



Date: October 24, 2018

Prepared By: Kevin Force

Purpose: Review the landscape of career technical education programs in New Mexico

Witness: Benton Spradlin, Secondary Career Technical Instructional Coach, Rio Rancho Public Schools; David Latham, Principal, Secondary Learning Center; Dr. Jesse Chenven, Education Faculty, Central New Mexico Community College; Kay Provolt, State Director, Jobs for America's Graduates – New Mexico;

Expected Outcome: Better understanding of the effects of and need for career-technical programs in New Mexico schools

Career Technical Education in New Mexico

Background

According to the National Conference of State Legislatures' report, *No Time to Lose*, a strong system of career and technical education (CTE) is a hallmark of high-performing educational systems, with many high-performing countries employing it as a strategy to enhance national and local economies and offer better post-education work options to a larger portion of their populations. In these countries, CTE is not viewed as an option for students who may be weaker academically, but rather as a separate, more practicum-oriented approach to education, focusing on development of skills of immediate value in the job market. Alignment with market needs is emphasized, leading to postsecondary employment that may eventually lead to, rather than preclude, university-level education, as accomplished CTE students may seek professional certification or additional training later.

The National Center on Education and the Economy has identified nine building blocks of a world-class education system, of which CTE is the seventh. To be attractive, CTE programs must offer viable routes to well-paying occupations that do not require a bachelor's degree and further education and training in preparation for professional positions.

In Finland, for example, approximately half of secondary students opt to enroll in the CTE pathway rather than the traditional high school. Each student spends at least six to eight weeks as an apprentice or intern. Further, families are aware that there will be additional opportunities for education and training after students receive their initial certification, including matriculation to university. In Singapore, 65 percent of secondary students who continue on to postsecondary education after high school graduation choose a career pathway, attending the country's Institute for Technical Education or one of five polytechnic institutions. These institutions offer hands-on training and a good education, as well as opportunities for immediate employment or further education.

Despite the presence of high-quality CTE programs in certain schools and school districts, generally, the United States has seen a decline in quality CTE programs over time. According to the Brookings Institution, the number of CTE credits earned by the high school students between 1990 and 2009 in the United States dropped by 14 percent, a result of increasing graduation requirements, declining funding, and growing societal perception that all young people should attempt a four-year college degree. However, more attention has been focused on CTE in recent years, as the Brookings Institution notes, with many states passing new laws and increasing funding for CTE programs.

Employment Opportunities in New Mexico by Educational Attainment

According to the Department of Workforce Solutions (DWS), the level of educational attainment of New Mexico’s labor force was lower than most states; as of 2015, only 28.9 percent of the state’s workers had attained a bachelor’s degree or higher, nearly 7 percentage points below the national rate. By comparison, the share of the state labor force that had not completed a high school diploma was 11.5 percent, higher than the national average of 9.1 percent.

DWS projects New Mexico employment overall to grow by 7.7 percent by 2024, with opportunities growing fastest for those with at least a bachelor’s degree, at about 8.8 percent. Jobs in occupations requiring a diploma or less will grow by 7.6 percent. With the exception of registered nurses, most of the occupations expected to see the highest growth in numbers of available jobs require less education, and include personal care aides, food preparation, home health aides, retail associates, and wait-staff. Those areas expecting to see the fastest percentage growth in the overall job market, however, are in healthcare and would require more education, including CTE, and include personal care aides, physical therapist assistants, physical therapist aides, physical therapists, and nurse practitioners.

**Employment Projections by Minimum Educational Requirement
2014-2024**

	2014	2024	Growth and Percent Growth	
Less than High School	254,155	281,853	27,698	11%
High School Diploma or Equivalent	296,976	311,178	14,202	5%
Some College, No Degree	21,944	22,079	135	1%
Postsecondary Non-Degree Award	48,644	52,560	3,916	8%
Associate's Degree	12,543	12,681	138	1%
Bachelor's Degree	171,197	185,450	14,253	8%
Master's Degree	14,964	17,296	2,332	16%
Doctoral/Professional	22,414	25,016	2,602	12%
Total	843,557	908,113	64,556	8%

Source: DWS

Career and Technical Education Programs

CTE programs can offer a different path to better employment with higher wages without necessarily having to commit to completion of a bachelor’s degree. However, investment in CTE programs in the United States lags compared with other developed nations. In New Mexico, like in many states, CTE lacks a comprehensive, unified focus, with piecemeal efforts being divided among different programs that are not universally available. Nationally, CTE students graduate at higher rates than their non-CTE peers. A 2016 study from Fordham University found that students who concentrate in a single program of CTE study increase their likelihood of graduating by 21 percentage points; just taking one additional CTE class more the national

average of 5 classes can increase a student’s graduation chances by 3 percentage points. This trend is borne out in New Mexico. According to the Association for Career and Technical Education, in 2015, the most recent year for which data are available, New Mexico had nearly 60 thousand high school students participating in CTE programs, of which 89 percent of participating seniors graduated. By contrast, in that year, only 69 percent of New Mexico students statewide graduated, representing the lowest graduation rate in the country.

Research also shows CTE is valuable for re-engaging students who become disengaged and less interested in school. This can be particularly helpful for students who are educationally disadvantaged and will probably not attend college, and who need extensive job training in order to enter the labor force in a position to succeed. In New Mexico, in 2017, Hispanic students represented 61 percent of students engaged in CTE programming, while economically disadvantaged students represented 75 percent of CTE students.

FY16 and FY17 Secondary Career and Technical Education Students by Subgroup

Students	FY16 Secondary CTE Students		FY 17 Secondary CTE Students	
	Number	Percentage	Number	Percentage
Total	64,290	100%	62,859	100%
Male	33,431	52%	33,315	53%
Female	30,859	48%	29,544	47%
Native American	6,429	10%	6,826	10%
Hispanic or Latino	39,217	61%	38,344	61%
White	16,073	25%	15,715	25%
Economically Disadvantaged	46,931	73%	47,144	75%
English Learner	9,001	14%	8,800	14%

Source: PED

Carl D. Perkins Vocational and Technical Education Act

Federal Perkins Grant Requirements. The federal Carl D. Perkins Vocational and Technical Act (Perkins) is meant to improve the quality of CTE programs, focusing on helping students develop career and technical skills, as well as academic abilities, with an emphasis on connecting both secondary and postsecondary education in a more direct path to the workforce than found in traditional academic programs. Perkins was recently reauthorized in July 2018; it provides approximately \$1.3 billion to support career and technical education across the country.

State-level administrative uses of Perkins funding include:

- development of the state plan;
- review of local plans;
- monitoring and evaluation;
- compliance assurance;
- technical assistance;
- development and support of data systems;
- salaries;
- travel; and
- professional development.

The U.S. Department of Education estimates New Mexico will receive approximately \$8.7 million in Perkins funds in FY19. According to school districts’ approved FY19 budgets 26 school districts anticipate receiving approximately \$2.9 million in FY19; the remainder will be allocated to

State-level mandatory leadership activities under Perkins include activities such as:

- assessment of CTE programs, and effect on special needs populations;
- development or expansion of the use of technology;
- professional development; and
- preparation for nontraditional fields.

Permissive state-level leadership activities include:

- improvement of guidance and counselling programs;
- support for CTE student organizations;
- support for charter schools using CTE programs; and
- support for partnerships between education and business entities.

Local level administrative uses include:

- salaries;
- plan supervision; and
- other uses necessary to proper and efficient performance of subgrantee duties.

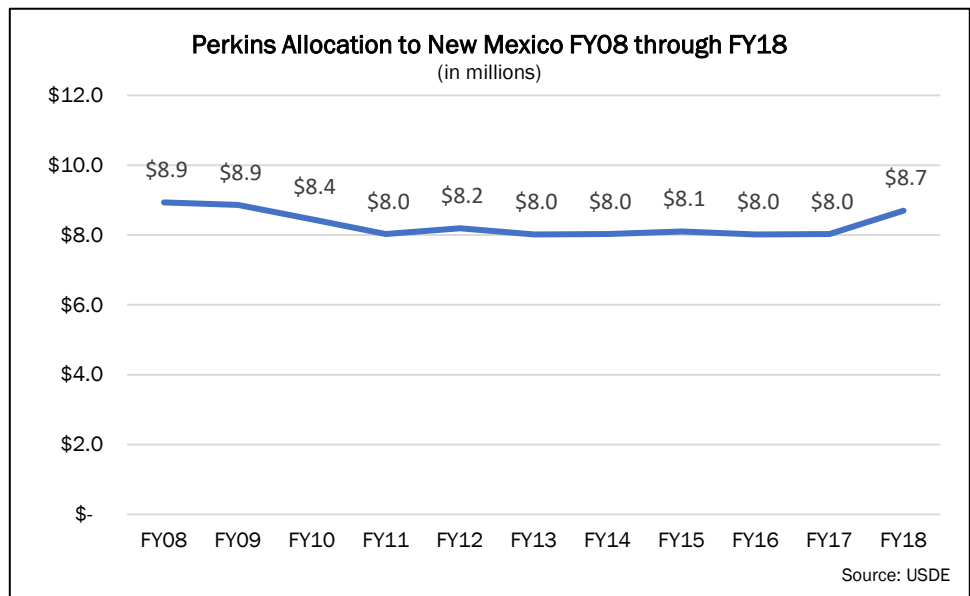
Local level required activities include:

- strengthening academic and CTE skills of participating students;
- providing students with strong experience in all aspects of their chosen field;
- development and improvement of the use of technology;
- professional development; and
- evaluation of programs.

