



Date: September 24, 2020

Prepared By: Hathaway

Purpose: Review research on the purpose of CTE programs, detail New Mexico's CTE efforts to-date, and explain the changes for CTE under the Perkins V reauthorization.

Witness: Elaine Perea, Ph.D., Director, College and Career Readiness Bureau, PED; Gwen Perea Warniment, Ph.D., Deputy Secretary of Teaching, Learning, and Assessment, PED; Tracey Bryan, President and CEO, Bridge of Southern New Mexico; Robin Kuykendall, Ed.D., Associate Vice President, Clovis Community College; Eugene Schmidt, PhD., Superintendent, Farmington Municipal Schools

Expected Outcome: An increased understanding of CTE programming in New Mexico and how Perkins V reauthorization impacts CTE.

Career and Technical Education in New Mexico

Background

By 2025, 60 percent of jobs in the United States will require workers to have a high-quality credential beyond high school education. To meet this need, lawmakers, educational institutions, and businesses have increasingly invested in programs to help people earn a range of workforce certificates, industry certifications, college degrees, and other credentials. Career and technical education (CTE) continues to be a strategy in this effort, equipping students with the skills and education they need to succeed in the job market. In the United States, 12.3 million high school and college students are enrolled in CTE courses across the country. Advance CTE, a nonprofit organization that represents state CTE leaders nationwide, reports that over 62 thousand high school students and nearly 60 thousand college students take part in CTE courses in New Mexico.

Research from *No Time to Lose*, a 2016 report published by the National Conference of State Legislatures, shows CTE is emerging as a hallmark of high-performing education systems globally. In these countries, CTE is used to boost local and national economies and offer attractive careers to a broader constituency. CTE is well-funded, academically challenging, and aligned with in-demand workforce needs. It is also viewed as a valuable approach to education that results in skills that are immediately valuable after secondary school. CTE internationally is offered widely to a range of students – some who may pursue jobs directly from CTE programs and others who may use CTE as a path to additional education.

In New Mexico, many school districts and charter schools offer CTE courses and programs. However, these programs have historically been disconnected from labor market needs, vary greatly by region and school district, and often lack programmatic elements that make CTE programs effective. Recent efforts, including reauthorization of federal Perkins funding and statutory enactments in New Mexico, have addressed some of these concerns with the goal of offering CTE programming that is high-quality, comprehensive, and closely aligned with labor market demands.

Career and Technical Education (CTE) has been defined in numerous ways. There is consensus in the CTE field that it is defined as *education designed to prepare students to work*.

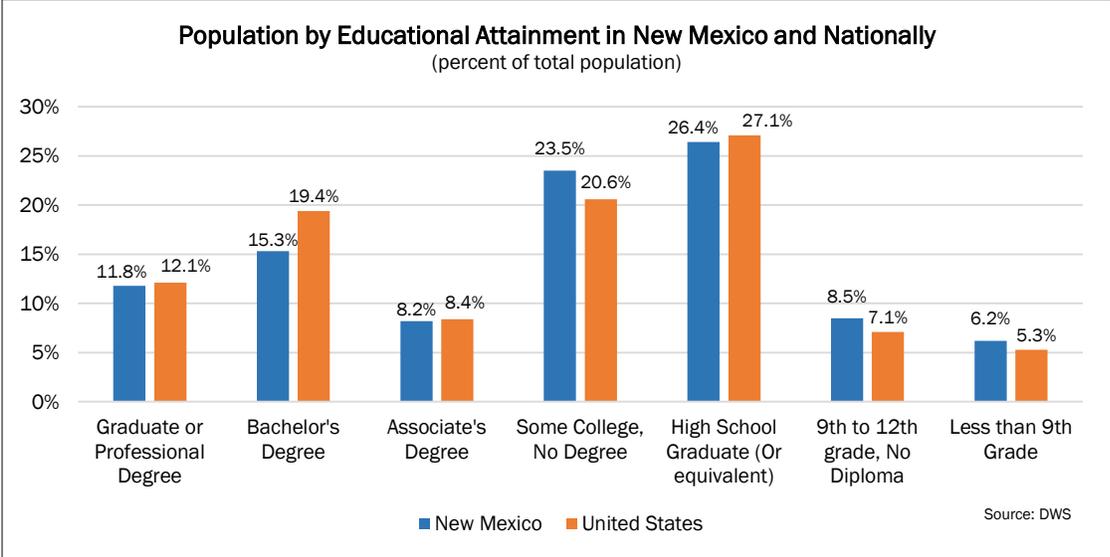
Section 6.29.3.7 NMAC defines “career and technical education” as organized programs offering a sequence of courses (including technical education and applied technology education) which are directly related to the preparation of individuals in paid or unpaid employment in current or emerging occupations requiring an industry-recognized credential, certificate or degree. This phrase is also referred to as “vocational education” in 22-14-1 NMSA 1978.

