

## REQUEST FOR APPLICATION (RfA) and APPLICATION INSTRUCTIONS

Next Gen CTE - School Year 2020–21

**RfA Released:** May 15, 2020  
**Final Date to Submit RfA:** **June 15, 2020 by 5:00 p.m.**

### **NOTICE**

This RfA does not constitute an award. To be eligible for an award, a web-based APPLICATION must be completed using the [CTE grant management system](#).

If the associated application results in an award, then the superintendent, or state-chartered school administrator, will be notified by an official award letter.

Districts, district-chartered high schools, and state-chartered high schools are eligible to apply.

APPLICATIONS for funding must be submitted by June 15, 2020. Award letters will be released on a rolling basis as applications are approved.

### **Purpose**

The purposes of the Next Gen CTE Pilot are:

1. to support Local Educational Agencies (LEAs) in the cost of Career Technical Education (CTE) programs of study,
2. to provide relevant career exploration, and
3. to provide other CTE-related supports.

### **Goal of the Next Gen CTE Pilot**

The goal of this funding is to provide public school students the opportunity to enroll in high quality, industry relevant career technical education. A high quality program of study is an articulated, sequential series of courses that leads to industry recognized credentials, including certificates and degrees. Programs of study should be aligned with careers that are in need in the student's local economic region.

Funding is available for CTE programs of study, **and** for CTE-related support activities including:

- 1) Career exploration (middle and/or high school)
- 2) Integration of mathematics and CTE
- 3) Employability skills including CTSOs
- 4) Dual credit supports
- 5) Work-based learning

According to 2019 New Mexico House Bill 91, this opportunity applies to all public school districts, including district-chartered high schools and state-chartered high schools. HB 91 may be found on the New Mexico Legislature website: <https://nmlegis.gov/Legislation/Legislation?Chamber =H&LegType=B&LegNo=91&year=19>.

### **Eligibility**

Public school districts (including district-chartered high schools) and state-chartered high schools that demonstrate a commitment to providing students the opportunity to participate in career technical education are eligible. In addition to the eligibility requirements established in this RfA, student Next Step Plans, established in NMAC 6.29.1, must be in place for each student enrolled in any CTE program of study offered by the applicant LEA.

Funding may be obtained for **any** of the following initiatives:

1. **New and existing** program(s) of study
2. Guided career exploration for middle school and/or high school students
3. Online support/programming for integrating Algebra and Geometry standards into CTE coursework
4. Employability skills training provided by a Career Technical Student Organization (CTSO), or via an online training platform
5. Teacher preparation for existing CTE instructors to become qualified to provide dual credit instruction
6. Work-based learning (WBL)

**USER CREDENTIALS must be issued to persons requesting access to the application. Only one application may be submitted per Local Educational Agency; please contact your district or charter school personnel to coordinate the application. The CTE Grant Management System is located at <https://cte.ped.state.nm.us/>**

## **Requirements**

The Next Gen CTE pilot supports CTE, either directly through costs associated with programs of study, or through those educational activities that provide the foundation for successful career preparation.

The department will prioritize funds for spending that most closely aligns with the regional CTE priorities identified by the regional Comprehensive Local Needs Assessment (CLNA). Recipients may use funds for program of study costs, including curriculum, teacher training, teacher certifications, classroom equipment, and consumable supplies.

Funding is also available for activities that support CTE **without requiring a complete program of study** (as defined below). These funds include career exploration activities for students, and programs that develop soft skills. LEAs can propose traditional instructional methods, work-based learning programs, or online training.

Finally, no more than 50 percent of funding may be used for programs of study that do not align to regional needs identified by the CLNA. In this case, LEAs still need to identify specific CTE elements, including specific careers that are available in New Mexico, local employers that will provide advice, and a postsecondary pathway.

## **Programs of Study**

CTE programs are a priority for the Next Gen CTE pilot. A Next Gen CTE program of study must include, at minimum, two high school CTE courses plus an aligned capstone course. A capstone may be either dual credit, Advanced Placement, a credentialing course, or credit-bearing work-based learning. HB91 established several requirements for program eligibility:

1. **Rigorous content, aligning academic standards, and CTE content:** Aligning academics and CTE content means that CTE programs must also address NM state standards for English Language Arts (ELA) and mathematics. High-quality CTE has embedded core academic content into applied coursework. Students work toward proficiency in academics while simultaneously developing key technical skills. In Appendix A, the PED has identified multiple high-quality CTE curricula that LEAs may consider for their program of study materials.
2. **A pathway to a postsecondary program:** Every high school program of study must have a clearly identified pathway to a specific postsecondary program at a public New Mexico higher education institution. Alignment is especially clear when the high school's program of study includes a CTE capstone course that is identified as dual credit or Advanced Placement.
3. **A dual credit opportunity for secondary students:** Dual credit is a clear way for students to see how their high school CTE program of study aligns to a New Mexico higher education program. Most programs of study should clearly articulate to a local postsecondary program, although in some cases, online programs may be appropriate.
4. **Testing opportunities for student demonstrations of STEM competency:** Many programs of study prepare students to succeed on workforce-recognized competency exams. Funded programs of study should identify a competency test for their program.

