Program Year 2005

PERFORMANCE REPORT
on Career and Technical Education
in New Hampshire

New Hampshire Department
of Education

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ANNUAL PERFORMANCE REPORT

OF

STATE-ADMINISTERED CAREER AND TECHNICAL EDUCATION PROGRAMS

UNDER THE

CARL D. PERKINS VOCATIONAL & APPLIED TECHNOLOGY EDUCATION ACT OF 1998

NEW HAMPSHIRE DEPARTMENT OF EDUCATION

DECEMBER 2005

I. Executive Summary

Educational methods common to career and technical education help students succeed in high school. Program Year 2005 performance results for New Hampshire demonstrate the impact of these educational methods by again evidencing continuous improvement. Many of these methods are now being .examined and supported by academic programs.

In New Hampshire, the High School Redesign initiative offers a vision of secondary education where each student is engaged and successful. Part of this vision spotlights personalized learning strategies, harnessing of local resources, and expanded learning opportunities for all students. Career and technical education in New Hampshire is at the forefront of these particular educational methods. The vision document urges individuals to contact administrators and instructors in career and technical education as valuable resources for adopting best practices.

This year's performance results show that career and technical education is succeeding in New Hampshire. Almost all performance indicators show another year of continued improvement. Moreover, secondary and postsecondary performance exceeded yearly goals on nearly every indicator, even though the goals ratcheted up for another year.

Key findings from this year's performance results include the following:

- Overall, New Hampshire's total, or bundled, summary measure of yearly performance is positive, indicating more success at meeting goals than not meeting the year's goals.
- Secondary performance exceeded all seven goals for the year; performance exceeded the goal by the largest margin on Vocational Skills Attainment.
- Postsecondary performance was more mixed, where performance exceeded goals on four out of the seven indicators. Performance on the Academic Attainment, Vocational Skills Attainment, and Completion indicators exceeded statewide goals the most.

II. State Administration

Sole State Agency and Governance Structure

The Sole State Agency for New Hampshire is the State Department of Education. As is illustrated in the organizational chart in Appendix A, the Perkins allocation for New Hampshire is first accepted by the Governor and Executive Council and approved for expenditure. Once authority to expend is granted, the State Board of Education oversees the use of Perkins funds by the Department of Education.

The Career Development Bureau administers career and technical education (CTE) within the Department of Education. The state director of CTE in New Hampshire administers the Career Development Bureau and during Program Year (PY) 2005 a new state director assumed this position. As the organizational chart shows, the Bureau grants Perkins funds to four types of eligible recipients, each of which is accountable to the Bureau.

Briefly, the roles and responsibilities of each eligible recipient are:

- *Secondary*—New Hampshire has designated 27 regional centers to deliver secondary, Perkins-funded activities. Each center provides secondary CTE to a separate region of the state. The students enrolled in programs at each center include students from the district in which the center resides and students from surrounding districts within the region.
- *Postsecondary*—A consortium of eligible postsecondary institutions has been created in New Hampshire, consistent with Sect. 132 of the Act. The consortium brings together the New Hampshire Community Technical College System, with its seven campuses, and the Thompson School at the University of New Hampshire. This consortium also receives State Administration funds to support a staff position to coordinate, plan, and report postsecondary activities.
- *Tech Prep*—Five consortia deliver Tech Prep services statewide. Each consortium specializes in specific career cluster areas, bringing together secondary and postsecondary schools to develop programs in each of the 16 cluster areas. The Career Development Bureau includes a staff position to support and coordinate the activities of these five consortia.
- *Corrections*—Two correctional institutions received grants to improve CTE for incarcerated individuals. The New Hampshire Department of Corrections received one of the grants, to work on specific projects focusing on the quality of instruction that they provide. The Strafford County Department of Corrections received the other corrections grant to expand support for inmates both before they begin instruction, and after instruction, when transitioning to the world of work outside the institution.

Organization of Vocational and Technical Education Programs

The State Board of Education launched a High School Redesign initiative in PY 2005. This initiative drew on professional educators and community representatives, business people, CTE representatives, and students, asking them to identify critical improvements necessary for secondary education in New Hampshire. Many of the improvements envisioned by the Redesign effort are contained in the Breaking Ranks II document published by the National Association of Secondary School Principals.

Many of the recommendations in the principals association's document promoted practices that have long been part of CTE pedagogy. The Redesign initiative adopted a number of these recommendations and urged those involved with academic instruction to talk with their CTE counterparts. Many who participated in the Redesign initiative had CTE backgrounds and their advocacy also influenced the list of improvements drawn up for secondary education in the state. If the improvements envisioned by the Redesign initiative become reality, the organization of CTE and academic education will begin to merge, enabling greater integration of the educational house.

Career clusters became an organizing concept for CTE during PY 2005. The old, occupation-specific programs began to be subsumed within the broader clusters and pathways during the year. This is particularly true of how secondary instruction was getting reorganized. By the end of the year, each preexisting CTE program was assigned to a particular career cluster and new clusters were introduced to expand options for secondary students. Because of this reorganization, each of the 16 clusters was offered by at least one of the secondary CTE centers in the state.

The Career Development Bureau was reorganized in PY 2005 to increase capacity for supporting career clusters throughout the state. Staff within the Bureau were assigned responsibility for particular clusters. The Tech Prep coordinators joined Bureau staff in this reorganization and were also given responsibility for a particular cluster. At a retreat held by the Bureau, staff received training in career clusters and the strategy behind this reorganization. By the end of the year, the reorganization of CTE at the secondary level was at a point where the distinction between Tech Prep and the rest of CTE was starting to disappear as the Tech Prep model became generalized.