Local level permissive uses include:

- appropriate involvement of parents, business, and labor groups;
- guidance and counselling; and
- provision of programs for special populations.

higher education institutions and the Public Education Department (PED). PED is allowed to spend no more than the greater of 5 percent of the grant, or \$250 thousand, on administration, and may spend no more than 10 percent on leadership activities. Of that 10 percent, between \$60 thousand and \$150 thousand must be allocated for services that prepare people for “nontraditional fields,” or areas where one gender composes less than 25 percent of those employed; PED budgets \$70 thousand for nontraditional fields. Finally, up to 1 percent of the leadership allocation must be used to serve people in state institutions, such as correctional facilities and institutions assisting persons with disabilities; PED allocates \$10 thousand for these activities.



After accommodating these required set-asides, PED must allocate the remaining 85 percent of New Mexico’s Perkins funds to local school districts and charter schools (LEAs) as subgrants. Similarly to state-level awards, LEA subgrantees may use no more than 5 percent on administrative uses. An LEA’s formula-calculated allocation must be at least \$15 thousand for the LEA to be eligible to receive it, resulting in small LEAs being ineligible for Perkins funding. However, LEAs may enter into a consortium to meet the statutory minimum. Even then, LEAs must demonstrate the ability to implement a program of appropriate size, scope, and quality. The remaining 95 percent of an LEA’s subgrant must go to Perkins funds.

Available Programs of Study Supported by Perkins Funding. The Career and College Readiness Bureau (CCRB) of PED has made available to schools a number of programs of study that are designed to help educate students and parents about available education and career services to help students prepare for the workforce or continued education towards industry credentials or appropriate degrees. PED indicates these programs of nationally developed CTE course sequences

were selected based on the Department of Workforce Solutions' priority employment sectors and the National Career Clusters Framework.

Each of these programs of study include coursework to satisfy state- and local-level graduation requirements, career pathway and elective requirements, and general electives. For example, the culinary arts program includes full academic graduation requirements, such as algebra, English, history, as well as career pathway requirements like introduction to hospitality and tourism, usually offered as dual credit courses at an institution of higher education. See **Attachment 1, Program of Study: Hospitality and Tourism – Culinary Arts**. These programs of study bridge the gap between secondary and postsecondary education to create a career pathway leading to employment in the particular field, and include suggested career goals that feature potential wage information and employment statistics, such as job demand and projected openings at both the state and national level.

Career Technical Education Standards

New Mexico was one of 42 states involved in the development of the Common Career Technical Core (CCTC), a common set of benchmark standards that define what CTE students should know and be able to do to succeed in the global economy. Developed in 2012 with input from 3,500 experts from public education, postsecondary institutions, and business and industry, the CCTC focus on alignment between secondary and postsecondary standards. According to State Leaders Connecting Learning to Work (Advance CTE), while 46 states have secondary CTE standards, and 13 states and two territories have postsecondary CTE standards, only Iowa, Oregon, and Guam have CTE standards that are fully aligned between secondary and postsecondary systems. Most states' current CTE standards are significantly mismatched with the CCTC. Advance CTE notes, however, the CCTC benchmark standards representing what a student needs to know at the end of a program of study, are not necessarily intended to serve as a wholesale replacement of state standards. Rather, depending on individual state's current standards and needs, the CCTC might supplement existing states' career-specific standards or serve as an anchor for state CTE standards, potentially requiring change to current state standards. Since 2009, PED has had practice standards for seventh through 12th grade that include strands such as communications, problem solving, and critical thinking each with corresponding content standards. In 2015, PED adopted career clusters, pathways, and standards directly corresponding to the CCTC.

The CCTC was designed to comprise a set of rigorous, high quality standards for CTE to include specific standards for each of 16 "career clusters," each with their own set of standards and their corresponding, more specialized "career pathways" that define what students should be able to accomplish and understand upon completing a

Project Lead the Way is a nonprofit organization that focuses on empowering students to develop soft skills, such as problem-solving, critical and creative thinking, communication, and collaboration. The organization works with schools in all 50 states, the District of Columbia, and territories, reaching more than 11 thousand schools and 14 thousand programs.

In consultation with the Southern Regional Education Board, Project Lead the Way, and the New Mexico Association of Restaurants and Hospitality, PED has adopted seven specific CTE programs of study, two in the hospitality and tourism fields and five in science, technology, engineering and mathematics (STEM) fields:

- Hospitality and Tourism:
 - Culinary Arts
 - Hotel Lodging Management
- STEM:
 - Energy and Power
 - Innovations in Science and Technology
 - Project Lead the Way – Biomedical
 - Project Lead the Way – Computer Engineering
 - Project Lead the Way – Engineering

Advance CTE is composed of state CTE directors and advocates for law and policy to strengthen and sustain high-quality CTE programs, with a focus on federal legislative developments, the latest CTE-related research, and professional development.

program of study. See **Attachment 2, Common Career Technical Core Career Clusters and Pathways**. The CCTC also include the following career-ready practices to describe the knowledge, dispositions, and career and soft skills that educators should develop in their students:

1. Act as a responsible and contributing citizen and employee.
2. Apply appropriate academic and technical skills.
3. Attend to personal health and financial well-being.
4. Communicate clearly, effectively, and with reason.
5. Consider the environmental, social, and economic impacts of decisions.
6. Demonstrate creativity and innovation.
7. Employ valid and reliable research strategies.
8. Utilize critical thinking to make sense of problems and persevere in solving them.
9. Model integrity, ethical leadership, and effective management.
10. Plan education and career path aligned to personal goals.
11. Use technology to enhance productivity.
12. Work productively in teams while using cultural and global competence.

These 12 practices cross disciplines, programs of study, and level of education, and should increase in complexity as students advance through their programs.

Work-Based Learning

According to Advance CTE, approximately 63 thousand New Mexico students are enrolled in CTE courses. Yet DWS indicates, as of October 14, 2018, there are only 222 listed internship opportunities available.

PED staff have indicated that some Title I funds allocated for direct student services would also be available for CTE programs, and encouraged applications to include a CTE focus, though they received no applications that did.

Work-based learning includes not just apprenticeships and internships, but also encompasses a range of experiences from those fully in classrooms to those outside of the purely academic framework. These opportunities can confer a number of benefits for students, employers, and communities, such as establishing a connection between school and work, creating a pool of skilled and motivated workers, and contributing to a more productive local economy. According to the National Skills Coalition, 35 states excluding New Mexico have adopted a work-based learning policy. The Education Commission of the States (ECS) notes the absence of state-level policies can create disparities of access from one school district to another, limiting the career prospects and economic mobility of underserved populations. ECS suggests successful work-based learning experiences should encompass: elements of state and regional coordination, including a strategic plan and employer outreach and support strategies; full access for all students, including directed career awareness beginning in the elementary and middle grades; financial support; high program quality, including teacher participation in high-quality training; and non-elective graduation credit for approved work-based learning experiences.

While New Mexico lacks a comprehensive, state-level work-based learning policy, PED recently initiated a work-based learning initiative, funded by the state's federal Perkins allocations. PED released a request for applications (RFA) on September 4, 2018 that notes the initiative is a school-to-career program where students receive career guidance, learn work-ready skills, and take assessments in school aligned to

the needs of employers in the career paths of their choice, leading to postsecondary education and professional careers. Of PED's 15 percent set-aside of Perkin's funds, approximately \$700 thousand is available for the work-based learning initiative. See **Attachment 3, New Mexico PED Work-Based Learning Initiative Request for Applications**. Grants of up to \$50 thousand are available for the 2018-2019 school year, with a potential additional \$10 thousand available for nontraditional programs of study with embedded work-based learning. Funding may be used for staff salaries, curriculum development, employer outreach, career awareness activities, and curriculum alignment. While initial applications were due October 15, 2018, PED staff indicated that the first release of the RFA yielded only eight applications. PED will be rereleasing the RFA, including allowing Regional Education Cooperatives (RECs) to apply, with applications being due at the end of October. Awards will be made on a rolling basis.

