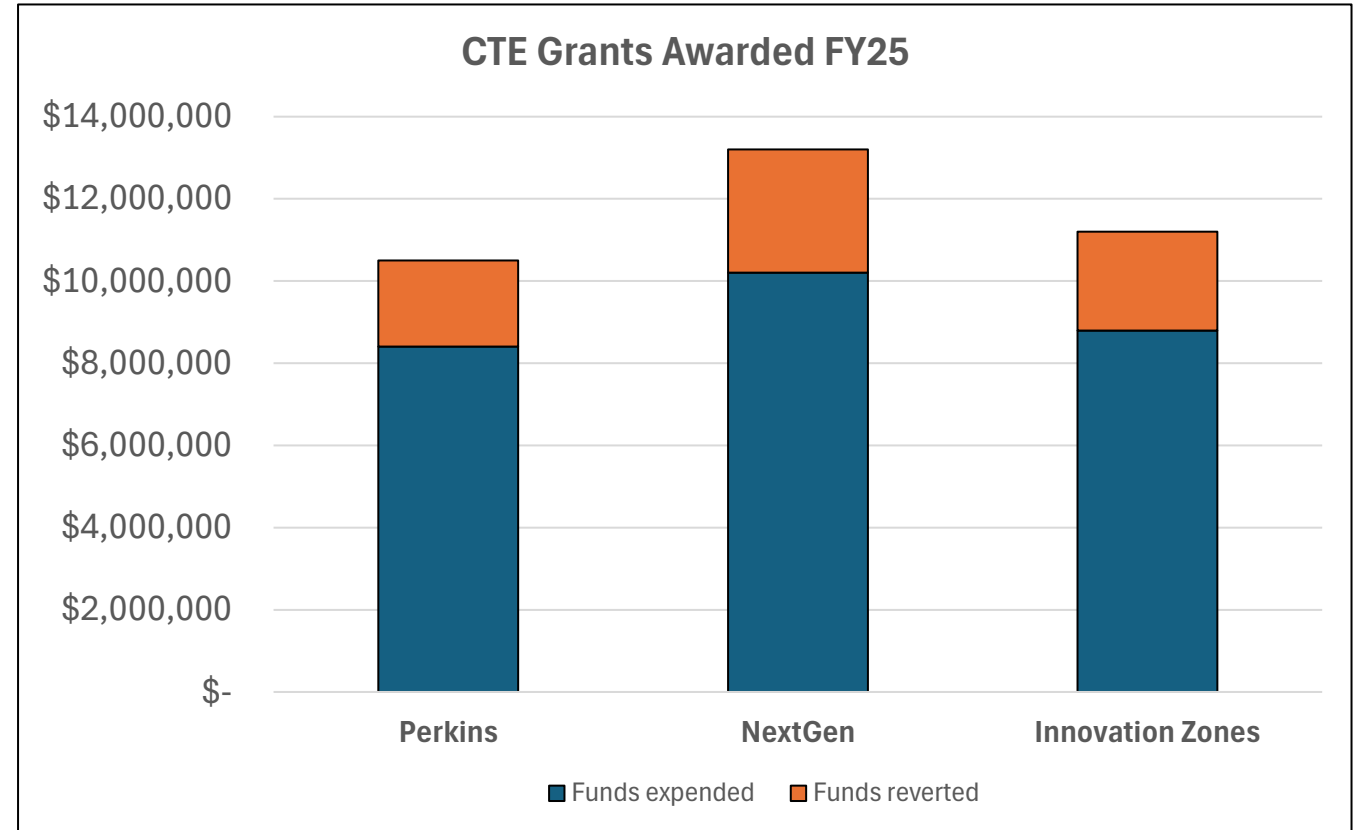
- Federal
- \$15k - \$836k

NextGen

- State
- \$77k - \$757k

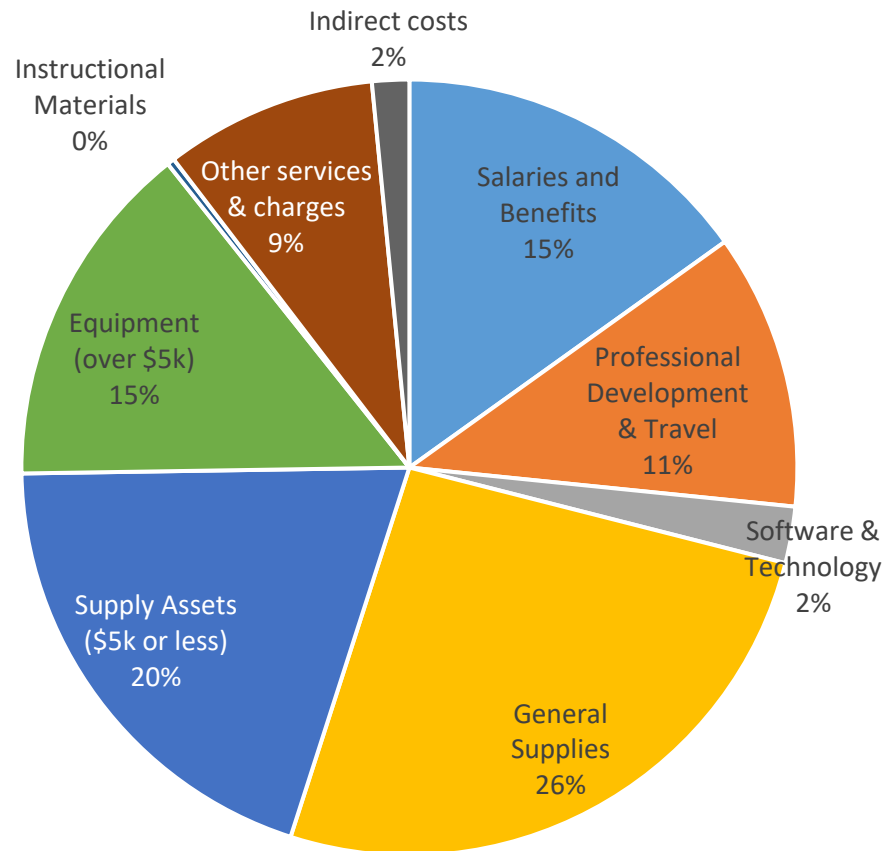