Career clusters were also introduced to help students complete their instruction in postsecondary programs. A critical tool for aiding students in these transitions was the development of articulation agreements, or memoranda of understanding (MOU's). These documents link the secondary focus on clusters with the postsecondary focus on more occupationally specific instruction. By the end of PY 2005, draft memoranda were under development between secondary and postsecondary schools on a statewide basis to construct well-defined pathways for secondary students as they continue their instruction between both levels of education.

As much as possible, these MOU's were written to give students more options in where they complete the postsecondary portion of their CTE. At the close of PY 2005, a few

MOU's were agreed to such that students could move on to any continuing postsecondary programs statewide. These statewide memoranda will be replicated during PY 2006 to include more clusters and more postsecondary programs, including apprenticeships.

The introduction of clusters at the secondary level was complemented with changes in the certification of secondary instructors. Previously, CTE teachers were certified to teach in occupationally specific instructional areas. With the introduction of career clusters, instructors needed updated training in how to build new curricula around clusters. But first, the New Hampshire Department of Education needed authorization to develop new certificates that mirrored the clusters. Throughout PY 2005, the Bureau of Career Development worked with the credentialing section of the Department to create new certificates reflecting career clusters.

Once the certificates were developed, new teacher preparation programs also needed to be developed. The New Hampshire Technical Institute met this challenge with a new teacher training program that supports cluster level certification. CTE teachers can now gain certification by documenting that they are skilled to teach within a cluster and not in the narrower, occupationally specific area.

While the clusters were being introduced, reforms in state rules governing K-12 education added more rigor to CTE. As mentioned last year, the project to reform the administrative rules governing education began back in PY 2004. This project was completed during PY 2005, with stronger language concerning CTE.

A final change in the organization of secondary CTE addressed the delivery of instruction across the state line between New Hampshire and Vermont. More than 200 secondary students travel from New Hampshire to centers in Vermont for their CTE. In the past, these interstate arrangements were informal, based on verbal agreements only. During PY 2005, these informal understandings were formalized with memoranda of agreement that covered planning, funding, and accountability issues.

III. State Leadership Activities

Required Uses of Funds:

An assessment of the vocational and technical education programs that are funded.

Five types of program assessments were either used during PY 2005 or under construction. Two of these assessments focused on program competencies.

One assessment concerned the current relevance of program competencies. After learning in PY 2004 that instructors of some programs were modifying their program competencies, a statewide assessment took place to determine where and how often this was taking place. By the end of the year, these initial steps included the following:

- Directors and instructors at secondary CTE centers reviewed the current sets of program competencies to identify program areas where updates were needed.
- Participants in this initial assessment agreed that criteria for updates would come from changes in national standards, new industry standards, all aspects of industry, and inclusion of statewide core academic frameworks.

Work continued from PY 2004 in developing crosswalks between program competencies and the New Hampshire academic frameworks in English and Language Arts, Mathematics, and Science. By the end of the year, crosswalks were in place for all secondary CTE programs. The next step in the process for PY 2006 will be to identify weak areas and work to improve those areas needing updates.

The remaining four assessments focused on the secondary centers and their use of statewide CTE standards.

- *Monitoring*--All centers were monitored for compliance with state and federal requirements. The monitoring documents for PY 2005 changed slightly in what was examined during the year, but a more important change occurred in how these assessments were assigned. Whereas in the past, liaisons conducted their own monitoring visits, PY 2005 monitoring was conducted by a single individual from the state office to avoid any possible conflicts of interest.
- *New Program Approvals*—The process for approving new programs became more focused and simple during PY 2005. Essentially, the application became a checklist that is first completed by the applicant and then by state-level reviewers. The process for new program applications and approvals was also shortened to give applicants more time to plan the new programs.
- *Center and Program Evaluations*—A new process for periodically examining secondary CTE centers and their programs was piloted in PY 2005. Compared to previous years, this new process was designed to be more methodical and rigorous. Overall assessments of the centers were built around statewide standards that the State Board of Education adopted back in July of 2000. The assessment of programs mirrored the requirements that new programs must meet to gain state-level recognition.
- *Renovations*—Most of the existing secondary CTE centers were constructed decades ago and are now coming up for renovations to bring facilities up to industry standards. Most of the activity in this area of assessment involved the delivery of technical assistance. A checklist for applicants was developed and shared with directors of the centers. In March of 2005, a training was also done on the renovation process, backed up by a guidance notebook for future reference.

Bureau staff also investigated options for assessing students. The point of this research was to find an assessment method or vendor that would generate data

that helps both students and postsecondary schools. Assessment results would help secondary students determine how well prepared they are for entry into postsecondary programs. These assessments would ideally provide results for both academic and CTE skills attainment. If students effectively use these assessment results to meet postsecondary entry requirements, postsecondary colleges would benefit by a reduced need to provide remedial instruction. An expected result of these assessments would be greater rigor in secondary programs as secondary exit points would match postsecondary entry points.

Developing, improving, or expanding the use of technology in vocational and technical education.

Activities that met this requirement fell into one of two groups: activities that bring more technology into instruction and activities that apply more technology to the delivery of CTE.