Applicant LEAs are required to describe a comprehensive three-year plan for their work-based learning program, including structure, staffing, needed materials and services, and accommodations for special populations. An LEA's learning model must include dedicated time for students to learn work-readiness skills such as resume writing, and applicants must describe the curriculum, whether new or existing. Applicants must indicate any current or proposed CTE programs of study to be included in the work-based learning initiative, describing training experiences, and naming industry-recognized certification students may earn prior to high school graduation. Intended outcomes must be included, as well as descriptions of how the program will affect the school, school district, community, and workforce. LEAs must plan for stakeholder engagement, including tribal groups, in the formulation of their work-based learning initiative. Finally, PED notes it plans to commit funding to selected LEAs for three years, and requires applicants to describe their sustainability plans for their work-based learning initiative after funding ceases.

Applicants requesting additional funds for nontraditional programs of study must indicate which programs they will be implementing in the 2019-2020 school year, as well as their plan for increasing nontraditional student participation and internships. Finally, they must describe the ways in which the funding will be used to support the program. An annual report on the program is due from recipients by June 30 of each year.

Dual Credit

The dual credit program allows high school students to take courses that simultaneously satisfy high school graduation requirements while earning credits towards a postsecondary degree or certificate; Section 22-13-1.1 NMSA 1978 requires students complete one online, advanced placement, honors, or dual credit course to graduate. Dual credit offers

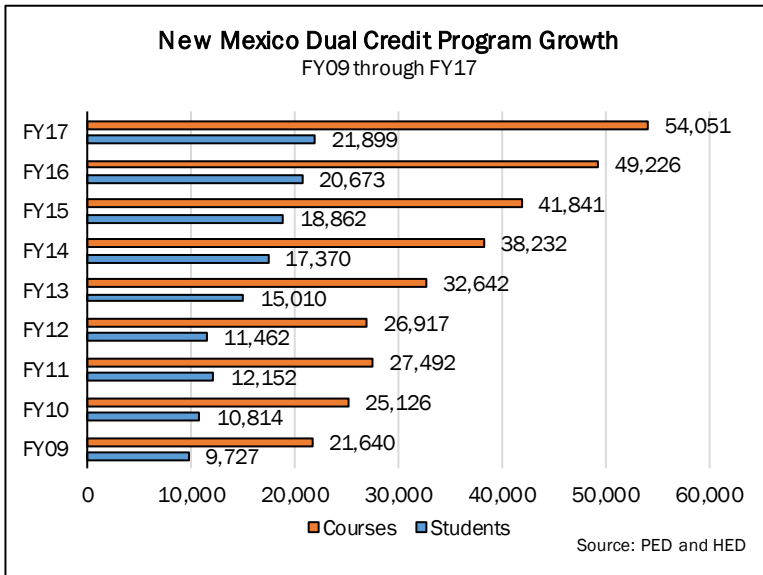
Nontraditional occupations for females are heavy equipment operation, automotive technician, electrician, welder; firefighter, engineer, police officer, and computer technician.

Nontraditional occupations for males are early education teacher, dental assistant, occupational therapist, registered nurse, cleaning professional, paralegal, massage therapist, and social worker.

Job's for America's Graduates (JAG) is a graduation, life skills, and employment program that focuses on helping students who are at high-risk for dropping out of school accomplish their academic and career goals and graduate from high school. According to PED, in FY16, JAG — New Mexico served 214 participants in five local school districts — Albuquerque Public Schools, Bernalillo Public Schools, Mora Independent Schools, Rio Rancho Public Schools, and Zuni Public Schools. Of the seniors in the program, 95 percent graduated, overcoming a number of identified barriers to graduation and success. JAG indicates the most common barriers to graduation for their students include: low-income households, at 80 percent; academic underperformance, at 57 percent; and excessive absences, at 51 percent. JAG was funded by PED with Perkins funds, and is a credit-bearing program serving students from ninth through 12th grades, and continues to work with student for 12 months after graduation. More than 90 percent of New Mexico participants graduate and nearly half pursue postsecondary education, outcomes which reflect the outcomes of JAG participants nationwide.

PED staff indicated PED I no longer allocating Perkins funds to JAG and High Schools that Work, noting JAG is not Perkins-aligned, and High Schools that Work is not yielding desired results.

structured opportunities for high school students to enroll in college courses that lead to credentials or degrees and provides entry-level job skills.



According to the 2016-2017 Dual Credit Report from the Higher Education Department (HED) and PED, from FY09 to FY17, the number of students taking dual-credit courses increased 125 percent. Over the same time period, the number of dual-credit courses taken grew 150 percent. While the increase in students participating in dual credit courses appears significant, it should be noted that, in FY17, 62.3 percent of students only availed themselves of one dual credit course, probably to fulfill graduation requirements, which require students to take an online, advanced placement, honors, or dual credit course. This reflects a decrease from FY16, when approximately 70 percent of students took only one dual credit offering, suggesting New Mexico students are becoming more

interested in including dual credit courses in their programs.

According to the Legislative Finance Committee’s 2017 Dual Credit Progress Report, New Mexico students who took dual credit courses and matriculated into a four-year postsecondary institution had comprehensive ACT scores one point higher than the state average, suggesting dual-credit students may tend to be higher performing and may perform well academically regardless of dual-credit courses. In FY15, the most recent year for which data are available, the high school graduation rate for dual-credit students was 85 percent, compared with the statewide rate of 68.6 percent. This represents a decline from the past four years’ rates, which hovered around 90 percent, but is still above the statewide high school graduation rate, which has held steady at 71 percent since FY16.

The Policies and Procedures Manual for Dual Credit does not carry the weight of law. In 2016, PED proposed changes to 6.30.7 NMAC, Dual Credit, but received stakeholder and other public opposition to the proposed changes. Ultimately, PED elected not to promulgate the proposed rule, instead creating this manual in collaboration with HED.

The Policies and Procedures Manual for Dual Credit from PED and HED notes participating students must take a career interest inventory and indicate a pathway, available in either academic or CTE subjects, on their Next Step Plan. Dual credit courses in which they enroll must correspond to their selected pathway, which should include coherent and rigorous content in a coordinated, non-duplicative progression of coursework to prepare students to succeed in their career or industry. The manual indicates access to dual credit should be restricted to only one dual credit course for high school students not attending an early college high school (ECHS) who are able to demonstrate readiness on a standardized assessment. Students who continue to demonstrate readiness by receiving grades of “C” or better may take up to two dual credit courses per semester and, after having completed graduation requirements, may take up to four per semester.

Early College High Schools. ECHSs permit students to work through dual credit courses toward a high school diploma while simultaneously earning an associate’s

degree or up to two years of college credit. ECHSs offer students accelerated academic and CTE coursework by concentrating completion of graduation requirements in ninth and 10th grades, and focusing on postsecondary work in 11th and 12th grades. Earlier this year, PED promulgated 6.30.13 NMAC, which formalized requirements for high schools to become ECHSs. A school must propose career pathways with accompanying workforce-recognized credentials, project student enrollment, and describe outreach efforts to underrepresented students. Additionally, the school must work with at least one workforce partner to promote meaningful work-based learning experiences. ECHSs must reapply for ECHS status every two years.

These schools typically partner with a nearby postsecondary institution, and are smaller in size than some high schools. There are currently 20 ECHSs in New Mexico, serving approximately 2,000 students, which often have better graduation rates than normal high schools. For example, Early College High School, located in Las Cruces, has a graduation rate of 80 percent, compared with the state average of 71 percent.

By increasing chances of successful graduation and allowing for the completion of an associate degree or two years of postsecondary work, attendance at ECHSs may serve to reduce potential student loan debt while simultaneously enhancing earning potential. According to the Bridge of Southern New Mexico, these potential savings may be realized through lesser postsecondary tuition costs yielding reduced student debt of approximately \$5,000 per year for graduates of four-year institutions, and \$3,300 per year for graduates of community colleges.

Conclusion

New Mexico lacks an aligned, unified focus for its CTE programs, resulting in a patchwork of CTE across the state. A successful program in one local school district or charter school is unlikely to be duplicated with fidelity in a different school district or charter school. A state-level approach to CTE programming may help align and equalize quality offerings throughout the state, spreading potential benefits to students who might otherwise lack access. The consistent realization of these benefits from participation in CTE programs is undeniable. They run the gamut from academic improvement, including higher graduation rates and less need for remediation, to better job placement and increased earning potential. The prevalence and relative importance and prestige of CTE programs in high-performing countries only emphasizes the effect that similar attention to CTE and job placement might have on American students in general, and New Mexico students in particular. The impactful return on a relatively modest investment for students, particularly at-risk students, which compose a majority of students in New Mexico, and their families, communities, and the local and greater economy, deserves greater exploration, further investment, and wider implementation.