This brief provides a snapshot of New Mexico’s workforce and educational attainment, reviews national research on the purpose and value of effective CTE programs, discusses the role of Perkins V funding in supporting CTE, and provides an overview of current CTE programming in New Mexico.

Educational Attainment and Workforce Projections

New Mexico’s total population as of 2019 was 2.1 million with population growth slowing in recent years. The New Mexico Department of Workforce Solutions (DWS), reports that 35.3 percent of New Mexicans have an associate’s degree or higher, a share of the population that is lower than the national average of 39.9 percent. In 2019, 74.9 percent of students graduated from high school, lower than the national average of 85.3 percent.

Despite rates that are lower than national averages, both educational attainment and high school graduation rates in New Mexico have increased in recent years. In 2015, only 68.6 percent of high school students graduated in four years and 32.7 percent of the adult population had an associate’s degree or higher.



This information is crucial as population and educational attainment impacts labor force participation and the ability to connect the state’s education and workforce systems. As educational attainment increases, labor force participation rates rise, and unemployment rates fall.

DWS projects New Mexico employment statewide will increase 6.3 percent by 2028. Many jobs that are projected to grow the most, however, will require workers to have education beyond high school. Nearly 42.1 percent of this job growth, for example, is expected to occur in the health care and social assistance sector alone, including in-demand jobs such as physical therapist aides, physical therapists, nurse practitioners, personal care aides, and home health aides.

DWS notes that at the time of publication of this data, projections do not consider the impact of Covid-19 stating that “while there have been significant economic and labor force impacts from Covid-19, it is unknown how long they will last and whether it will cause long-term structural and institutional changes to the overall economy.”

The Role of Career and Technical Education

CTE programs can offer a path to employment that does not necessarily require the completion of a four-year degree. Despite the potential of CTE to expand access to quality education, training, and credentials, New Mexico, like many states, has lagged in offering a comprehensive, unified plan for CTE programming. Efforts to date have been piecemeal and divided among programs that are not widely available.

Research from the Johns Hopkins University Institute for Education Policy shows that CTE programs in other countries are far more robust, linking their educational systems to larger economic goals. Countries with such systems include Singapore, Switzerland, Denmark, and Germany. CTE in these countries generally begins in late high school and continues for three years, combining work-based learning with classroom study offered at career or technical schools, which are similar to community colleges in the United States. Unlike CTE programs in the United States, employers and trade associations are deeply involved in supporting and developing CTE programs internationally.

To be successful, CTE programs must be academically rigorous and include pathways to postsecondary training, rather than offered as isolated courses or without a clear connection to the job market beyond high school. The National Center for College and Career (ConnectED), an organization that partners with schools and communities to expand Linked Learning, has identified that the Linked Learning model is effective in how it offers CTE because it incorporates four crucial elements:

- **Rigorous Academics.** CTE is offered as a complement to traditional academic courses instead of as a replacement.
- **Real-World Technical Skills.** CTE programs are designed to equip students with knowledge and skills that have clear connections to the workforce and labor market.
- **Work-Based Learning.** Work-based learning is offered in series by school districts and charter schools, beginning with mentorship and job shadowing before eventually becoming internships and apprenticeships.
- **Personalized Student Supports.** Students are offered academic counseling, supplemental instruction in weak content areas, and college and career guidance.

Perkins V: Implications for Reauthorization

The primary source of federal CTE funding is the Carl D. Perkins Career and Technical Act (widely known as Perkins). Perkins is a federal education program that

Projected Regional Employment Growth

2018 - 2028

	2018	2028	Growth
New Mexico	875,470	930,280	6.3%
Central	401,030	425,640	6.1%
Eastern	145,260	154,130	6.1%
Northern	197,840	210,350	6.3%
Southwestern	106,790	113,870	6.6%

Source: DWS

Projected Job Growth by Education Attainment

2018 - 2028

	2018	2028	Growth
No Formal Education Required	221,750	234,650	5.8%
HS Diploma or Equivalent	349,950	367,680	5.1%
Some College, No Degree	18,560	18,780	1.2%
Postsecondary, Non-Degree Award	55,380	60,130	8.6%
Associate's Degree	22,590	24,220	7.2%
Bachelor's Degree	170,310	184,070	8.1%
Master's Degree	13,580	15,500	14.1%
Doctorate/Professional Degree	23,350	25,250	8.1%
New Mexico Total	875,470	930,280	6.3%

Source: DWS

“Linked Learning,” developed by ConnectED, is an approach to educational reform that combines core academics, CTE instruction, work-based learning, and integrated student supports. The model emphasizes connecting the classroom and the world of work. The Linked Learning model has been employed effectively by more than 100 school districts in California.



invests in secondary and postsecondary CTE programs in all 50 states and territories. Its primary task is to develop “the academic, career, and technical skills of secondary and postsecondary students who elect to enroll in career and technical education programs.” Perkins also plays a strategic role in connecting the secondary and postsecondary educational systems. On July 31, 2018, Perkins was reauthorized with the signing of the Strengthening Career and Technical Education for the 21st Century Act, commonly known as Perkins V. Perkins V became effective July 1, 2019 and commits nearly \$1.3 billion in CTE funding to states over a six-year period. The

U.S. Department of Education reports New Mexico will receive approximately \$9.3 million in Perkins funding in FY20. The Public Education Department (PED) oversees all Perkins funding in New Mexico.