Technology was introduced into instruction through the following activities:

- First, the Boston Museum of Science has collaborated with the New Hampshire Department of Education to incorporate stronger design technology standards. These standards existed in the statewide science framework, where the standards for assessing students as "advanced" are used to raise the requirements for CTE programs that deal with engineering design.
- The second activity incorporating technology into instruction is the expansion of pre-engineering programs in the state. During PY 2005, seven new programs were introduced at local CTE centers and high schools across the state.
- Third, a Future Educator's Academy was implemented. This academy emerged out of recognition that highly qualified teachers will need skills that connect technology to tomorrow's classrooms. This program links academic rigor with a strong information technology requirement. To complete this program, students need to demonstrate how technology can be incorporated into education.

Activities that applied technology to the delivery of CTE include the following:

- The Career Development Bureau continues to develop CATE (Career and Technical Education), a web-based student information system and a site for drafting and submitting applications for Perkins funds. The portion of CATE devoted to the Perkins applications was almost put in use in the Spring of 2005, but the vendor, Vistronix, could not finish the application in time. The student information system portion was still under development during PY 2005.
- The Internet is growing as an instructional tool, particularly at the postsecondary level.

- *Postsecondary*--The seven campuses of the Community Technical College System offer 113 CTE courses through distance learning technology. As the next table shows, the portions of on-line classes at these colleges range from 12% at the Berlin campus to 100%, at the Claremont campus. The percentages of CTE students at each campus who take on-line courses ranges from 14% in Berlin to 100%, again at the Claremont campus.
- *Secondary*—Slightly over one-fifth of all secondary centers (22%) report some use of the internet. Most often, the internet is used as a support for instruction, with Blackboard mentioned most often by this group. Three centers report using the internet for instruction, mentioning the Keystone National High School (for secondary credits), Microsoft Office Specialist (for credit and certification), CISCO (for credit and certification), and Virtual High School (for credit).

Professional development programs, including providing comprehensive professional development (including initial teacher preparation) for vocational and technical, academic, guidance, and administrative personnel.

Professional development delivered in PY 2005 covered career clusters, articulation agreements, child labor law, teacher preparation, and Title IX compliance.

- *Career clusters*—Tech Prep funds supported a number of cluster-specific trainings in Law and Public Safety, Future Educators Training, Biotechnology, and Project Lead the Way. Administrative staff in the state office also received orientation to career clusters in February and April of 2005.
- *Articulation agreements*—Tech Prep also supported numerous orientations for educators at the local level on why and how such agreements can benefit students and their schools. Early Childhood Educators came together for training on how to improve the alignment of secondary and postsecondary instruction in their programs. Throughout the year, a number of statewide articulation agreements were agreed to between secondary schools and all postsecondary programs that continued instruction in the same career pathways.
- *Child labor law*—Two trainings focused on helping schools place students in paid and unpaid experiences and stay within the laws that protect our youth from harm in the workplace.
- *Teacher preparation*—An alternative route to teaching in the classroom was developed to address the critical shortage of teachers, including CTE instructors. A college credit-bearing certificate was developed to encourage career changers and other qualified individuals to become CTE teachers. This certificate was based on a national model of CTE teacher

certification aligned with Teacher Education Competencies used by the Bureau of Credentialing within the New Hampshire Department of Education. By the close of PY 2005, 38 candidates were enrolled in various stages of this program.

- *Title IX compliance*—The Career Development Bureau helped sponsor a statewide conference attended by over 80 guidance counselors. Attendees were invited because of the role they play in eliminating gender bias in school employment and in student access and success in CTE. This conference reinforced the important role that adults play in school environments in eliminating barriers to equal opportunity access for all students, including those in CTE programs.

Support for vocational and technical education programs that improve the academic, and vocational and technical skills of students . . . through the integration of academics with vocational and technical education.

The New Hampshire School Approval Rules have been revised, with some revisions allowing new delivery possibilities for education in the state. The importance of these changes is that excellent practices in CTE are now available to all students. Competency based learning that provides relevance and rigor will now be used in both academic and CTE instruction. This change in educational delivery methods has the "academic side of the house" engaging and integrating more with CTE, which promise to remove the organizational divisions that previously existed in schools.

Many of the above concepts have been incorporated in New Hampshire's High School Redesign Vision document. This document is a guide to local school districts, offering a vision for change and key components on how to effect that vision. The School Approval Rules play a big role in the ways local school districts can radically change how education is delivered in the state. Part of the Redesign Vision includes personalizing learning strategies, harnessing local resources, and extending learning opportunities for all students. Similarly, community partnerships are urged as part of the Redesign. For example, the advisory committees so crucial to CTE program oversight are recommended as models for community partnerships. CTE is in the forefront of these particular approaches to education and CTE instructors and administrators were referenced as valuable resources for others who are new to competency based, applied learning methods.

The New Hampshire Association of School Principals has adopted Breaking Ranks II strategies as a model for high school redesign. At a training session designed to help high school principals understand Breaking Ranks II, CTE pedagogies were recommended and high school principals and CTE administrators were urged to work together.

The secondary and postsecondary applications for FY 2005 Perkins funds (see Appendices E and F) required applicants to submit plans to integrate academic skills with CTE skills. These plans for integration had to be addressed in applications, regardless of their impact on the performance indicators. In many applications this requirement was met when all of the required activities were addressed, but in some instances, this requirement expanded upon the required activities.