STUDENT INFORMATION NM PED Adopted 1/2016

Student Name:	Jane Doe	High School Entry Date:	August 2015
Student State ID Number:	NM XXX	Target Graduation Date:	May 2019 (HS Diploma) May 2021 AAS Degree
Student Email Address:	JaneDoe@XXXX	Course of Study:	Culinary Arts
Birthdate:		Age:	14
Check those that apply:	<input type="checkbox"/> 504 Plan <input type="checkbox"/> IEP <input type="checkbox"/> ELL <input type="checkbox"/> SAT	Grade Level:	<input type="checkbox"/> 9 th <input type="checkbox"/> 10 th <input type="checkbox"/> 11 th <input type="checkbox"/> 12 th <input type="checkbox"/> 13 th <input type="checkbox"/> 14 th <input type="checkbox"/> 15 th <input type="checkbox"/> 16 th
School Designee:		Date Initiated:	1/11/2016

CAREER GOAL	PERSONAL GOAL	POST-GRADUATION GOAL
<p>Career Cluster: Hospitality & Tourism</p> <p>Occupation: First-Line Supervisor of Food Preparation & Serving Workers</p> <p>Occupation Skill Sets:</p> <ol style="list-style-type: none"> 1. Making decisions and solving problems 2. Training and teaching others 3. Getting information 4. Guiding, directing, and motivating subordinates 5. Organizing, planning, and prioritizing work <p>Wage Info:</p> <p style="padding-left: 20px;">Nationally: \$14.21 hourly, \$29,560 annual</p> <p style="padding-left: 20px;">New Mexico: \$13.16 hourly, \$27,390 annual</p> <p>Occupation Demand:</p> <p style="padding-left: 20px;">Average (8% to 14%)</p> <hr style="width: 50%; margin-left: 0;"/> <p style="padding-left: 20px;">National and State Trends</p> <p style="padding-left: 20px;">Projected Annual Job Openings:</p> <p style="padding-left: 20px;">Nationally: 6,240</p> <p style="padding-left: 20px;">New Mexico: 300</p>	<p>To obtain education/experience to become employed as a First Line Supervisor of Food Preparation & Serving Workers.</p> <p style="text-align: center;">ACADEMIC GOAL</p> <p>To maintain a 3.5 GPA in order to qualify for scholarships so that I can continue my education at Dona Ana Branch Community College.</p> <p style="text-align: center;">FAMILY AND COMMUNITY SUPPORT SYSTEMS</p> <p style="text-align: center;"> Internship at job sites Participation in apprenticeship programs Job Shadowing Career Days/Career Fairs Advisory & Parent Advisory Groups </p>	<p>Work Full-Time: Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p>Work Part-Time: Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p>Enter the Military: Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p>Apprenticeship: Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p>2-Year Training: Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p>2-Year Degree: Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p>4-Year Degree: Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p>Undecided: Yes <input type="checkbox"/></p> <p>Notes:</p> <div style="border: 1px solid gray; padding: 5px; margin-top: 10px;"> <p style="text-align: center;"><i>Related Occupations:</i></p> <ul style="list-style-type: none"> ➤ Dietetic Technicians ➤ Chefs & Head Cooks ➤ Cooks, Institution and Cafeteria ➤ Bartenders ➤ First-line Supers of Helpers, Laborers, and Material Movers </div>



PROGRAM OF STUDY:

Culinary Arts – ProStart

(Jane Doe NMXXXXXXXX)

Diploma Options (Students with Disabilities):

(SCHOOL NAME & LOGO HERE)

Standard Diploma Career Readiness Ability

	9 TH GRADE		10 TH GRADE		11 TH GRADE		12 TH GRADE	
	Course Name	Code	Course name	Code	Course Name	Code	Course Name	Code
State of New Mexico Graduation Requirements								
Mathematics	Algebra I	2031	Geometry	2034	Algebra II	2041	Trigonometry	2043
English Language Arts	English/Language Arts I	1001	English/Language Arts III	1002	English/Language Arts III	1003	English/Language Arts IV	1004
Social Studies	US History/Geography	2729	World History/Geography	2706	US Government	2730	Economics	2741
Science	Life & Physical Science	1703	Biology I	1711	Chemistry I	1721		
Physical Education	Physical Education	2305						
Cluster/Workplace/Language			Spanish I	1252	Spanish II	1253		
Health Education	Health	1401						
School District Graduation Requirements								
	Local level defined		*Local level defined*		*Local level defined*		*Local level defined*	
	*AP COURSES APPLICABLE							
Career Pathway Requirements/Elective								
	Introduction to Hospitality & Tourism	0540	ProStart 1	0532	ProStart II	0533	ProStart Internship	0539
General Electives								
	General Computer Applications	0302	Accounting	0207	Exploring Business & Marketing	0220	Business Ownership & Management Entrepreneurship	0224
			Nutrition	0504			Or Entrepreneurship	0530

	Courses Required to be Repeated			
	Mandatory Assessments			
	PARCC	PARCC	PARCC	PARCC/NAEP
	NMHSCE			EoCs/Graduation
	Optional Assessments			
Codes:	Advanced Placement = AP	Distance Learning = DL	International Baccalaureate = IB	Other:
	Dual Credit = DC	Honors Course = HC	Online Line Class = OL	Other:

<i>(Jane Doe NMXXXXXXXX)</i>					
2 year – College or Program Name:		Dona Ana Community College http://dacc.nmsu.edu/host/	Degree Name /Training Program:		Associate in Applied Science: Hospitality Services Management emphasis = Food & Beverage
4 year – College or Program Name:		New Mexico State University	Degree Name:		Hospitality, Tourism, and Restaurant Management (HTRM)
Year 1			Year 2		
Summer	Fall	Spring	Summer	Fall	Spring
General Education Requirements for the POS/Degree/Training Plan – *					
ENGL 111G	COMM 265G or BMGT 240 Human Relations	SOC 101G or PSY 201G	BOT 206 Business Math or MATH 120 Intermediate Algebra	BOT 209 Business & Technical Communication	HUMANITIES & FINE ARTS (6-9 credits)
				or ENGL 203G Business & Professional Comm or ENGL 218 G Technical and Scientific Comm	OECS 105 Intro to Micro Computer Tech or CS 110 Computer Literacy
BOT 120 Accounting Procedures	BMGT 201 Work Readiness Preparation	BMGT 231 Legal Issues in Business or ECON 201G Intro to Economics or ECON 251G/ECON 252G	HOST 209 Managerial Accounting for Hospitality	OECS 215 Spreadsheet Applications or BOT 215 Spreadsheet Applications	
Degree/Training Lodging & Tourism Emphasis Courses (Major)**					
HOST 201 Intro to Hospitality Industry	HOST 203 Hospitality Operations Cost Control	HOST 207 Customer Service for Hospitality Industry	HOST 208 Hospitality Supervision	HOST 219 Safety, Security, & Sanitation in Hospitality	HOST 221 Internship I

PROGRAM OF STUDY: HOSPITALITY & TOURISM – CULINARY ARTS – ProStart ATTACHMENT 1

HOST 210 Catering & Banquet Operations	CHEF 125 Introductory Cake Decorating	CHEF 126 Intermediate Cake Decorating	CHEF 127 Chocolate Work	CHEF 128 Advanced Chocolate Work	CHEF 129 Wedding Cake Design & Construction
HOST 214 Purchasing & Kitchen Management	CHEF 233 Culinary Fundamentals I	CHEF 234 Culinary Fundamentals II	CHEF 240 Baking Fundamentals I	CHEF 241 Baking Fundamentals II	CHEF 260 Nutrition for Chefs
Optional Electives (required for School of HTRM @ NMSU*)					
ACCT 252					
ECON 201					
SPAN III					

*Dona Ana Community College: Hospitality & Tourism <http://dacc.nmsu.edu/advising/wp-content/uploads/sites/62/2015/08/A-15-16-Hospitality-Services-Management.pdf>

Of the courses listed above, highlight those that are transferable to any other NM public higher education institution.

State law at Section 21-1B-1 to 6 NMSA 1978, directs the New Mexico Higher Education Department to establish policies designed to allow core courses successfully completed by students at New Mexico public higher education institutions to guarantee transfer to any other New Mexico public higher education institutions. The listing of transferable courses can be found at <http://hed.state.nm.us>.

We have reviewed and approved this Next Step Plan (Legal Guardian may be substituted for Parent where applicable)

Parent Name: _____ Phone Number: _____ Email Address: _____

Entering 9 th Grade		Entering 10 th Grade		Entering 11 th Grade		Entering 12 th Grade	
_____ Student Signature	_____ Date	_____ Student Signature	_____ Date	_____ Student Signature	_____ Date	_____ Student Signature	_____ Date
_____ Parent Signature	_____ Date	_____ Parent Signature	_____ Date	_____ Parent Signature	_____ Date	_____ Parent Signature	_____ Date
_____ Print Parent Name		_____ Print Parent Name		_____ Print Parent Name		_____ Print Parent Name	
_____ Parent Signature	_____ Date	_____ Parent Signature	_____ Date	_____ Parent Signature	_____ Date	_____ Parent Signature	_____ Date
_____ Print Parent Name		_____ Print Parent Name		_____ Print Parent Name		_____ Print Parent Name	
_____ School Official Signature	_____ Date	_____ School Official Signature	_____ Date	_____ School Official Signature	_____ Date	_____ School Official Signature	_____ Date

Comments (Entering 9th Grade):

Comments (Entering 10th Grade):

Comments (Entering 11th Grade):

Note: Review the attached Final Next Step Plan at this time in preparation for the senior year).