Innovation Zones

- State
- \$100k - \$1.9m

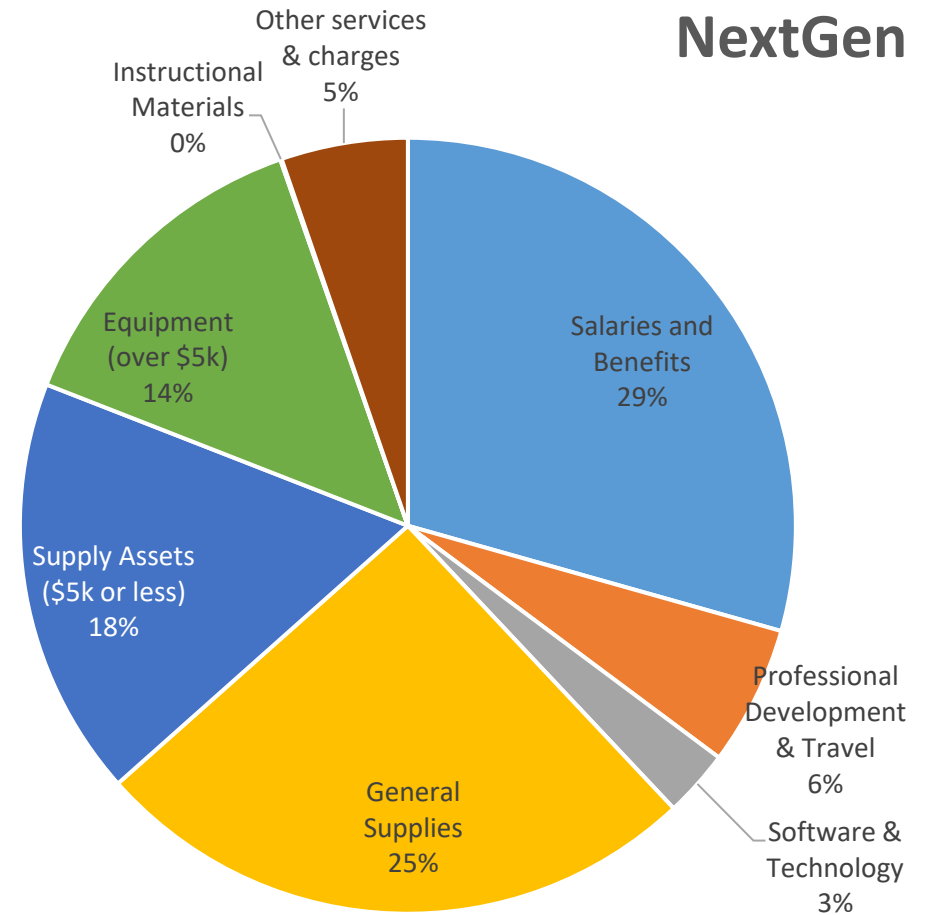


How is CTE money invested by New Mexico LEAs?