5. Soft and social skills training: New Mexico’s employers consistently report that soft and social skills are the most important skills that students should bring to their job. A variety of options exist for soft skills training. Project-based learning and Career Technical Student Organizations (CTSOs) are considered best practices; however, LEAs may propose a quality soft skills training that they believe is most appropriate for their program.
6. Pathways that lead to an industry credential, or AA/AS/AAS, or BA/BS: For some careers, an industry credential will quickly open doors to high-paying jobs. All funded programs of study must provide a clear pathway to an industry credential, a technical Associates Degree, or a STEM Bachelor’s Degree. Programs that align to Bachelor of Arts degree plans in general studies, humanities, or liberal arts are not fundable with this application.
7. Partnerships between secondary, postsecondary, and business and industry: Applicants must identify a public New Mexico higher education institution and at least one collaborating industry partner.
8. Provisions to collect and evaluate outcome data: All awardees will be required to submit data in STARS, including dual credit courses, CTSO membership, and certificates earned (information already reported via the STARS system). A short survey at year end will document the program’s progress.

### **Other CTE-Related Support**

In addition to funding programs of study, LEAs can use funds to support career exploration and preparation through other educational opportunities. Funding for CTE-related support activities **does not require a funded program of study.**

1. **Soft Skills Development and CTSO Advisor Stipends** - New Mexico’s employers consistently report that soft skills are the most important skills that students should bring to their job. Many options exist for soft skills training. Project-based learning and CTSOs are considered best practices; however, LEAs may propose any quality soft skills training they believe is most appropriate for their program.
2. **Integration of Mathematics into CTE courses** – Integration of academic content into CTE courses is essential in high quality programs of study. Online support for the integration of algebra and geometry may be purchased using Next Gen CTE funding. The online learning system must support personalized student learning. It must allow for teacher-developed question generation, in addition to providing access to questions/topics from a bank of existing questions, revision of questions/topics.
3. **Guided Career Exploration** - For middle school and lower grades of high school, career exploration programs can be integrated into advisory periods or embedded into core academic courses. LEAs seeking funding in this category should identify the specific curriculum they plan to use and explain their intended delivery program. PED may fund proposals for software and/or salary support, depending on funding availability.
4. **CTE Dual Credit Credentialing** - Many schools lost their ability to offer dual credit because of the postsecondary accrediting body taking action against community colleges who employed under-credentialed instructors. To teach dual credit, a high school teacher must have 18 graduate-level credit hours of content instruction (not pedagogy courses). If an LEA believes that it is in the best interest of students to support a CTE teacher’s education, it may request Next Gen CTE funding for

tuition support in order to prepare an existing CTE instructor to become qualified to provide dual credit instruction.

5. **Work-based Learning** - Work-based learning can enhance the quality and quantity of learning experiences offered to students. Work-based learning experiences that focus on basic employability skills and career readiness preparation may be developed through Next Gen CTE funding. Funding may be used for salary support for a coordinator, but may not be used for wage support of students. The LEA should specify a target number of students to be placed per year by the coordinator. Regional Education Cooperatives (RECs) may be useful for pooling funding in support of multiple LEAs.

## Detailed Instructions

To get started on the application, please request an account <https://cte.ped.state.nm.us/>.

### LANDING PAGE

To open your application, left-click on the heading, **Application List**. You will be directed to the *My Applications* page. Left-click the View/Edit link in blue, in the row corresponding to your LEA name; you will be directed to the *Application Summary* page to begin your LEA application.

The application has three major sections:

- Narrative
- Programs of Study (not required for CTE-Related Supports)
- Program of Study/CTE-Related Support Budget

### A. Narrative

The narrative section is where you will explain your vision for CTE. Respond to all seven narrative statements. The length of the answers you provide should reflect the budget you plan to request. For example, a comprehensive start-up budget to develop a completely new program of study will require a more extensive narrative than a request to fund one CTSO advisor stipend.