Comments (Entering 12th Grade):

***POSTSECONDARY INSTITUTIONS TO CUSTOMIZE THIS PAGE**

Final Next Step Plan

To be completed by all exiting Seniors

(Jane Doe NMXXXXXXXX)

Select the option(s) you plan to pursue after graduation.

Note: Use additional pages to address plans of action and follow-up.

Program Options	Provide information about your selections under Program Options.
Bachelor Degree Program:	Student Applied Yes <input type="checkbox"/> No <input type="checkbox"/> If no, include a plan of action. Student Admitted Yes <input type="checkbox"/> No <input type="checkbox"/>
Name of Degree Plan ➡	<input type="text"/>
Name Public College/University ➡	<input type="text"/>
Name Private College/University ➡	<input type="text"/>
Associate Degree Program:	Student Applied Yes <input type="checkbox"/> No <input type="checkbox"/> If no, include a plan of action. Student Admitted Yes <input type="checkbox"/> No <input type="checkbox"/>
Name of Degree Plan ➡	<input type="text"/>
Name Postsecondary institution ➡	<input type="text"/>
Trade Certification Program :	Student Applied Yes <input type="checkbox"/> No <input type="checkbox"/> If no, include a plan of action. Student Admitted Yes <input type="checkbox"/> No <input type="checkbox"/>
Name of Certificate program ➡	<input type="text"/>
Name of Training Institution ➡	<input type="text"/>
Military Service:	Student Applied Yes <input type="checkbox"/> No <input type="checkbox"/> If no, include a plan of action. Student Admitted Yes <input type="checkbox"/> No <input type="checkbox"/>
Branch ➡	<input type="text"/>
Work Study/Apprenticeship Program:	Student Applied Yes <input type="checkbox"/> No <input type="checkbox"/> If no, include a plan of action. Student Admitted Yes <input type="checkbox"/> No <input type="checkbox"/>
Career Area of Focus ➡	<input type="text"/>
Employment:	Student Applied Yes <input type="checkbox"/> No <input type="checkbox"/> If no, include a plan of action. Student Hired Yes <input type="checkbox"/> No <input type="checkbox"/>
Career Area of Focus ➡	<input type="text"/>

Signatures below confirm review and approval of this Final Next Step Plan.

Student Signature Date

Parent Signature Date

School Designee Date

Notes:

Has the student applied for financial aid/scholarships? Yes No Include a plan for necessary follow-up:

Has the student applied for campus (or other) housing? Yes No Include a plan for necessary follow-up:

Has the student arranged transportation? Yes No Include a plan for necessary follow-up:

**Common Career Technical Core
Career Clusters and Pathways**

Career Clusters	Career Pathways						
Agriculture, Food, & Natural Resources	Agribusiness Systems	Animal Systems	Environmental Service Systems	Food Products & Processing	Natural Resources Systems	Plant Systems	Power, Structure, & Technical Systems
Architecture & Construction	Construction	Design/Pre-construction	Maintenance/Operations				
Arts, A/V Tech & Communications	A/V Tech & Film	Journalism & Broadcasting	Performing Arts	Printint Tech	Telecommunications	Visual Arts	
Business Management & Admin	Admin Support	Business Information Management	General Management	Human Resource Management	Operations Management		
Education & Training	Admin & Admin Support	Professional Support	Teaching & Training				
Finance	Accounting	Banking Services	Business Finance	Insurance	Securities & Investment		
Government & Public Admin	Foreign Service	Governance	National Security	Planning	Public Management & Admin	Regulation	Revenue & Taxation
Health Sciences	Biotech R&D	Diagnostic Services	Health Information	Support Services	Therapeutic Services		
Hospitality & Tourism	Lodging	Travel & Tourism	Recreation, Amusements & Attractions	Restaurants & Food/Beverage Services			
Human Services	Consumer Services	Counselling & Mental Health	Early Childhood Development	Family & Community Services	Personal Care Services		
Information Technology	Information Support & Services	Network Systems	Programming and Software Development	Web & Digital Communications			
Law, Public Safety, Corrections & Security	Corrections Services	Emergency & Fire Management	Law Enforcement	Legal Services	Security & Protective Services		
Manufacturing	Logistics & Inventory Control	Health, Safety & Environmental Assurance	Maintenance, Installation & Repair	Production	Manufacturing Production Process Development	Quality Assurance	

**Common Career Technical Core
Career Clusters and Pathways**

Marketing	Marketing Management	Marketing Communications	Marketing Research	Merchandising	Professional Sales		
STEM	Engineering & Technology	Science & Math					
Transportation, Distribution & Logistics	Sales & Service	Facility & Mobile Equipment Maintenance	Health, Safety & Environmental Management	Logistics, Planning & Management	Transportation Systems/Infrastructure Planning, Management & Regulation	Warehousing & Distribution Center Operations	



Work-Based Learning Initiative
SY2018-19
Requests for Applications
College and Career Readiness Bureau

Contents

Work-Based Learning Initiative SY2018-19	1
Application Timeline	2
Application Instructions	2
1. Contact information.....	3
2. Application Narrative	4
3. Budget	7
4. Assurances	9
5. Appendix A: Application Review Rubric	<u>16</u>

Work-Based Learning Initiative – SY2018-19

New Mexico’s Public Education Department (PED) is requesting proposals for the New Mexico Work-Based Learning Initiative (WBLI). Local Education Agencies (LEAs) eligible to apply are public school districts, state directed charter schools and Regional Education Cooperatives (RECs). The initiative is a partnership with the Department of Workforce Solutions, business and industry stakeholders, and New Mexico employers committed to providing hands-on learning in a work environment.

The PED’s College and Career Readiness Bureau (CCRB) is dedicated to providing public school students with an educational foundation that takes them from primary school through secondary and postsecondary studies, and encouraging exploration and achievement in academic, career and technical education. Integration of academic foundations and work ready skills prepares our students for the rigorous demands of college and career. It is the educational development of our students upon which the economic development of New Mexico continues to depend.

The WBLI is a school-to-career program where students receive career exploration guidance, learn work-ready skills, and take assessments in school that are aligned to the needs of employers in careers of their choice. Students are guided into work-based learning experiences where they learn on-the-job skills that lead them to postsecondary institutions and eventually into a professional career.

To qualify for funding to support the WBLI, applicants must adhere to the criteria and assurances to follow in this application. To be compliant with EDGAR § 76.301, an LEA receiving funds shall have on file with the State a general application that meets the requirements of Section 4442 of the General Education Provisions Act.

This grant welcomes applications that request up to \$50,000.00 for SY2018-19. An additional \$10,000.00 may be requested for nontraditional programs of study with embedded work-based



learning experiences. The funding may be used to pay a portion of a salary, curriculum development or purchase, outreach to employers, career awareness activities for students, and curriculum alignment. All expenditures must be compliant with the [Uniform Grant Guidance 2 CFR 200](#), as indicated on the Assurances Signature Forms found at the end of this application.

Application Timeline

Release of Application.....	September 4, 2018
Rolling Deadline to Submit Application.....	October 15, 2018, then semi-monthly thereafter until all funds are committed.
Award Notification.....	Rolling
Annual Report Submission Due.....	June 30, 2019

Application Instructions

The Work-Based Learning Initiative funding provided by this application is intended to increase high school graduation rates by enhancing the quality and quantity of work-based learning experiences offered to students. Work-based learning experiences will be enhanced by developing relationships with employers and developing and enhancing a sequenced program of study that focuses on basic employability skills and career readiness preparation.

Each applicant must complete the following items:

1. Contact information
2. Application Narrative
3. Budget
4. Assurances
5. Rubric
6. Application Submission-when complete, scan all documents, including signed assurances, and email the application to :
Kim.johnson4@state.nm.us

NO NEED TO MAIL A HARD COPY OF THIS APPLICATION.

Application for Work-Based Learning Initiative Funds
SY 2018-19

1. Contact information:

Date:

School
District:

Address of District Office

Zip

Name of District Contact

Phone

Email

Name of educational site(s) to be served through this application.

Address of school site(s)

City

Zip

Phone

2. APPLICATION NARRATIVE

Instructions: Please answer the following questions as they pertain to your Work-Based Learning Initiative plan. Applications will be reviewed for overall quality and for inclusion of best practices components; see Appendix A for application rubric.