Providing preparation for nontraditional training and employment.

All secondary CTE centers and postsecondary institutions need to establish Equity Committees in New Hampshire. These committees support and create environments where students feel at ease enrolling in and completing programs that are considered nontraditional for their gender. Resources are also disseminated to the schools to assist them in designing and holding activities that support nontraditional training. The state nontraditional coordinator works with secondary CTE centers that need support in raising their nontraditional performance indicators.

In the application for Perkins funds, the state has introduced a requirement that secondary and postsecondary applicants must follow if any of their performance indicators fall below 75% of the state goal. When performance falls this low on particular indicators, applicants must devote 10% of their grant to improve performance on those particular indicators. In New Hampshire, as in many states in the nation, performance indicators most in need of improvement were usually Nontraditional Participation and Completion. Two secondary centers had to address underperformance on these indicators. At its own initiative, the postsecondary consortium introduced a similar requirement, requiring all underperforming colleges to devote 10% of their allocation to improved performance on the nontraditional indicators.

Tech Prep funds were also used to focus on nontraditional programs. Specific activities include:

- Working with Health Science Teachers and creating promotional materials which include males in the photos;
- Helping the Future Educators Academy reach a goal to recruit more males into the field of teaching;
- Sponsoring a one-day conference with the Educational Partnership of Central New Hampshire, the New Hampshire Technical Institute, and the Pre-Engineering Technology Curriculum Advisory Council. Attendance was limited to young women, grades 7 - 12. All speakers were women in the Science, Technology, Engineering, and Mathematics fields. The speakers included manufacturers, builders, R&D engineers, machinists, business owners, students, and college professors.

- Partnering southern New Hampshire with BAE Systems in Nashua in a "Women in Technology" program. By the end of PY 2005, this program was fully integrated into school curricula, with individual schools working directly with BAE.

Postsecondary institutions focused on recruitment and retention of students in programs nontraditional for their gender as a way to improve nontraditional performance. More emphasis was devoted to nontraditional recruitment and retention efforts than in the past. Nontraditional recruiters worked to attract students to identified fields of study. These recruiters attended job fairs, informational expositions, and schools in an effort to advertise programs with a nontraditional focus. Annual open house events were held specifically to highlight nontraditional careers. Videos were used regularly as well as nontraditional speakers, particularly in allied health and computer and engineering technologies. Brochures, postcards and other promotional materials were regularly distributed. Students who enrolled in nontraditional fields of study were also eligible for special scholarships to support them in completing their programs.

Supporting partnerships to enable students to achieve State academic standards, and vocational and technical skills.

Partnerships receive a key role in both the High School Redesign Vision and in the revised School Approval Rules in New Hampshire. Both emphasize the importance of partnerships between schools and local partners such as employers and volunteer organizations. The revised rules, in particular, promote a more collaborative relationship among the New Hampshire Department of Education, secondary CTE centers, and local school districts. In the Redesign Vision document partnerships are essential in creating more work-based opportunities for students to gain academic credit.

Partnerships between secondary and postsecondary schools probably helped students the most during PY 2005. The New Hampshire Community Technical Colleges have partnered with high schools to offer students the ability to earn college credit while still in high school. Classes in Project Running Start have allowed students to become comfortable with college level coursework, and have enriched students' high school experiences. At the end of PY 2005, over 3,000 high school students took courses through the New Hampshire Community Technical Colleges and became eligible for concurrent college credit.

Project Running Start has been in existence since 1999 and has steadily increased in both course offerings and enrollments since that time. Project Running Start enables high school students to enroll in NHCTC courses at a significant reduction in tuition. As the next table shows, large majorities of both CTE

enrollees and CTE courses in the Community Technical College System were part of Project Running Start by the close of PY 2005.

Campus	% of CTE Courses that are Running Start Courses	% of CTE Students who are Enrolled in Running Start
Berlin	87%	96%
Claremont	75%	62%
Concord	94%	97%
Laconia	80%	79%
Manchester	74%	70%
Nashua	55%	59%
Stratham	79%	62%
Totals:	78%	85%

Serving individuals in state institutions.

New Hampshire uses Perkins funds to develop CTE improvements at state and county correctional institutions in New Hampshire. In PY 2005, funds were granted to two institutions: the New Hampshire State Prison for Men and the Strafford County Department of Corrections facility in Dover.

The Adult Vocational Training Center serving the women's and men's State Prisons used funds to strengthen career and technical education for 240 offenders in three areas:

- Upgrading equipment in the Automotive, Horticulture, Small Engines, and Building Trades programs to meet current workplace standards;
- Adding the CadKEY software to the prison's Technical Education Program to give offenders the current skills that employers want;
- Purchasing the Choices software for Career Awareness, Personal Finance, and Accounting courses at the men's prison in Concord and the women's prison in Goffstown.

The Strafford County Department of Corrections used its grant to assist 150 offenders, including 25 women, in the following areas:

- Partnering with the Dover Adult Learning Center for job training and job placement as part of a work release program;
- Providing training in computer theory and computer applications to prepare inmates for furthering their education at local community technical colleges;
- Collaborating with New Hampshire Works to assist inmates with job interviews and job placements in the outside community.

Future corrections grants will serve more females than in the past. After a review of past performance of these grants and the release of a report on CTE in New Hampshire's prison system, past corrections projects were judged inadequate for the needs of incarcerated women. The report, Double Jeopardy, highlighted the inadequate training and support that women receive in prisons and jails in New Hampshire. Future Requests for Proposals for corrections grants will ask for separate proposals for incarcerated females and males to ensure greater emphasis on serving female inmates.