HB91 enacted Sections 22-1-12 and 22-1-13 NMSA 1978, which established a CTE pilot project and created a CTE fund. The bill authorizes PED to make grants to school districts and charter schools to establish CTE programs or provide professional development and training to CTE teachers. HB91 includes key criteria for effective CTE programs such as rigorous academics, relevant technical instruction, and pathways to postsecondary education. It does not include elements such as opportunities for work-based learning or student supports.

Under the reauthorization, FY19 was a transition year with four-year, comprehensive state plans aligned with Perkins V requirements due in early 2020. New Mexico received approval for its 2020 to 2024 plan in July 2020. Specific to New Mexico, the 2019 transition year occurred at the same time as the enactment of Laws 2019, Chapter 61 (House Bill 91) and Laws 2019, Chapter 2 (House Bill 44) to establish a seven-year CTE pilot program and a CTE fund. The Perkins reauthorization largely maintained the structure of former versions while making notable changes to certain administrative processes and the implementation of CTE programs.

Noteworthy changes to Perkins V include the ability for states to create academic performance goals for CTE programs without the formerly required federal approval. This leaves the determination of performance targets for CTE largely up to states and CTE stakeholders. Perkins V also removed restrictions that previously barred states from developing career exploration and activities in the middle grades (defined as fifth through eighth grades). Previously, Perkins restricted funds for activities below seventh grade. Perkins V also provides federal funding to develop comprehensive guidance and academic counseling in high school, regardless of student CTE participation. Additional changes to Perkins V that are proving to be particularly influential include:

- **Updates to the federal-to-state Perkins funding formula.** Perkins V guarantees that states will receive no less than FY18 funding levels, provided that overall federal Perkins funding is not reduced. For FY21 and beyond, Perkins V also assures that states shall not receive less than 90 percent of their allotment from the previous fiscal year.
- **The introduction of a comprehensive, local, CTE needs as a prerequisite for entities to request Perkins-funded CTE funds.** This is a significant change at the local level that will require applicants for Perkins funds to use a data-driven approach to local CTE spending. It also requires substantial stakeholder consultation and must be updated every two years.
- **The introduction of formal definitions for “CTE concentrator” at the secondary and postsecondary level.** Previously, states were allowed to establish

definitions which resulted in up to nine accepted terms that were circulated across the country. Perkins V formally defines a secondary CTE concentrator as “a student who completes at least two courses in a single program or program of study.” Postsecondary CTE concentrators are now defined as “a student who earns 12 credits in a single CTE program or program of study or completes a CTE program if that program encompasses fewer than 12 credits.”

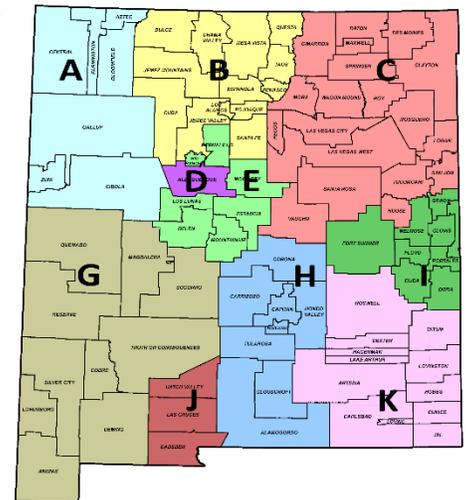
- ***The elimination of the technical skill attainment measure as part of the Secondary Core Indicators of Performance.*** Perkins V requires states to measure the CTE program quality by reporting data that includes: 1) the percentage of students participating in work-based learning; 2) the percentage of students attaining postsecondary credits or completing their CTE program; and 3) the percentage of students attaining postsecondary credential.
- ***A 5 percent increase in the amount states may place in CTE reserve funds.*** States may now keep up to 15 percent of funds in their reserve fund (previously the limit was 10 percent). The intent is to allow states to target specific initiatives on a competitive basis. Eligibility for these funds requires initiatives that focus on rural areas, areas with a high number or percentage of students in CTE programs, or geographic areas with significant achievement gaps or disparities in student performance.