To begin your application, click on the **Narrative** box from the toolbar on the left; you will be directed to the *Narrative* page to respond to the seven narrative statements:

**Q1: CTE Vision and Community Partnership** *Describe consortium/partner conversations held, the identified needs of your local community or region, and the vision engaged to enhance CTE opportunities at your high school or postsecondary institution.*

**Q2: Academics** *Describe how academic skills will be integrated into CTE programs to support CTE participants in achieving challenging academic standards, especially STEM competencies.*

**Q3: Student Advisement** *How will career guidance and academic counselors teach middle school and high school students, including students who are members of special populations, about CTE offerings?*

**Q4: Career Exploration** *How will students, including students who are members of special populations, learn about local workforce needs? Indicate career exploration and career development activities that*

*will be offered to middle school and high school students. Describe CTSO offerings that are available to build employability skills. Describe the various types of work-based learning opportunities that are available to students.*

**Q5: Special Populations** *Describe existing gaps in student participation and achievement. How will you ensure that all students will have equal access to CTE programs? How are all students supported in academic achievement? Address the gaps and needs of specific subpopulations as identified in the comprehensive local needs assessment.*

**Q6: Professional Development** *Indicate and describe, in summary, professional development opportunities that teachers, faculty, school leaders, administrators, special instructional personnel, career guidance and academic counselors, or paraprofessionals will participate in during this grant cycle. Describe also how funds will be used to attract CTE teachers and to retain teachers and maintain program continuity.*

**Q7: Program Evaluation** *Describe the data you will collect and what evaluations that you will use to determine the effectiveness of funded activities.*

Upon completing each text field, click the Save button; you will receive a small pop-up window confirming your entry was saved. If you have questions about the narrative section, make notes and after completing and saving the application as a first draft, contact CCRB for support.

## **B. Programs of Study and CTE-Related Supports**

### **LEA Choice Programs**

A limited amount of funding (50% maximum) may be used in support of programs of study that do not align to the regional needs as identified in the Comprehensive Local Needs Assessment. To request funding for such a program, select “LEA Choice” from the program of study drop-down list. Detailed information about the courses is not required; however all elements of a high quality program, as identified above, must be met.

### **CTE-Related Supports**

Next Gen CTE funds may be used to fund CTE-Related Supports, and a funded program of study is **NOT REQUIRED** to receive *CTE-related support* funding. Use the **Programs of Study** page to add CTE-related supports if you are applying for funds to support any of the following initiatives:

- 6) Career exploration (middle and/or high school)
- 7) Integration of mathematics and CTE
- 8) Employability skills including CTSOs
- 9) Dual credit supports
- 10) Work-based learning

***Use the drop-down menu below Add a Program of Study; you will see these initiatives listed in the menu. Select the desired initiative, then click Add. The page will refresh, and your selection will be added to the summary table.***

## Priority Programs

The priority for Next Gen CTE funds is support for programs that meet the needs of the workforce, as identified in the region's Comprehensive Local Needs Assessment. Support for these programs requires that you submit information about the program of study. To do this, from the *Application Summary* page, click on **Programs of Study** from the toolbar on the left side of your screen; you will be directed to the *Programs of Study* page. Select a program of study from the drop-down **Add a Program of Study** menu and then click the Add button. The page will refresh and a table containing your selection will be visible under the **Edit/View a Program of Study** heading.

You can add another program of study or CTE-Related Support, or continue the application with only one program of study or support selected.

Each program of study and/or support selected from the drop down and added will appear on this page. Remember to click Save before navigating away from the page.

The View/Edit link in blue to the left of the name of the program of study take you to the program of study page, with a heading indicating the name of the program of study. On this page you will see five tabs with headings describing the information about the program of study. The five tabs are titled:

- [Committees and Organizations](#)
- [Pathway Partnerships](#)
- [Programs of Study](#)
- [Program Requirements](#)
- [Strategic Alignment](#)

Only *Pathway Partnerships* and *Program Requirements* require applicant entry. The other three are read-only and have information provided by the Consortium Lead.

### ***PATHWAY PARTNERSHIPS (Secondary School Locations and Postsecondary Partner)***

Identify schools that will be implementing the program of study and/or new CTE-related supports. Select an applicable high school from the drop-down menu and click the Add button. If multiple high schools offer same program of study, save the first entry and then continue to add additional schools.

Once you have completed this section, proceed to selecting your primary postsecondary partner using the drop-down menu and clicking the Add button. You can only select one postsecondary partner.