Support for programs for special populations that lead to high-skill, high-wage careers.

New Hampshire pursues an inclusive strategy in educating students who are members of special populations. There are no specific "programs" designed for "special populations" at the local educational agency level or other levels. All New Hampshire students have been mainstreamed. This inclusive strategy also complies with federal statutes that meet the needs of students with disabilities, one of the categories under the special population definition. There are assistive programs for students with 504's and IEP's, in addition to students whose first language is not English, but those are auxiliary supports, not stand-alone programs.

At the annual conference for secondary CTE administrators, materials were distributed and a presentation offered on what constitutes a livable wage in New Hampshire. This information was then cross walked with the employment opportunities that New Hampshire Employment Security foresaw for the next five to ten years. Conferees then reviewed the programs offered at their centers, identified the occupational opportunities available to graduates, and compared these occupational opportunities with the list of occupations that offer livable wages. The lesson from this exercise was that earnings opportunities for some secondary programs are poor, and for members of special populations, these opportunities are almost nonexistent.

All secondary and postsecondary applicants for Perkins funds were required to address the high-skill, high-wage issue as well. Applicants were asked to explain how their program offerings linked to high-wage, high-skill occupations. Where applicants had difficulty in addressing this aspect of their application, direct technical assistance was offered to support them in making this critical link.

Postsecondary supports for single parents and displaced homemakers can make the difference for students who typically have few resources for college. Persons in these categories typically have limited financial support that hinders their ability to persist and succeed in their program of study. By offering support services and financial assistance, these students have an increased chance to acquire the academic and vocational skills, and successfully complete their program. These categories of students receive individual attention at each campus

to assess their needs in an effort to ensure their success in the postsecondary setting. Financial assistance is available to these students for tuition, travel, child care expenses, and books.

Permissible Activities:

Establishment of agreements between secondary and postsecondary vocational and technical education programs in order to provide postsecondary educational and training opportunities for students participating in such vocational and technical education programs, such as Tech Prep programs.

A major activity of Tech Prep in New Hampshire during PY 2005 was to develop statewide articulation agreements, or memoranda of understanding (MOU's) between the NHCTCS and secondary programs across the state. Work on developing such memoranda started with agreements that were already in place and content driven. Sixty one high schools or CTE centers had MOU's in place at the end of the year. These existing agreements were then expanded statewide. All postsecondary programs in a pathway in the NHCTCS agreed to common entry requirements. Secondary programs then had the opportunity to articulate with multiple postsecondary programs in a single agreement. The first such statewide agreement was reached during the year between the Future Educators Academy, which operated in ten secondary schools, and the NHCTC System.

Ideally, these MOU's allowed colleges to grant dual credit that would appear on postsecondary transcripts. In most agreements with the NHCTCS, Project Running Start ensured that students would be allowed to earn dual credits. Less preferred agreements, as listed in the following hierarchy developed in New Hampshire by Tech Prep, provide less support for student transitions from secondary to postsecondary programs.

1. *Dual credit*, with an official college transcript for classes completed in high school.
2. *Advanced standing* with classes waived. This ensures that if a student has a course waived, s/he does not have to make up the credits.
3. *Waiver of classes*, enables a student to waive the college course, but does not give him/her credits for the waived course.
4. *Articulation without advanced standing/credit*. The secondary and postsecondary curricula are aligned to assure a smooth transition from high school to college.

Aside from developing statewide MOU's, Postsecondary institutions outside the NHCTCS have also successfully negotiated many other articulation agreements, or MOU's, during PY 2005. Although these agreements cannot be expanded to statewide agreements, they continue to be a priority.

Support for vocational and technical student organizations, especially with respect to efforts to increase the participation of students who are members of special populations.

New Hampshire continues to support Career and Technical Student Organizations (CTSO's) at the state level. In PY 2005, the oversight of CTSO's changed slightly. In the spirit of continuous improvement, statewide oversight changed to focus more on providing better support for local organizations that were organizationally weak and poorly known. A Request for Proposals was released in the summer of 2004 for a state coordinator of CTSO's. By the end of the year, New Hampshire had qualified success in finding new vendors through this RFP process.

Support for family and consumer sciences programs.

Family and Consumer Science (FCS) programs have "raised the bar" with strengthened standards. During PY 2005, representatives of FCS programs and the Department of Education worked with state legislators to raise program standards. Higher standards for FCS programs came mostly in the form of expanded curricula that provide the foundation workplace skills for all students.

Support to improve or develop new vocational and technical education courses.

Tech Prep has served as a resource for researching and developing new CTE programs in New Hampshire, or for expanding programs that already exist. In previous years, the emphasis for Tech Prep was on improving the quality of existing programs. In PY 2005, Tech Prep focused more on using existing programs as models to be replicated in other schools.

Three new secondary CTE programs gained official certification from the Department of Education. Two of these programs are entirely new to the state: Government and Public Administration and Digital Communications. The third new program—Project Lead the Way—represented an expansion of an existing program to new schools.

The new Government and Public Administration program was a unique development for New Hampshire. It represents a program was developed outside the traditional occupationally specific, two-plus-two program. Instead, this program deals with an entire career cluster, with the beginning of the instruction located at multiple high schools and completion at a career and technical education center, thus providing more of the opportunities at and more of the baccalaureate colleges.