Comprehensive Local Needs Assessments

As noted above, one of the most significant changes under Perkins V was the introduction of a requirement that states complete comprehensive local needs assessments (CLNA). The initial assessment was required to be completed before the submission of a state plan for FY20 through FY24 and must also be updated every two years moving forward. PED chose to leverage this opportunity to align education more strategically with the needs of the workforce and to do this at the regional level across the state, rather than at a local or school district level. These needs assessments are also now the foundation for the development, improvement, approval, and funding of the state’s CTE programs. Any program wishing to receive Perkins CTE funding must participate in the CLNA process for their region.

Regional Comprehensive Local Needs Assessment Process. PED divided New Mexico into 10 regions based on school district boundaries and modified these to map to local workforce councils, the geographic region for higher education, and the broader economic development region.

Each CTE region was assigned a consortia lead and attendees included educators and business and community partners. Invitations were sent by PED and The Bridge of Southern New Mexico, who contracted with PED to conduct the needs assessment. A total of 331 educators and 448 business and community partners attended meetings across all 10 regions. Each region met eight times in-person and had two virtual meetings as a result of Covid-19.



Regional consortia leads were industry and business driven and included:

- Region A: Greater Gallup Economic Development Corporation
- Region B: Regional Economic Development Corporation
- Region C: Union County Economic Development Corporation
- Region D: Association of Commerce and Industry
- Region E: Sandoval Economic Development Alliance and Rio Rancho Chamber of Commerce
- Region G: Silver City Chamber of Commerce, Deming Chamber of Commerce, and Mid-Rio Economic Development
- Region H: Ruidoso Chamber of Commerce
- Region I: Clovis Industrial Development Corporation
- Region J: Mesilla Valley Economic Development Alliance
- Region K: Carlsbad Industrial Action, Inc., Lea County Economic Development Corporation, Hobbs Chamber of Commerce, Lovington Chamber of Commerce, and Roswell Chamber of Commerce

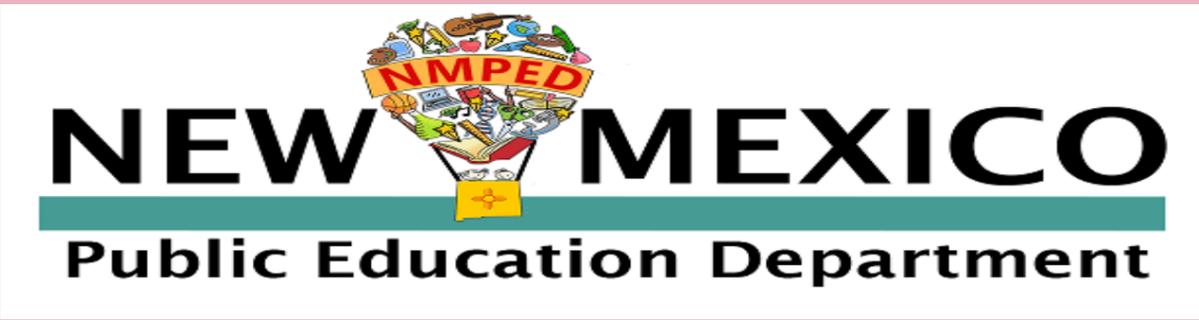
As part of the comprehensive local needs assessment process, participants attended webinars to understand goals, program structure, and Perkins V requirements prior to beginning their work. Participants were also provided with a comprehensive labor market report specific to their region.

During the needs assessment, participants completed pre-surveys to assess each region, developed vision statements, and received targeted labor market information and education about best practices in CTE. All stakeholders were invited to share their perspectives as an effort to better align CTE and the workforce throughout the duration of the needs assessment. The final product of the needs assessment included a shared report across regions and key findings and recommendations tailored to each region. The website, <http://nmcteclna.com/>, was created to house all information from these meetings.

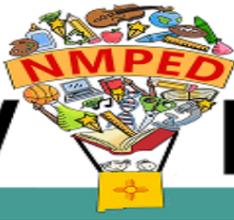
This process concluded in the summer of 2020 and this is the first fiscal year that will reflect these needs assessments in Perkins awards. PED has released Perkins planning grants for FY20. See Attachment 1 for planning grants and Attachment 2 for additional CTE funding information.

Conclusion

Perkins V reauthorization and investments in CTE in New Mexico present an opportunity to align CTE programs across the state that have otherwise been offered at the school district level and often without connection to the labor market or a comprehensive CTE system. This renewed focus on CTE has the potential to equip students with valuable education and skills to boost their employment options and, in turn, bolster New Mexico's economy. CTE programs are effective when they blend rigorous instruction, practical skills, and are connected to tangible work opportunities. There is an opportunity to improve the structure of CTE with recent programmatic changes if leveraged with these best practices in mind.