### ***PROGRAM REQUIREMENTS (Program of Study Course Sequence)***

#### *POS Course Sequence*

A fundable program of study must offer, at minimum, two high school level courses plus a capstone. The capstone can be dual credit, work-based learning, or Advanced Placement. When students take the courses identified in the program of study, they will be well prepared for the postsecondary program of study. The capstone class should tie closely to the aligned postsecondary program.

Begin with the Course Requirements section. Select a school from the drop-down menu, then choose the *Level 1 Course* first. Click the Add button and then your selection will appear in a table below the heading. Some programs of study have only one course option while others have a choice of courses. You may select a course that is not currently taught at your school if you anticipate offering it in the first or second

year. Enter the levels in sequential order concluding with a selection for the *Capstone*. Once you have finished entering the courses for the first program of study, you can add additional programs of study if you are requesting funds for more than one program. If you experience difficulty in entering the course sequence, please contact the CCRB.

REMEMBER: The minimum course sequence for a fundable program of study is two levels and a capstone.

Upon selecting all of the courses, click [SAVE REQUIREMENTS](#) at the bottom of the page; the page will refresh and the POS course sequence will be displayed in the table.

### *CTE Program of Study Alignment Fields*

Please respond to both sections at the bottom of the *Program Requirements* page.

- a. For each program, name the high skill, living wage, in-demand occupations that are aligned with the priority identified by the local needs assessment. What credential is required for entry-level employment in the target occupation? How does the program provide needed skills, including those needed for transitions from high school to postsecondary to employment?
- b. Describe dual credit opportunities available to help students transition from high school to postsecondary, or describe work based learning and apprenticeship opportunities to help students transition from postsecondary to employment.

## **READ ONLY FIELDS**

### **COMMITTEES AND ORGANIZATIONS (Local Industry Partners and Advisory Committee)**

Fundable programs will identify at least one industry partner and name an advisory committee. The committee should meet at least twice during 2020-21 school year. Work with the consortia to ensure your business partners are included.

#### ***Career Technical Student Organization (CTSO) Partner***

Fundable CTE programs should use a CTSO to support employability skill development

### **PROGRAMS OF STUDY**

None of the three fields in this tab heading have required entries for the applicant. The ***Cluster, Pathway, and Degree Plans, Certifications Offered, Labor Market Information*** headings are pre-populated. If there is need for revision to any sub-field, please contact your CCRB Coach.

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### **STRATEGIC ALIGNMENT**

The text fields in this tab are read-only for all applicants. The responses in these fields are pre-populated by the Consortium Lead.

## **B. Programs of Study Budget**

In this section of the application, you will create the budget for each program of study or CTE-Related Support, by high school.

To begin, left click on the **Programs of Study Budget** box in the toolbar on the left side of your screen. You



will be directed to the *Programs of Study Budget* page.

There are three sub-sections with the headings, ***Budget Allocated for Application, Budget Information, and Budget Narrative***. The ***Budget Allocated for Application*** contains planning and final award fields for federal and state CTE funding for your LEA for each of the two years of the program cycle. ***Budget Information*** shows a table of all programs of study and CTE-related supports that require a budget along with a Common Budget. If you click on the View/Edit blue link, you will be directed to the budget template which has blank fields corresponding to seven separate budget items:

- Professional Salaries
- Other Salaries
- Employee Benefits
- Equipment
- Purchased Services
- Supplies and Materials
- Travel

**NOTE:** If you need to revise your budget prior to submitting your application, left-click the View/Edit blue link to the left of the POS budget in the table of the ***Programs of Study*** page.

Click on the link titled Return to POS Budget List to return to the ***Programs of Study*** page.

## ***Submission Process***

The application is complete once all of the above described sections are complete. Access the **Assurances and Budget Summary** box in the toolbar on the left side of your screen.