1. Describe the LEA’s comprehensive three-year plan for a work-based learning program. Include the program structure, program staffing, materials/services needed (if any), and accommodations for special populations.
 - a. Indicate the scope of the program:
 - i. What types of work-based learning activities will be implemented?
 - ii. What is the timeline and scope of activities for the next three years? An indicator of sustainability is a well-formed plan for scalability of impact and sequencing of work-based learning activities. How will the program be differentiated and sequenced for grades 9th-12th?
 - iii. Discuss the continuum of work-based learning experiences that students will experience, including career fairs, job shadowing, guest speakers, internships, and apprenticeships. Explain how students will move through this continuum and the target group for each activity. Which activities will be whole school and which will be more targeted?
 - iv. What is the goal for student impact? How many students will participate in each activity? Does this look different for each year of the three-year plan? How will you address traditionally underserved populations?
 - b. Learning Model: a best practice of work-based learning programs is dedicated time for participating students to learn work-readiness skills in preparation for internships (e.g. resume writing/interviewing skills) and for current interns to reflect on lessons learned and growth. This may be a dedicated class or an advisory type model. Describe the plan for supporting students during a structured class or advisory period.
 - i. How will this support be different across grade levels?
 - ii. What will pre-internship support look like?
 - iii. How will students participating in internships be supported?
 - c. WBLI Curriculum: Indicate and describe the work-based learning curriculum that will support the WBLI program.
 - i. Indicate the name and type of curriculum to be used.
 - ii. Will the curriculum will be purchased or created in-house by school or district staff?
 - iii. Indicate if this is a new or existing curriculum.
 - d. WBLI Integration: Indicate current and/or proposed CTE programs of study that will be participating in the WBLI. Include descriptions of the training experiences (classroom or on the job) and what industry-recognized certificates students will earn prior to graduation.

- e. NM DASH alignment: The WBLI must align with the school’s comprehensive strategic plan/90 Day Dash and LEA’s plan as reported in NM DASH.
 - i. Indicate which focus areas are addressed in the NM DASH plan and describe how the WBLI will support the LEA’s plans.
 - ii. Describe the key actions that school and district leadership will take to implement and align the WBLI with the NM DASH plan.
 - iii. Consider the past three years of the school’s grade, and describe the trend. Include how the WBLI will align with and support the NM DASH and the any other school-wide school improvement plans, with a specific focus on improving school grades.

- 2. Describe the intended outcomes of the WBLI.
 - a. How will the program effect positive change and growth for the school, district, community, and workforce?
 - b. Include specifics about the changes in school culture, adult behavior and/or student achievement outcomes that you expect to see as a result of implementing the WBLI plan.

- 3. The WBLI requires that the LEA have an Internship/Pre-Apprenticeship Coordinator. Any individual with a bachelor’s degree and a license that permits them to work with children is eligible.
 - a. Describe who will be filling this role in the LEA.
 - b. Include whether this will be a new-hire or existing staff member.
 - c. Describe the coordinator’s schedule and expected work duties. A requirement of funding is that the coordinator’s role includes a flexible work schedule, in order to ensure that the WBLI coordinator can network with business and industry and develop potential work-based learning sites and partnerships.
 - d. Indicate whether grant funds will be used to fund this position.

- 4. List potential and/or existing business/industry partners who will support the WBLI, including through providing internships, as guest speakers, job shadowing and/or externships for teachers. Attach letters of support with the completed application.

- 5. List postsecondary institutions that will partner with the LEA and what their roles and responsibilities will be in support of the WBLI. Include letters of support or MOUs with the application.

- 6. Describe the LEA’s plan for stakeholder engagement, including tribal groups, community members, students, parents, and workforce and industry.
 - a. Indicate how stakeholders were engaged in the creation of the WBLI plan. Which stakeholder groups were engaged, how they were engaged, and the outcome of the engagement? Describe how the initial plan developed after receiving feedback from stakeholders.



- b. Indicate how the LEA will sustain ongoing stakeholder engagement throughout the initiative. Be specific about the ways in which school and district leadership and the work-based learning coordinator will include stakeholders in the program.
7. Depending upon ongoing funding, the NM PED plans to commit to funding selected LEAs for three years. Describe the LEA’s sustainability plan for the initiative after funding ceases in 2021.
- a. Include a plan for how funding might be used to ensure sustainability and maximum impact.
 - b. What additional support from workforce, community, and the local LEA will be used to fund this initiative?
8. **Nontraditional funding opportunity:** An additional funding source will be available for WBLIs supporting nontraditional programs of study. Nontraditional occupations are defined as occupations in which individuals from one gender comprise less than 25% of individuals employed in the occupation. Based on workforce data, certain CTE courses and pathways have been designated as nontraditional occupations. See the chart below for examples of nontraditional careers.
- a. Indicate which nontraditional pathway the school is currently implementing or will be implementing in the SY2019-20.
 - b. Additional programs of study/occupations that are not listed below may be considered if the occupation is considered nontraditional. Please indicate which pathway(s) the LEA would like to include and the rationale.
 - c. Describe the LEA’s plan for increasing nontraditional student participation and completion of pathways and internships in nontraditional occupations. Explain the ways in which the nontraditional funding opportunity would be used to support this programming.

Nontraditional Occupations for Males	Nontraditional Occupations for Females
Early education teachers Dental assistant Occupational therapist Registered nurse Cleaning professional Paralegal Massage therapist Social worker	Heavy equipment operator Automotive technician Electrician Welder Firefighter Engineer Police officer Computer technicians

For additional occupations, see [Department of Labor: Traditional and Nontraditional Occupations](#)



3. Budget

**New Mexico Public Education Department
College and Career Readiness
Work-Based Learning Initiative**

Budget

Program Funding Approved/Disapproved
Application Manger: _____
Date: _____ Approved Disapproved

NOTE: This budget form must contain details of all expenses to be paid with awarded funds for activities implemented for the Work-Based Learning Initiative (WBLI) in the grant year. The purpose of this budget sheet is to capture proposed expenditures. An example could be professional development, conference attendance, etc.

Applicant Name: _____

Total Budget Requested: \$ _____

ITEM	CODE	EXPLANATION	ITEM TOTALS
Salaries: Includes anticipated expenditures for salaries or personnel performing <u>direct services</u> for a project. Salaries may not be paid on any contract in excess of that which has been paid to the person in performance of their regular responsibilities and/or a salary commensurate with that received by a person for similar responsibilities. Include name, job title, total salary and percentage of time devoted to the project activity.			(Use Enter key to expand cells below.)
Professional Salaries	0.110	Type your detailed information in these areas for each budget item. Information should be entered in list format rather than paragraph format.	\$
Secretarial/ Clerical	0.140		\$
Other Salaries	0.150		\$
			TOTAL SALARIES: \$
Benefits: An itemized breakdown of fringe benefit costs must be included for each staff member. Fringe benefits are considered as those additional to regular salary, which are received by all employees. They will generally include such items as insurance (life and health), retirement, and social security.			
Employee Benefits	0.200		\$
			TOTAL BENEFITS: \$
Purchased Services: Expenditures include anticipated expenditures for services rendered by a company, person or other educational agency or institution that are not available within the capabilities of the participating agency. Individuals performing contractual services are eligible to receive consulting fees and per diem at prevailing state rates. Any equipment rented for use during the term of the contract is considered a contractual service. Consultant travel should be itemized under this category. Professional development registration fees are included in this item.			
Purchased Services	0.300		\$
			TOTAL PURCHASED SERVICES: \$
Supplies and Materials: Expenditures refer to a consumable item of which the item cost is less than \$5,000.00.			
Supplies/Materials	0.400		\$
			TOTAL SUPPLIES & MATERIALS: \$



ITEM	CODE	EXPLANATION	ITEM TOTALS
<p>Travel: Itemize all anticipated project staff travel using prevailing state rates or the applicant's agency rate, whichever is lower; include mileage, per diem, lodging, estimated tolls and parking for named travelers, including title of traveler. No out-of-state travel is authorized unless approved as part of the original application and only if it has a direct relationship to the stated WBLI.</p>			
Travel	0.500		\$
			TOTAL TRAVEL: \$
<p>Equipment is defined as an article of tangible property having a useful life of more than one year and a unit cost of \$5,000.00 or more. All equipment assets should be itemized so that the CCR staff is aware of the types required and their respective use to accomplish the objectives of the project. Equipment cost may include postage and/or transportation fees, but may not include any <u>handling fees</u> or surcharges made by the grantee. Unless software is purchased as part of an equipment package, all software should be purchased under supplies and materials. Form for prior approval, PED Equipment Over \$5,000 Approval must be submitted prior to encumbering funds.</p>			
Equipment	0.700		\$
			TOTAL EQUIPMENT: \$
			PROGRAM TOTAL: \$

WBLI Assurances Signature Form

4. Assurances

Submit this Signed Assurances letter.

The **DISTRICT/INSTITUTION NAME HERE** assures that the following have been included as part of the application and that it will abide by each requirement. Superintendents and Principals initials required after each assurance.