Carl Perkins CTE Grant Planning Awards FY2020-21 REVISED 6.18.20			
NON-TRADITIONAL (24139)	District Dependent Charters	Planning Awards	Subtotal by District
Local Education Agency			
REC9		\$ 65,000.00	\$ 65,000.00
Total Non-Traditional Allocations		\$ 65,000.00	\$ 65,000.00
WORK-BASED LEARNING INITIATIVE (WBLi) (UCOA 24171)	District Dependent Charters	Planning Awards	Subtotal by District
Local Education Agency			
Aldo Leopold High School		\$ 60,000.00	\$ 60,000.00
Farmington Municipal Schools		60,000.00	\$ 60,000.00
Grants-Cibola County Schools		60,000.00	\$ 60,000.00
Las Cruces Public Schools		60,000.00	\$ 60,000.00
Media Arts Collaborative Charter School		60,000.00	\$ 60,000.00
Monte del Sol Charter School		50,000.00	\$ 50,000.00
REC9		45,000.00	\$ 45,000.00
Roswell Independent Schools		47,599.00	\$ 47,599.00
Taos Municipal Schools	Vista Grande High School	50,000.00	\$ 50,000.00
Total Work-Based Learning Allocations		\$ 492,599.00	\$ 492,599.00
SECONDARY - BASIC GRANT (UCOA 24174)	District Dependent Charters	Planning Awards	Subtotal by District
Local Education Agency			
Alamogordo Public Schools		\$ 81,686.00	\$ 81,686.00
Albuquerque Public Schools		1,092,481.00	
Albuquerque Public Schools	Ace Leadership High School	9,556.00	
Albuquerque Public Schools	Corrales International	1,859.00	
Albuquerque Public Schools	Digital Arts and Technology Academy	10,523.00	
Albuquerque Public Schools	Health Leadership High School	8,180.00	
Albuquerque Public Schools	Robert F Kennedy Charter	10,151.00	
Albuquerque Public Schools	Siembra Leadership	5,577.00	
Albuquerque Public Schools	Technology Leadership High School	9,259.00	1,147,586.00
Albuquerque School of Excellence		3,941.00	3,941.00
Amy Biehl Charter High School		11,081.00	11,081.00
Animas Public Schools		20,000.00	20,000.00
Artesia Public Schools		37,069.00	37,069.00
Aztec Municipal Schools		26,103.00	26,103.00
Belen Consolidated Schools		56,374.00	56,374.00
Bernalillo Public Schools		41,418.00	41,418.00
Capitan Municipal Schools		6,243.00	6,243.00
Carrizozo Municipal Schools		3,075.00	3,075.00
Central Consolidated Schools		91,144.00	91,144.00
Cesar Chavez Community School		7,399.00	7,399.00
Cimarron Public Schools		4,993.00	4,993.00
Clayton Public Schools		6,499.00	6,499.00
Cloudcroft Municipal Schools		4,494.00	4,494.00
Cobre Consolidated Schools		25,000.00	25,000.00
Cuba Independent Schools		17,037.00	17,037.00
Deming Public Schools		54,063.00	54,063.00
Des Moines Municipal Schools		640.00	640.00
Dexter Consolidated Schools		8,822.00	8,822.00
Dulce Independent Schools		9,996.00	9,996.00
Farmington Municipal Schools		117,548.00	117,548.00
Gadsden Independent Schools		248,515.00	248,515.00
Gallup-McKinley County Schools		263,326.00	263,326.00
Grants-Cibola County Schools		66,603.00	66,603.00
Hagerman Municipal Schools		4,660.00	4,660.00
Hobbs Municipal Schools		92,618.00	92,618.00
Hondo Valley Public Schools		1,790.00	1,790.00
House Municipal Schools		422.00	422.00
Jal Public Schools		4,546.00	4,546.00
Jemez Valley Public Schools		4,483.00	4,483.00
Lake Arthur Municipal Schools		1,586.00	1,586.00
Las Cruces Public Schools		317,072.00	317,072.00
Las Montañas Charter School		31,000.00	31,000.00
Las Vegas City Public Schools		22,108.00	22,108.00
Logan Municipal Schools		1,825.00	1,825.00
Los Alamos Public Schools		14,182.00	14,182.00