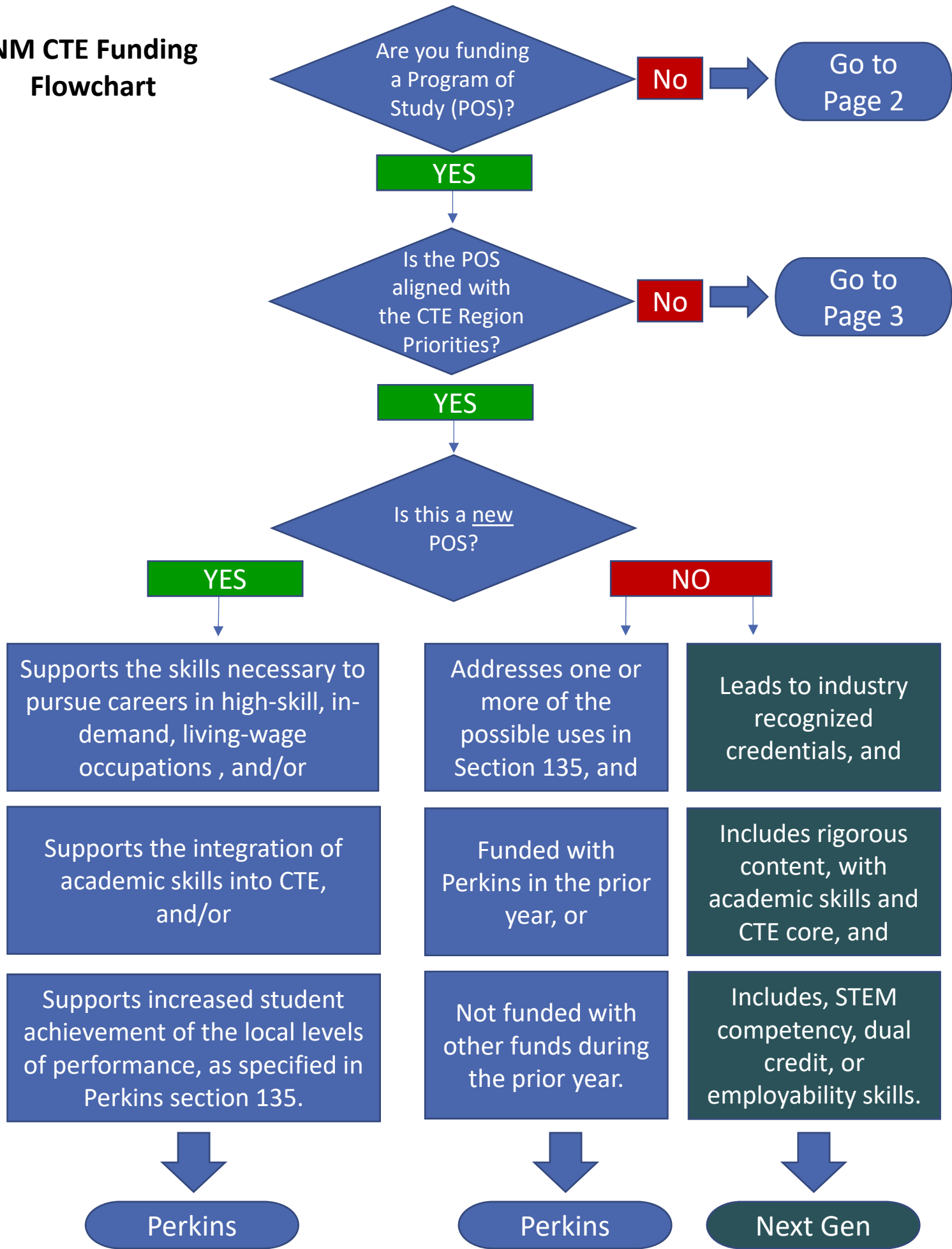
Final steps:

1. Print the Assurances and Budget Summary page by clicking the Print button at the top of the page.
2. Add your letterhead and obtain the appropriate signature.
3. Scan and upload the signed assurances page using the Browse button.
4. After uploading, click the check box and click on the Submit button.
5. You will receive a confirmation email when the application has been successfully submitted.
6. Print a hard-copy of your application for your records by clicking on the **Print Application** box in the toolbar on the left side of your screen.

**Appendix A**  
**Budget Allocations**

**How to allocate CTE funds when both**  
**Next Gen state funds**  
**And**  
**Perkins V federal funds**  
**Are utilized**

# NM CTE Funding Flowchart



Funding is not for a POS, but it...

YES

No

Provides PD in support of CTE Region priorities, and/or

Supports CTSO advisors in a CTE Region POS.

Supports career exploration including STEM, and/or

Supports the development of soft skills and CTSOs, and/or

Promotes mathematics and CTE integration, and/or

Addresses Work Based Learning, and/or

Addresses CTE-related dual credit.

Perkins

Next Gen

Or use SEG

This POS is not a CTE Region Priority, but it is...

Aligned to HB 91?

No

YES

Supports career exploration including STEM, and/or

Addresses Project Based Learning, and/or

Supports soft skills and employability, and/or

Promotes core and CTE integration, and/or

Provides professional development.

Addresses socio-emotional and trauma informed career advisement.

Next Gen LEA Choice

Or use SEG