Perkins



NextGen



Snapshot of Secondary CTE Enrollment in NM

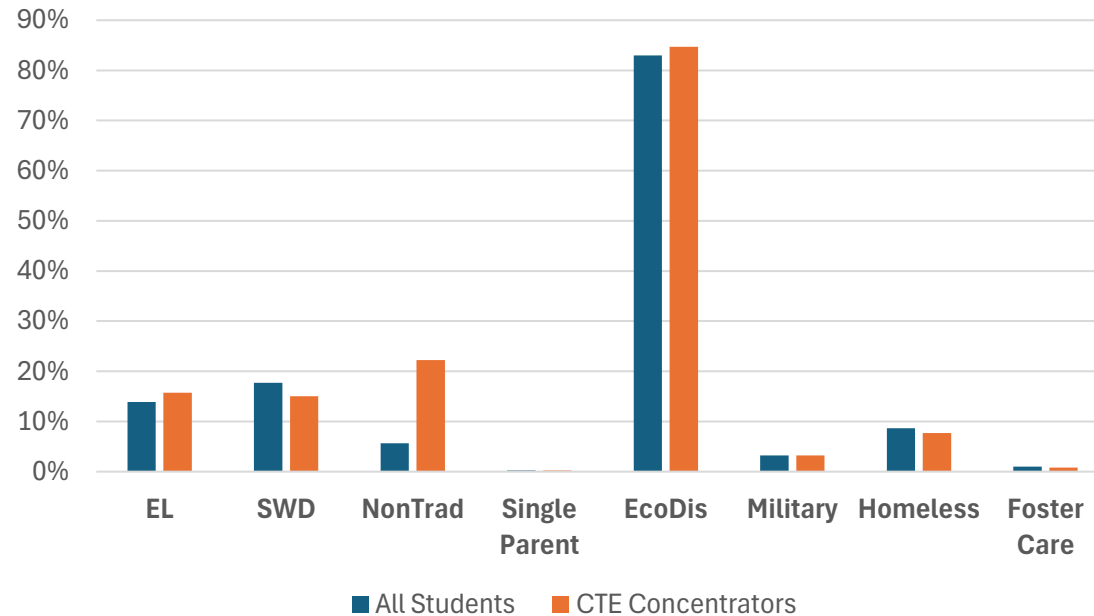
Total High School Enrollment: 109,128

Total CTE enrollments: 89,332

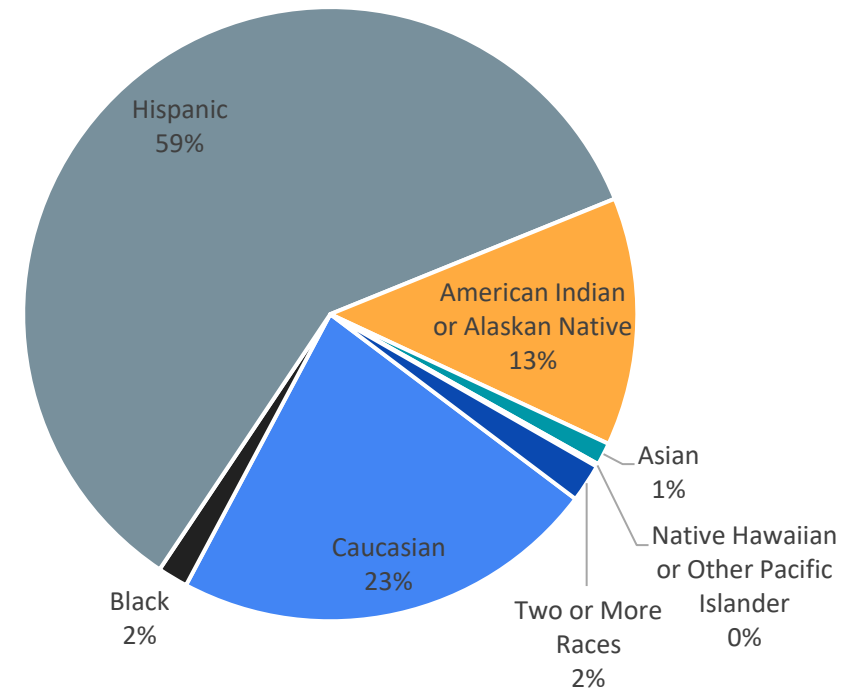
CTE concentrators: 27,535

CTE program completers: 4,037

Special Populations



Demographics of CTE Concentrators



Outcomes for NM Secondary CTE Concentrators

Student Demographics	2023 4-year Graduation Rate All Students	2023 4-year Graduation Rate CTE Concentrators
All	76.7%	97.46%
Male	73.6%	95.39%
Female	79.9%	96.18%
Black	69.4%	98.73%
Hispanic	76.1%	96.40%
Asian	88.1%	96.88%
Caucasian	79.1%	93.75%
Native American	74.7%	95.69%
English Learner	74.9%	96.31%
Economically Disadvantaged	69.7%	95.89%
Students with Disabilities	68.5%	95.70%

Science Proficiency

New Mexico Average



New Mexico CTE Concentrators



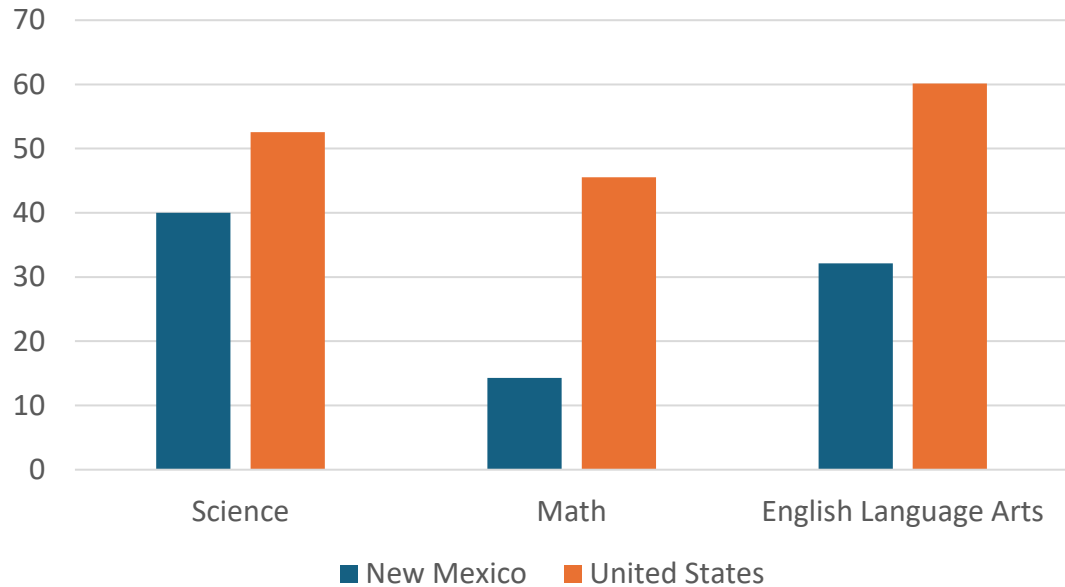
Outcomes from CTECH (Hobbs)

- 100% of senior CTE participants graduated (176).
- 305 students were enrolled in CTE-aligned Dual Credit courses.
- 158 students were hired through the district to participate in work-based learning.
- 3622 certifications earned, including Automotive, Cybersecurity, construction trades and more!
- Narratives report many students hired directly from their CTE programs into the local force.



Opportunities for Improvement

Academic Proficiency of CTE Concentrators (2023)



Post-Secondary Enrollment

New Mexico Average



National Estimate



Dual Credit Participation

New Mexico Average



National Estimate



How Can NM Do Better?

Prioritize CTE programs that meet high-quality standards:

- Create a 3-tiered structure for implementation with increased expectations for student outcomes over time.
- Implement a funding system related to career clusters (not just student population) that recognizes both fixed and variable costs.
- Phase out funding for established programs that do not offer complete course sequences, industry-sought credentials or CTSOs.
- Reduce allowances for non-priority programs.
- Enforce maximum allocations within certain budget categories.
- Incentivize opportunity gap reduction.

For More Information

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