NEW MEXICO

Public Education Department

Carl Perkins CTE Grant
Planning Awards FY2020-21 **REVISED 6.18.20**

SECONDARY - BASIC GRANT (UCOA 24174)	District Dependent Charters	Planning Awards	Subtotal by District
Los Lunas Public Schools		91,919.00	91,919.00
Loving Municipal Schools		3,552.00	3,552.00
Lovington Public Schools		30,635.00	30,635.00
Maxwell Municipal Schools		796.00	796.00
Media Arts Collaborative Charter School		4,536.00	4,536.00
Mesa Vista Consolidated Schools		4,636.00	4,636.00
Mescalero Apache		10,633.00	10,633.00
Monte del Sol Charter School		5,415.00	5,415.00
Mora Independent Schools		5,280.00	5,280.00
Mosquero Municipal Schools		242.00	242.00
Mountainair Public Schools		4,505.00	4,505.00
Questa Independent Schools		7,864.00	7,864.00
Raton Public Schools		12,960.00	12,960.00
Reserve Independent Schools		25,000.00	25,000.00
Rio Rancho Public Schools		127,607.00	127,607.00
Roswell Independent Schools		122,525.00	122,525.00
Roy Municipal Schools		312.00	312.00
Ruidoso Municipal Schools		11,122.00	11,122.00
San Jon Municipal Schools		976.00	976.00
Santa Fe Public Schools		123,381.00	
Santa Fe Public Schools	Academy for Technology and the Classics	5,588.00	128,969.00
Santa Rosa Consolidated Schools		8,189.00	8,189.00
School of Dreams Academy		6,301.00	6,301.00
Silver City Consolidated Schools		28,487.00	28,487.00
Six Directions Indigenous Charter School		1,465.00	1,465.00
Socorro Consolidated Schools		18,300.00	18,300.00
Springer Municipal Schools		1,773.00	1,773.00
Taos Academy		4,861.00	4,861.00
Taos Municipal Schools		31,721.00	
Taos Municipal Schools	Vista Grande High School	3,229.00	34,950.00
Tierra Encantada Charter School		4,277.00	4,277.00
Truth or Consequences Schools		15,475.00	15,475.00
Tucumcari Public Schools		17,584.00	17,584.00
Tularosa Municipal Schools		20,754.00	20,754.00
Walatowa Charter High School		3,030.00	3,030.00
West Las Vegas Public Schools		25,424.00	25,424.00
Zuni Public Schools		28,135.00	28,135.00
Total Secondary Allocations		\$ 3,675,436.00	\$ 3,675,436.00
POSTSECONDARY - BASIC GRANT (UCOA 24177)			
Central New Mexico		\$ 1,354,375.00	
Clovis CC		330,601.00	
ENMU-Roswell, Ruidoso, Portales Consortia		188,737.00	
Luna Community College		55,896.00	
Mesalands Community College		29,811.00	
New Mexico Junior College		116,078.00	
NMSU Alamogordo		128,563.00	
NMSU Dona Ana		486,373.00	
Northern NM		120,551.00	
San Juan College		463,384.00	
Santa Fe Community College		175,516.00	
UNM-Gallup		189,304.00	
UNM-Los Alamos		50,307.00	
UNM-Taos		45,835.00	
UNM-Valencia		122,973.00	
Western NMU		76,018.00	
Total Post-Secondary Allocations		\$ 3,934,322.00	

Key Career Technical Education (CTE) Data 2020-2021

Region	Sum of Fed Amount	Sum of State Amount
Regional Consortium A	1,253,129.00	326,770.01
Regional Consortium B	625,708.99	558,766.36
Regional Consortium C	\$195,730.00	207,893.00
Regional Consortium D	2,407,703.23	878,826.33
Regional Consortium E	476,190.00	162,971.99
Regional Consortium G	242,609.87	517,598.00
Regional Consortium H	253,985.00	127,348.00
Regional Consortium I	339,649.00	336,122.41
Regional Consortium J	1,067,124.60	194,081.08
Regional Consortium K	444,112.00	284,917.00
Grand Total	7,305,941.69	3,595,294.18

CTE Cluster Name	Sum of Year 1 Fed Amount	Sum of Year 1 State Amount
Agriculture, Food, Natural Resources	378,977.00	302,743.92
Architecture and Construction	356,546.46	225,806.95
Arts, A/V Technology, Communications	416,818.93	38,968.64
Common Budget	2,206,226.41	265,905.49
Education and Training	11,500.00	0.00
Health Sciences	1,376,729.13	340,865.86
Hospitality and Tourism	363,328.70	0.00
Information Technology	407,773.55	134,507.20
Law, Public Safety, Corrections, Security	142,039.05	0.00
Manufacturing	830,395.44	336,802.40
Science, Technology, Engineering, Mathematics	547,002.58	309,132.02
Transportation, Distribution, Logistics	239,008.62	58,031.71
Not a Regional Priority	0.00	555,602.99
Other CTE supports	29,595.82	1,026,927.00
Grand Total	7,305,941.69	3,595,294.18

CTE Supports	Sum of Fed Amount	Sum of State Amount
Career Exploration (Secondary/Middle)	22,871.82	450,550.33
Dual Credit Supports (Secondary)	850.00	98,209.17
Employability Skills-including CTSOs (Secondary)	5,874.00	204,163.50
Integration of Math and CTE (Secondary)	0.00	119,800.00
Work-based Learning (Secondary)	0.00	154,204.00
Grand Total	29,595.82	1,026,927.00