IV. Distribution of Funds and Local Plan for Vocational and Technical Education Programs

As described earlier in this report, New Hampshire funds four categories of grants with the Perkins state grant: secondary, postsecondary, Tech Prep, and corrections.

Secondary—Of the 85% of Title I Local Formula funds, 79.5% is allocated for secondary program improvements. New Hampshire is divided into 19 regions for the funding and oversight of secondary CTE. The delivery of CTE to secondary students is accomplished through 27 secondary CTE centers, which constitute the eligible recipients for the Secondary Program Improvement Grants. Some regions only have a single center and others have up to three centers.

Funding for each secondary center is based on the required local allocations at the school district level. Consistent with Sect. 131, secondary funds are allocated to each local school district by formula. Districts that "host" a regional center (aka, receiving districts) receive all funds directly allocated to their district by formula. Funds allocated to sending districts by formula are then pooled within the region and passed on to the receiving district. Whenever there are multiple centers with a region, pooled funds from the receiving districts are distributed among these centers according to agreements reached by the multiple centers.

Postsecondary—The postsecondary eligible recipient in New Hampshire is a consortium of institutions. The consortium brings together seven campuses of the New Hampshire Community Technical College System (NHCTCS) and the Thompson School at the University of New Hampshire. Of the 85% of Title I Local Formula funds, 20.5% is allocated for postsecondary program improvements. The lead agency for the postsecondary consortium is the Community Technical College System, and although not required to do so, the consortium distributes funds according to Pell Grant enrollments, as required by formula if there were no consortium.

Tech Prep—Five regional consortia constitute the eligible recipients of Title II, Tech Prep funds in New Hampshire. Annually, these consortia apply for Tech Prep support. Originally, these regional consortia focused on their part of the state, developing and replicating new programs region wide. In recent years, this role has evolved to focus more on career clusters statewide.

Corrections—Correctional institutions receive 10% of the State Leadership fund, or 1% of the Title I funds. All correctional institutions in New Hampshire--municipal, county, and state-- are eligible for these grants. Grants are awarded on a competitive basis for grant periods no longer than one year.

V. Accountability

Overall Performance Results and Program Improvement Strategies

Once again, the "bundled" performance for New Hampshire demonstrates success. Performance exceeded goals on all secondary indicators and on four out of the seven postsecondary indicators. The net result of these performance results is a bundled total of 33.13 for the year.

As the next table shows, secondary performance exceeded all goals for the year. The goal exceeded by the largest margin (11.85) is Vocational Skills Attainment. As in the past, secondary goals were eclipsed by the smallest margins on both of the nontraditional indicators.

Meanwhile, postsecondary performance showed a somewhat more mixed picture. The brightest results were performance on the first three indicators in the next table, where performance eclipsed goals by 2.59 points. Nontraditional Participation, Retention, and Placement all fell short of the PY 2005 goal; Nontraditional Participation fell shortest (-3.43), followed by Placement (-2.17), followed by Retention (-0.78). The bundled, or net result, of postsecondary performance is 1.72.

PY 2005 Year-end Performance Compared to 2005 Goals

	FY 2005 Performance	FY 2005 Goal	Difference
Secondary:			
Academic Achievement	20.30%	12.36%	7.94
Vocational Skills Attainment	80.25%	68.40%	11.85
High School Completion	95.15%	92.84%	2.31
Secondary Program Completion	92.06%	88.95%	3.11
Placement	94.93%	90.00%	4.93
Non-traditional Program Participation	27.42%	26.38%	1.04
Non-traditional Program Completion	22.52%	22.29%	0.23
Secondary Subtotal:			**31.41**
Postsecondary:			
Academic Achievement	59.33%	56.74%	2.59
Vocational Skills Attainment	59.33%	56.74%	2.59
Postsecondary School Completion	59.33%	56.74%	2.59
Placement	87.83%	90.00%	-2.17
Retention	89.22%	90.00%	-0.78
Non-traditional Program Participation	19.16%	22.59%	-3.43
Non-traditional Program Completion	19.95%	18.82%	0.33
Postsecondary Subtotal:			**1.72**
		Bundled Net Total:	**33.13**

Special Populations Performance and Program Improvement Strategies

In general, students from special populations performed less well than their counterparts, but they still met most of their goals for the year. The next table shows how much each subgroup exceeded (positive) or missed (negative) statewide goals for the year. As the table shows, students with disabilities, the economically disadvantaged, and those in nontraditional programs, exceeded the statewide goals on four or more of the performance indicators. Students with disabilities missed the state goals on three indicators: Academic Attainment, Nontraditional Participation, and Nontraditional Completion. Economically disadvantaged students missed goals on two indicators: Program Completion and Nontraditional Completion. Students enrolled in nontraditional programs performed the best, meeting all seven statewide goals. Students in subgroups not included among the special populations--males, females, and white non-Hispanics--met all goals for the year, with one exception, female participation in nontraditional programs.