- A. School will **designate a staff member, or hire a staff member, to be the Work-Based Learning Coordinator**, who will work directly with students and employers to fill internship/ pre-apprenticeship positions. _____ (initials) _____ (initials)
- B. Coordinator will have a **work schedule** that permits regular site-visits to potential WBL sites, current employers, and other businesses partners, and attendance at **professional development and networking opportunities**. _____ (initials) _____ (initials)
- C. School will commit to **participating for three-years**. _____ (initials) _____ (initials)
- D. School must agree to enter into a **Memorandum of Understanding (MOU)** with the NMPED & DWS that requires the site Work-Based Learning Coordinator to participate in technical assistance visits and professional development opportunities offered by the state-level work-based learning coordinator.
- E. School must agree to enter into **MOUs** with various employers. The MOU should have a specific **Scope of Work** and describe the roles and responsibilities between all entities involved, including school administration, business owners, students, and other employers. Partnerships shall include:
 - meaningful work-based learning experiences in alignment with student pathways; and _____ (initials) _____ (initials)
- F. Commit to **ongoing stakeholder engagement** with community, student, and workforce including employer input/feedback into curriculum modification for CTE courses that prepare students for WBLI experiences. _____ (initials) _____ (initials)
- G. Work-Based Learning Coordinator must provide to the PED an **annual report due before June 30 of each year**. _____ (initials) _____ (initials)
- H. Evidence of tribal consultation to meet the goals of **Indian Education Act (IEA) 22-23A NMSA 1978 Article 23A** including documentation of tribal consultation submitted annually to the department. _____ (initials) _____ (initials)



I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that I am authorized to submit this application. I further certify, to the best of my knowledge, that any ensuing program and activity will be conducted in accordance with all applicable State laws and regulations, application guidelines, and instructions and that the requested budget amounts are necessary for the implementation of this project. It is assured that, if awarded, such funds will be utilized in accordance with the New Mexico procurement code. It is understood that this application constitutes a proposal and, if accepted by the New Mexico Public Education Department or renegotiated to acceptance, will form a binding agreement. It is also understood that immediate written notice will be provided to the Application Manager if at any time the applicant learns that its certification was erroneous by reason of changed circumstances.

As the duly authorized representative of the applicant, I hereby certify that the information herein is true and correct and the applicant will comply with the above certifications and assurances.

Superintendent/Director

Print: _____ Signature: _____

Title: _____ Date: _____

School Principal Signature/Leader Signature

Print: _____ Signature: _____

Title: _____ Date: _____

CERTIFICATIONS REGARDING LOBBYING; DEBARMENT, SUSPENSION AND OTHER RESPONSIBILITY MATTERS; AND DRUG-FREE WORKPLACE REQUIREMENTS

Applicants should refer to the regulations cited below to determine the certification to which they are required to attest. Applicants should also review the instructions for certification included in the regulations before completing this form. Signature of this form provides for compliance with certification requirements under 34 CFR Part 82, "New Restrictions on Lobbying," and 34 CFR Part 85, "Government-wide Debarment and

1. LOBBYING

As required by Section 1352, Title 31 of the U.S. Code, and implemented at 34 CFR Part 82, for persons entering into a grant or cooperative agreement over \$100,000, as defined at 34 CFR Part 82, Sections 82.105 and 82.110, the applicant certifies that:

(a) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement;

(b) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions;

(c) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants, contracts under grants and cooperative agreements, and subcontracts) and that all subrecipients shall certify and disclose accordingly.

2. DEBARMENT, SUSPENSION, AND OTHER RESPONSIBILITY MATTERS

As required by Executive Order 12549, Debarment and Suspension, and implemented at 34 CFR Part 85, for prospective participants in primary covered transactions, as defined at 34 CFR Part 85, Sections 85.105 and 85.110--

A. The applicant certifies that it and its principals:

(a) Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any Federal department or agency;

(b) Have not within a three-year period preceding this application been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (Federal, State, or local)

Suspension (Nonprocurement) and Government-wide Requirements for Drug-Free Workplace (Grants)." The certifications shall be treated as a material representation of fact upon which reliance will be placed when the Department of Education determines to award the covered transaction, grant, or cooperative agreement.

transaction or contract under a public transaction; violation of Federal or State antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;

(c) Are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (Federal, State, or local) with commission of any of the offenses enumerated in paragraph (2)(b) of this certification; and

(d) Have not within a three-year period preceding this application had one or more public transaction (Federal, State, or local) terminated for cause or default; and

B. Where the applicant is unable to certify to any of the statements in this certification, he or she shall attach an explanation to this application.

3. DRUG-FREE WORKPLACE (GRANTEES OTHER THAN INDIVIDUALS)

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections 85.605 and 85.610 -

A. The applicant certifies that it will or will continue to provide a drug-free workplace by:

(a) Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition;

(b) Establishing an on-going drug-free awareness program to inform employees about:

(1) The dangers of drug abuse in the workplace;

(2) The grantee's policy of maintaining a drug-free workplace;

(3) Any available drug counseling, rehabilitation, and employee assistance programs; and

(4) The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace;

(c) Making it a requirement that each employee to be engaged in the performance of the grant be given a copy of the statement required by paragraph (a);

(d) Notifying the employee in the statement required by paragraph (a) that, as a condition of employment under the grant, the employee will:

(1) Abide by the terms of the statement; and

(2) Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction;

ATTACHMENT 3

Policy and Oversight Staff, U.S. Department of Education, 400 Maryland Avenue, S.W. (Room 3652, GSA Regional Office Building No.3), Washington, DC 20202-4248. Notice shall include the identification number(s) of each affected grant;

**DRUG-FREE WORKPLACE
(GRANTEES WHO ARE INDIVIDUALS)**

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections 85.605 and 85.610-

A. As a condition of the grant, I certify that I will not engage in the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance in conducting any activity with the grant; and

B. If convicted of a criminal drug offense resulting from a violation occurring during the conduct of any grant activity, I will report the conviction, in writing, within 10 calendar days of the conviction, to: Director, Grants Policy and Oversight Staff, Department of Education, 400 Maryland Avenue, S.W. (Room 3652, GSA Regional Office Building No. 3), Washington, DC 20202-4248. Notice shall include the identification number(s) of each affected grant.

(e) Notifying the agency, in writing, within 10 calendar days after receiving notice under subparagraph (d)(2) from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title, to: Director, Grants f. Taking one of the following actions, within 30 calendar days of receiving notice under subparagraph (d)(2), with respect to any employee who is so convicted:

(1) Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or

(2) Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a Federal, State, or local health, law enforcement, or other appropriate agency;

(g) Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (a), (b), (c), (d), (e), and (f).

B. The grantee may insert in the space provided below the site(s) for the performance of work done in connection with the specific grant:

Place of Performance (Street address, city, county, state, zip code)

Check if there are workplaces on file that are not identified here.

As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certifications.

NAME OF APPLICANT (Principal or Superintendent)

PR/AWARD NUMBER AND /OR PROJECT NAME

SIGNATURE

DATE

ED 80-0013

12/98

OMB Approval No. 0348-0040

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

Note: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant I certify that the applicant:

1. Has the legal authority to apply for Federal assistance, and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management, and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States, and if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§ 6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§ 523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§ 290 dd-3 and 290 ee 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. § 3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with the provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.
9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §§874) and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§ 327-333), regarding labor standards for federally assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of

ATTACHMENT 3

environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clear Air) Implementation Plans under Section 176(c) of the Clear Air Act of 1955, as amended (42 U.S.C. §7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended, (P.L. 93-523); and (h) protection of endangered species under the Endangered Species Act of 1973, as amended, (P.L. 93-205).

12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1721 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.

13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological

and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).

14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.

15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.

16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.

17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, Audits of States, Local Governments, and Non-Profit Organizations.

18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations and policies governing this program.

Name of Superintendent/designee :	Signature of Superintendent/designee:
NAME OF APPLICANT ORGANIZATION	DATE SUBMITTED

Standard Form 424B (Rev. 7-97) Back

IT IS ASSURED AND UNDERSTOOD THAT:

- Brochures and other printed materials paid for, in whole or in part, with Carl D. Perkins funds will carry a statement indicating the funding source. Brochures and other small documents must carry the statement: “The contents of this publication were developed with funds from the Carl D. Perkins Act.” Other publications such as reports, films, video clips, etc. must carry the statement: “The contents of this publication were developed under a grant from the US Department of Education (Carl D. Perkins Act). However, the contents do not necessarily represent the policy of the Department of Education.” (EDGAR 75.620)
- Perkins funds will not be used to supplant program activities or services being funded with State and local funds.
- Funds will not be used to acquire equipment (including computer software) that results in direct financial benefit to any organization representing the interest of the purchasing entity or its employees or any affiliate of such organization.
- Provisions will be made to provide equal access to programs and opportunities for all students who desire to participate in career-technical services, programs, and activities regardless of race, color, national origin, sex, disability, or age.
- The recipient is not debarred or suspended or otherwise excluded from or ineligible for participation in Federal assistance programs under Executive Order 12549, “Debarment and Suspension,” and the recipient will not contract with a subcontractor that is debarred or suspended.
- The applicant agrees to report and disaggregate Performance Data by these categories: 1) Gender; 2) Ethnicity (American Indian or Alaska Native, Asian or Pacific Islander, Black-Non Hispanic, Hispanic, White-Non-Hispanic), and 3) Special Populations (Individuals with Disabilities, Economically Disadvantaged, Single Parents, Displaced Homemakers, Other Educational Barriers (if applicable), Limited English Proficient and Nontraditional Enrollees).