Cluster Name	Health Sciences
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Region	Sum of Fed Amount	Sum of State Amount
Regional Consortium A	284,840.89	143,888.82
Regional Consortium B	117,837.97	52,896.00
Regional Consortium D	433,103.00	109,918.38
Regional Consortium E	14,657.67	14,657.66
Regional Consortium G	10,000.00	15,000.00
Regional Consortium H	133,715.00	0.00
Regional Consortium J	317,097.80	0.00
Regional Consortium K	65,476.80	4,505.00
Grand Total	1,376,729.13	340,865.86

Health Pathways	Sum of Fed Amount	Sum of State Amount
Biotechnology research and development	199,247.63	125,518.66
Diagnostic Services	245,255.00	0.00
Health Informatics	256,902.59	179,572.20
Therapeutic services	675,323.91	35,775.00
Grand Total	1,376,729.13	340,865.86

Region and Members	Sum of Fed Amount	Sum of State Amount
Regional Consortium A	1,253,129.00	326,770.01
AZTEC MUNICIPAL SCHOOLS	26,103.00	11,475.00
CENTRAL CONSOLIDATED SCHOOLS	91,144.00	44,544.01
FARMINGTON MUNICIPAL SCHOOLS	117,548.00	9,677.00
GALLUP-MCKINLEY CTY SCHOOLS	270,908.00	155,308.00
GRANTS-CIBOLA COUNTY SCHOOLS	66,603.00	25,314.00

ATTACHMENT 2

Region and Members	Sum of Fed Amount	Sum of State Amount
SAN JUAN COLLEGE - MAIN	463,384.00	0.00
UNIVERSITY OF NEW MEXICO - GALLUP BRANCH	189,304.00	0.00
ZUNI PUBLIC SCHOOLS	28,135.00	80,452.00
Regional Consortium B	625,708.99	558,766.36
CHAMA VALLEY INDEP. SCHOOLS	0.00	103,410.58
CUBA INDEPENDENT SCHOOLS	17,037.00	48,711.00
DULCE INDEPENDENT SCHOOLS	9,796.00	28,502.00
JEMEZ VALLEY PUBLIC SCHOOLS	4,483.00	11,944.00
LOS ALAMOS PUBLIC SCHOOLS	13,898.00	39,493.98
MESA VISTA CONSOLIDATED SCHOOLS	4,636.00	0.00
MONTE DEL SOL CHARTER	5,415.00	16,608.00
NORTHERN NEW MEXICO COLLEGE - MAIN	120,900.00	0.00
SANTA FE COMMUNITY COLLEGE - MAIN	191,669.21	0.00
SANTA FE PUBLIC SCHOOLS	126,499.70	135,085.99
TAOS ACADEMY	4,637.00	14,969.00
TAOS MUNICIPAL SCHOOLS	34,950.00	146,895.81
TIERRA ENCANTADA CHARTER SCHOOL	500.00	13,146.00
UNIVERSITY OF NEW MEXICO - LOS ALAMOS BRANCH	47,287.00	0.00
UNIVERSITY OF NEW MEXICO - TAOS BRANCH	44,001.08	0.00
Regional Consortium C	195,730.00	207,893.00
HOUSE MUNICIPAL SCHOOLS (Pooled)	0.00	0.00
LAS VEGAS CITY PUBLIC SCHOOLS	0.00	63,032.00
LOGAN MUNICIPAL SCHOOLS (Pooled)	0.00	0.00
LUNA COMMUNITY COLLEGE - MAIN	78,004.00	0.00
MORA INDEPENDENT SCHOOLS	5,280.00	15,009.00
REC 3	\$69,438.00	\$112,923.00
ROY MUNICIPAL SCHOOLS (Pooled)	0.00	0.00
TUCUMCARI PUBLIC SCHOOLS	17,584.00	10,864.00
VAUGHN MUNICIPAL SCHOOLS	0.00	3,975.00
WEST LAS VEGAS PUBLIC SCHOOLS	25,424.00	2,090.00
Regional Consortium D	2,407,703.23	878,826.33
ABQ SCHOOL OF EXCELLENCE	3,941.00	32,128.00
ALBUQUERQUE PUBLIC SCHOOLS	1,026,163.23	654,227.33
AMY BIEHL CHARTER HIGH SCHOOL	0.00	34,151.00
CENTRAL NEW MEXICO COMMUNITY COLLEGE - MAIN	1,373,063.00	0.00
CESAR CHAVEZ COMMUNITY SCHOOL	0.00	15,899.00
EXPLORE ACADEMY	0.00	23,194.00
MEDIA ARTS COLLABORATIVE CHARTER	4,536.00	13,999.00
MISSION ACHIEVEMENT AND SUCCESS	0.00	35,893.00
SOUTHWEST SECONDARY LEARNING CENTER	0.00	21,313.00
SW AERONAUTICS MATHEMATICS AND SCIENCE ACADEMY	0.00	19,709.00