Performance of Secondary Subgroups[1]

Performance Indicator	Total	Male	Female	White,,non-Hispanic	Individuals With Disabilities	Economically Disadvantaged	Non-traditional
Academic Attainment	**7.94%**	**6.61%**	**9.62%**	**8.08%**	**-6.42%**	**1.74%**	**9.33%**
Vocational Skills Attainment	**11.85%**	**9.06%**	**15.56%**	**12.40%**	**7.83%**	**5.56%**	**13.53%**
Secondary Completion	**2.31%**	**1.38%**	**3.59%**	**2.18%**	**1.13%**	**-3.67%**	**3.46%**
CTE Program Completion	**3.11%**	**2.36%**	**4.15%**	**3.27%**	**3.43%**	**-2.28%**	**3.17%**
Placement	**4.93%**	**4.31%**	**5.79%**	**4.87%**	**0.00%**	**1.26%**	**4.92%**
Nontraditional Participation	**1.04%**	**3.76%**	**-2.80%**	**1.18%**	**-2.65%**	**0.54%**	**73.62%**
Nontraditional Completion	**0.23%**	**0.35%**	**0.08%**	**0.24%**	**-1.01%**	**-4.9%**	**77.71%**

These results point to specific steps to improve performance. Highest priority for students with disabilities is Academic Attainment, followed by both nontraditional indicators. Top of the list for economically disadvantaged students is Nontraditional Completion, followed by completion of all CTE programs. Students in nontraditional programs exceeded all goals.

[1] Results shown only when the subgroup size is sufficient for generalizations.

Definitions

Vocational Participant
Secondary: A student who is enrolled in at least one (1) unit of instruction in career and technical education.
Postsecondary: A student enrolled in a CTE program, who enrolled in at least one course in the Fall semester of 2004

Vocational Concentrator
Secondary: A student who has completed greater than 50% of the required sequence of instruction in his/her CTE program and is enrolled in the second half of the program as of October 1st or March 1st.
Postsecondary: A student who has finished his/her career and technical program of study and receives a degree.

Vocational Completer
Secondary: A student who has completed all required courses within a specific program and mastered all technical core program competencies at the proficient level.
Postsecondary: A student matriculated in an associate of science or an associate of applied science degree program. Matriculated students are students who have successfully completed not less than 21 credits in their program of study.

Tech Prep Student A student who is enrolled in at least one unit of instruction in a Tech Prep sequence of study. Beyond the sequence that identifies a particular program, Tech Prep programs must generally meet the following conditions:

- Combines two years of secondary education (or its equivalent) and two years of postsecondary education in a nonduplicative sequential course of study or an apprenticeship program of at least two years following secondary instruction;
- Is carried out under a written articulation agreement and/or a Registered Youth Apprenticeship program;
- Strengthens the applied academic component of vocational and technical education through the integration of academic, vocational, and technical instruction;
- Provides technical preparation in an area such as engineering technology, applied science, a mechanical, industrial, or practical art or trade, agriculture, a health occupation, business, or applied economics (but is not limited to the aforementioned);
- Contains a common core of proficiencies in mathematics, science, reading, writing, communications, and technologies (including through applied academics) in a coherent sequence of courses, which meet academic standards set by the State;
- Leads to an associate degree, a two-year certificate in a specific field, or an apprenticeship, and to high-skill, high-wage employment, or to further education.

Measurement Approaches

Approaches for each subindicator and definitions of numerators and denominators are provided in Appendix G.

Data Improvement Strategies

New Hampshire will expand its capacity to gather information on the effectiveness of Tech Prep programs during PY 2006. Previously, and again for the current year, information on Tech Prep only looked at a narrow subgroup of CTE students, seeing how many completers of the secondary portion of a Tech Prep program go on to enroll in postsecondary Tech Prep programs at the New Hampshire Community Technical College System. From the postsecondary perspective, a surprisingly small number of students make such transitions, with only 3% of those enrolled in postsecondary CTE programs coming from secondary Tech Prep programs.

In PY 2006, data will be gathered to see if completers of secondary Tech Prep programs are more likely than those not in Tech Prep programs to transition on to Tech Prep at the postsecondary level. All completers of secondary CTE programs will be matched with postsecondary enrollments. This match will help answer the following questions:

1. Does enrollment in a secondary Tech Prep program mean a secondary student is more likely to transition on to a postsecondary CTE program?
2. Does the low percentage of postsecondary CTE enrollees coming from secondary Tech Prep programs result from the fact that so many secondary completers spend their first postsecondary year focusing on general education courses and not on CTE courses?
3. If so many secondary Tech Prep completers do not continue on to postsecondary CTE, is that because the postsecondary programs are fully subscribed and new postsecondary students are taking general education courses while they wait to enroll in a CTE program?

VI. Monitoring Follow-up

Not applicable because New Hampshire was not monitored during the Project Year.

VI. WIA Incentive Grant Award Results

New Hampshire was eligible for and received a WIA Incentive Grant for PY 2005. After negotiations with the other partners, a plan was submitted that would focus grant activities on secondary CTE. As proposed, the grant would be used to plan and implement a systems change effort with secondary CTE centers. More specifically, grant activities focused on three areas: livable wage opportunities, high academic standards, and links with postsecondary programs. Throughout most of PY 2005, information has

been gathered from the secondary centers using a web-based questionnaire. Findings from this preparatory research will be used to design improvements during PY 2006.