Name of Superintendent/designee:	Signature of Superintendent/designee:
NAME OF APPLICANT ORGANIZATION	DATE SUBMITTED

5. Appendix A: Application Review Rubric

Application Criteria	Excellent	Adequate	Needs Improvement
Scope of the program (1.a.i)	Describes the types of work-based activities (WBA) that will be implemented, including details such as the names of employer-partners, resources/services that the employers will provide (e.g., providing internships, as guest speakers, job shadowing or externships for teachers), duties the students will be expected to perform, skills & attitudes the students will be expected to learn and the classes these skills may align with, WBA employer training (if any), the schedule of the WBA (times & days students will work) and how it will fit into the school day/week/year, plan for student transportation to and from the WBA, amounts students will be paid (either hourly or one-time stipend)	Describes the types of work-based activities (WBA) that will be implemented, including details such as names of potential employers that the school will be contacting and services/resources they will be asked to provide (e.g., providing internships, as guest speakers, job shadowing or externships for teachers), potential activities students may be assigned at each work location, skills & attitudes the students will be expected to learn and which classes these skills align with, a sample schedule of the WBA (times & days students will work) and how it will fit into the school day/week/year, a proposed plan for student transportation to and from the WBA, proposed amounts students will be paid (either hourly or one-time stipend)	Describes the types of work-based activities (WBA) that will be implemented, but does not include details. Application does not include amounts students will be paid.
Sustainability & Impact (1.a.ii, iii, & iv)	The application indicates plans for the WBLI to expand each year, in terms of the number of employers, the number of students involved, and the number/types of activities. The application indicates the goal for the number of students who will participate in each activity over the three year grant period. The application describes plans to incorporate students in grades 9-12.	The application indicates plans for the WBLI to expand each year, in terms of the number of employers, the number of students involved, and the number/types of activities. The application indicates the goal for the number of students who will participate in each activity over the three year grant period. The application describes plans to incorporate students from grades 10-12.	The application does not include plans to expand WBLI. The application does not indicate the goal for the number of students who will participate in each activity over the three year grant period.

Application Criteria	Excellent	Adequate	Needs Improvement
WBLI Learning Model/Curriculum (1.b & 1.c)	The application names/describes the curriculum that will be used, including details such as if the curriculum is purchased or created in-house, and if it is a new or existing curriculum. The description also includes how students will be supported before and during their internships. The application indicates there is at least one CTSO WBLI participants will be encouraged to join. Program will use curricula that is vertically aligned (differentiated and sequenced) for grades 9-12.	The application names/describes the curriculum that will be used, including details such as if the curriculum is purchased or created in-house, and if it is a new or existing curriculum. The description also includes how students will be supported before and during their internships. The application indicates there is at least one CTSO WBLI participants will be encouraged to join.	The application does not name/describe the curriculum that will be used nor does it include details about the curriculum. The application does not describe how students will be supported before and during their internships.
WBLI integration into the LEA (1.d)	Application indicates the current and/or proposed CTE programs of study that will be participating in the WBLI. The application includes descriptions of the training experiences (classroom or on-the-job) and what industry-recognized certificates students will earn prior to graduation. Application describes core classes that will also be participating in/contributing to the WBLI.	Application indicates the current and/or proposed CTE programs of study that will be participating in the WBLI. The application includes descriptions of the training experiences (classroom or on-the-job) and what industry-recognized certificates students will earn prior to graduation.	The WBLI will be a stand-alone project.
Describe how the WBLI will be used to address a focus area within the school's NM DASH plan. (1.e)	Describes a plan to address chosen focus areas. Plan uses data to support planned critical actions and the ways in which the WBLI supports/augments the current NM DASH plan. Includes key indicators for success, both benchmark and end-of-year .	Describes a plan to address chosen focus areas. Plan describes critical actions and the ways in which the WBLI supports/augments the current NM DASH plan. Includes key end-of-year indicators for success.	Does not adequately address one of the NM Dash focus areas.

Application Criteria	Excellent	Adequate	Needs Improvement
Describe how the creation of a work-based learning model will effect positive change and growth for the school, district, community, and workforce. (2a&b)	Fully addresses the question, including the program effects on the community and district. Includes or references workforce aligned data , to demonstrate how WBLI plan addresses community work needs. Includes specifics about the changes in school culture, adult behavior, and/or student achievement outcomes expected as a result of implementing WBLI.	Addresses how the program will affect the school and the workforce, but does not address how the program will change the district and/or the community. Includes specifics about the changes in school culture, adult behavior, and/or student achievement outcomes expected as a result of implementing WBLI.	Does not addresses how the program will effect both the school and the workforce.
The WBLI requires that the LEA have an Internship/Pre-Apprenticeship Coordinator. (3)	Application describes who will be filling this role in the LEA, including including required experience/education relevant to the position and whether this will be a new-hire or existing staff member. Application describes the coordinators expected work duties and indicates that the coordinator's schedule will be flexible and allow for both on and off-campus activities, including professional development and liaising with employers. Application indicates that the coordinator will be reimbursed for travel (e.g., mileage).	Application describes who will be filling this role in the LEA, including required experience/education relevant to the position and whether this will be a new-hire or existing staff member. Application describes the coordinators expected work duties and indicates that the coordinator's schedule will be flexible and allow for both on and off-campus activities, including professional development and liaising with employers.	Application indicates that the coordinator will be required to remain on campus most of the time. Application does not specify required experience (e.g., workforce development, counseling degree)
List potential and/or existing business/industry partners who will support the WBLI at your LEA. (4)	Two or more employer partners are listed and the specific resources/services are described; a partnership with the area Workforce Solutions/one-stop-shop is established; letters of support are included with the application.	One or more employer partners are listed and the specific resources/services that the employer will provide are described.	No partners are listed; specific resources/services are not described

Application Criteria	Excellent	Adequate	Needs Improvement
List any postsecondary institutions that will partner with the LEA and what their roles and responsibilities will be in support of the WBLI. (5)	Application lists at least one post-secondary institution partner. Letter of support or MOU is provided, which details the support offered by the postsecondary institution, including the roles and responsibilities.	Application lists at least one potential post-secondary institution partner and explains potential roles and responsibilities.	Application does not list a post-secondary institution or does not explain the roles and responsibilities
Commit to ongoing stakeholder engagement with tribal groups, community members, students, and workforce and industry. (6)	Application indicates which stakeholders were engaged in the creation of the WBLI plan and how they were engaged. Application describes how stakeholder impact is reflected in the initial plan after receiving feedback from stakeholders. Application explains methods of conducting ongoing stakeholder engagement, including strategies and the person(s) responsible for outreach, and intended targets for outreach. Methods of outreach are tailored to the intended target audience (e.g., format, language, etc.).	Application indicates which stakeholders were engaged in the creation of the WBLI plan, and how they were engaged. Application describes how stakeholder impact is reflected in the initial plan after receiving feedback from stakeholders. Application explains methods of conducting ongoing stakeholder engagement, including strategies and the person(s) responsible for outreach, and intended targets for outreach.	Application does not indicate which stakeholders were engaged in the creation of the WBLI plan or does not describe how stakeholder impact is reflected in the initial plan changed after receiving feedback from stakeholders. Application does not explain methods of conducting ongoing stakeholder engagement.
Describe the LEA's sustainability plan for the initiative after initial funding ceases in 2021. (7)	Application includes a plan for how funding might be used to ensure sustainability and maximum impact. Application includes a probable sustainability plan (e.g., funds from xxx will be used to continue the program). Application indicates support from LEA, community and workforce (both monetary and in kind) to continue the program.	Application includes a plan for how funding might be used to ensure sustainability and maximum impact. Application indicates support from LEA, community and workforce (both monetary and in kind) to continue the program.	Application includes an improbable sustainability plan or does not sufficiently address sustainability.

Application Criteria	Excellent	Adequate	Needs Improvement
Non-traditional focus (8)		The application indicates which nontraditional pathway(s) the school is currently implementing or will be implementing in SY2019-20. Pathways of study that are included as nontraditional are either listed on the WBLI RfA or the application includes a rationale for considering them nontraditional. The application describe the plan for increasing nontraditional student participation and completion of work-based learning experiences directly related to nontraditional occupations.	The application does not indicate which nontraditional pathway the school is currently implementing or will be implementing in SY2019-20 or does not include a rationale for considering programs not listed on the WBLI RfA as nontraditional. The application does not describe the plan for increasing nontraditional student participation and completion of work-based learning experiences directly related to nontraditional occupations.
Budget		Budget items are logical, necessary, and they support the overall WBLI plan. Items, services, professional development opportunities, and salaries listed in the narrative are reflected in the budget.	Budget items are not logical, necessary, or do not support the overall WBLI plan.
Assurances		Assurance page includes the LEA name, all items are initialed. Assurance page is signed.	Assurance page does not include the LEA name, all items are not initialed. Assurance page is not signed.