ATTACHMENT 2

Region and Members	Sum of Fed Amount	Sum of State Amount
THE GREAT ACADEMY	0.00	12,128.00
TIERRA ADENTRO	0.00	16,185.00
Regional Consortium E	476,190.00	162,971.99
BELEN CONSOLIDATED SCHOOLS	56,374.00	26,085.66
BERNALILLO PUBLIC SCHOOLS	41,418.00	24,511.00
LOS LUNAS PUBLIC SCHOOLS	91,919.00	18,015.33
MOUNTAINAIR PUBLIC SCHOOLS	4,505.00	12,884.00
RIO RANCHO PUBLIC SCHOOLS	127,607.00	60,000.00
SCHOOL OF DREAMS ACADEMY	6,301.00	19,413.00
SOCORRO CONSOLIDATED SCHOOLS	25,090.00	2,063.00
UNIVERSITY OF NEW MEXICO - VALENCIA BRANCH	122,976.00	0.00
Regional Consortium G	242,609.87	517,598.00
ALDO LEOPOLD CHARTER	0.00	16,000.00
ANIMAS PUBLIC SCHOOLS	26,512.49	5,204.00
COBRE CONSOLIDATED SCHOOLS	25,000.00	41,904.00
DEMING PUBLIC SCHOOLS	54,063.00	66,945.00
LORDSBURG MUNICIPAL SCHOOLS	0.00	99,750.00
MAGDALENA MUNICIPAL SCHOOLS	0.00	30,585.00
QUEMADO INDEPENDENT SCHOOLS	0.00	8,016.00
REC 10	17,830.00	
RESERVE PUBLIC SCHOOLS	31,088.38	7,626.00
SILVER CONSOLIDATED SCHOOLS	25,000.00	97,168.00
T OR C MUNICIPAL SCHOOLS	22,829.00	144,400.00
WESTERN NEW MEXICO UNIVERSITY - MAIN	40,287.00	0.00
Regional Consortium H	253,985.00	127,348.00
ALAMOGORDO PUBLIC SCHOOLS	81,686.00	50,470.00
CAPITAN MUNICIPAL SCHOOLS	0.00	17,774.00
CARRIZOZO MUNICIPAL SCHOOLS	0.00	0.00
CLOUDCROFT MUNICIPAL SCHOOLS	0.00	0.00
EASTERN NEW MEXICO UNIVERSITY - RUIDOSO BRANCH	29,252.00	0.00
HONDO VALLEY PUBLIC SCHOOLS	0.00	0.00
NEW MEXICO STATE UNIVERSITY - ALAMOGORDO BRANCH	122,293.00	0.00
TULAROSA MUNICIPAL SCHOOLS	20,754.00	59,104.00
Regional Consortium I	339,649.00	336,122.41
CLOVIS COMMUNITY COLLEGE - MAIN	339,649.00	0.00
CLOVIS MUNICIPAL SCHOOLS	0.00	23,995.49
DORA MUNICIPAL SCHOOLS	0.00	82,883.92
ELIDA MUNICIPAL SCHOOLS	0.00	0.00
FLOYD MUNICIPAL SCHOOLS	0.00	2,700.00
GRADY MUNICIPAL SCHOOLS	0.00	72,725.00
MELROSE PUBLIC SCHOOLS	0.00	0.00

ATTACHMENT 2

Region and Members	Sum of Fed Amount	Sum of State Amount
PORTALES MUNICIPAL SCHOOLS	0.00	111,451.00
TEXICO MUNICIPAL SCHOOLS	0.00	42,367.00
Regional Consortium J	1,067,124.60	194,081.08
ALMA D'ARTE CHARTER	0.00	15,825.00
GADSDEN INDEPENDENT SCHOOLS	252,164.00	20,895.00
HATCH VALLEY PUBLIC SCHOOLS	0.00	61,467.00
LAS CRUCES PUBLIC SCHOOLS	309,167.60	49,744.08
LAS MONTANAS CHARTER	31,000.00	21,599.00
NEW AMERICA SCHOOL - LAS CRUCES	0.00	24,551.00
NEW MEXICO STATE UNIVERSITY - DONA ANA BRANCH	474,793.00	0.00
Regional Consortium K	444,112.00	284,917.00
ARTESIA PUBLIC SCHOOLS	37,069.00	105,225.00
CARLSBAD MUNICIPAL SCHOOLS	0.00	28,480.00
EASTERN NEW MEXICO UNIVERSITY - ROSWELL BRANCH	160,424.00	0.00
HAGERMAN MUNICIPAL SCHOOLS	0.00	24,200.00
HOBBS MUNICIPAL SCHOOLS	92,618.00	7,629.00
LAKE ARTHUR MUNICIPAL SCHOOLS	1,586.00	22,547.00
LOVINGTON MUNICIPAL SCHOOLS	30,635.00	86,751.00
ROSWELL INDEPENDENT SCHOOLS	121,780.00	10,085.00
Grand Total	7,305,941.69	3,595,294.18