APPENDICES

A. OVERALL CTE PERFORMANCE TRENDS

B. SECONDARY PERFORMANCE BROKEN OUT BY CENTERS AND BY CAREER CLUSTERS

C. POSTSECONDARY PERFORMANCE BROKEN OUT BY CAMPUSES

D. ORGANIZATIONAL CHART

E. SECONDARY PROGRAM IMPROVEMENT APPLICATION

F. POSTSECONDARY IMPROVEMENT APPLICATION

G. APPROACHES AND NUMERATOR-DENOMINATOR DEFINITIONS

APPENDIX A:

OVERALL CTE PERFORMANCE TRENDS

APPENDIX B:

SECONDARY PERFORMANCE BROKEN OUT BY CENTERS AND BY CAREER CLUSTERS

Academic Attainment (PI# 1)
by Career Cluster
Y2005

Description	2005 Den	2005 Num	2005 Goal	2005 Actual
Science, Technology, Engineering and Mathematics	423	202	12.36%	47.75%
Finance	140	53	12.36%	37.86%
Human Services	461	157	12.36%	34.06%
Information Technology	547	184	12.36%	33.64%
Arts, Audio Visual Technology and Communications	643	203	12.36%	31.57%
Business, Management and Administration	888	240	12.36%	27.03%
Health Services	1136	257	12.36%	22.62%
Law, Public Safety, and Security	124	28	12.36%	22.58%
Manufacturing	412	71	12.36%	17.23%
Architecture and Construction	1392	236	12.36%	16.95%
Marketing, Sales and Service	771	114	12.36%	14.79%
Education and Training	858	113	12.36%	13.17%
Hospitality and Tourism	956	123	12.36%	12.87%
Transportation, Distribution and Logistics	924	74	12.36%	8.01%
Agriculture, Food and Natural Resources	689	49	12.36%	7.11%
Government and Public Administration	0	0	12.36%	0.00%
Total	10364	2104	12.36%	20.30%

Vocational Skills Attainment (PI# 2)
by Career Cluster
Y2005

Description	2005 Den	2005 Num	2005 Goal	2005 Actual
Finance	34	32	68.40%	94.12%
Health Services	308	288	68.40%	93.51%
Education and Training	233	202	68.40%	86.70%
Agriculture, Food and Natural Resources	181	153	68.40%	84.53%
Arts, Audio Visual Technology and Communications	179	151	68.40%	84.36%
Business, Management and Administration	195	164	68.40%	84.10%
Information Technology	129	103	68.40%	79.84%
Architecture and Construction	402	312	68.40%	77.61%
Manufacturing	102	79	68.40%	77.45%
Human Services	130	100	68.40%	76.92%
Transportation, Distribution and Logistics	293	217	68.40%	74.06%
Hospitality and Tourism	254	188	68.40%	74.02%
Science, Technology, Engineering and Mathematics	87	64	68.40%	73.56%
Marketing, Sales and Service	179	127	68.40%	70.95%
Law, Public Safety, and Security	38	22	68.40%	57.89%
Government and Public Administration	0	0	68.40%	0.00%
Total	2744	2202	68.40%	80.25%

High School Completion Status (PI# 3)
by Career Cluster
Y2005

Description	2005 Den	2005 Num	2005 Goal	2005 Actual
Finance	35	35	92.84%	100.00%
Human Services	130	127	92.84%	97.69%
Business, Management and Administration	247	241	92.84%	97.57%
Law, Public Safety, and Security	38	37	92.84%	97.37%
Science, Technology, Engineering and Mathematics	111	108	92.84%	97.30%
Information Technology	145	141	92.84%	97.24%
Health Services	320	309	92.84%	96.56%
Marketing, Sales and Service	211	203	92.84%	96.21%
Education and Training	249	237	92.84%	95.18%
Architecture and Construction	451	429	92.84%	95.12%
Arts, Audio Visual Technology and Communications	194	183	92.84%	94.33%
Hospitality and Tourism	290	272	92.84%	93.79%
Agriculture, Food and Natural Resources	214	200	92.84%	93.46%
Transportation, Distribution and Logistics	315	290	92.84%	92.06%
Manufacturing	123	112	92.84%	91.06%
Government and Public Administration	0	0	92.84%	0.00%
Total	3073	2924	92.84%	95.15%

CTE Program Completion Rate of High School Senior Concentrators (PI# 4)
by Career Cluster
Y2005

Description	2005 Den	2005 Num	2005 Goal	2005 Actual
Finance	35	35	88.95%	100.00%
Law, Public Safety, and Security	38	37	88.95%	97.37%
Science, Technology, Engineering and Mathematics	111	108	88.95%	97.30%
Human Services	130	126	88.95%	96.92%
Architecture and Construction	451	422	88.95%	93.57%
Transportation, Distribution and Logistics	315	293	88.95%	93.02%
Agriculture, Food and Natural Resources	214	198	88.95%	92.52%
Health Services	320	296	88.95%	92.50%
Education and Training	249	230	88.95%	92.37%
Arts, Audio Visual Technology and Communications	194	179	88.95%	92.27%
Business, Management and Administration	247	226	88.95%	91.50%
Information Technology	145	131	88.95%	90.34%
Marketing, Sales and Service	211	187	88.95%	88.63%
Manufacturing	123	108	88.95%	87.80%
Hospitality and Tourism	290	253	88.95%	87.24%
Government and Public Administration	0	0	88.95%	0.00%
Total	3073	2829	8.95%	92.06%

Placement of Class of 2004 Program Completers
Continuing Education and/or Employed (PI# 5)
by Career Cluster
Y2005

Description	2005 Den	2005 Num	2005 Goal	2005 Actual
Finance	16	16	90.00%	100.00%
Law, Public Safety, and Security	4	4	90.00%	100.00%
Science, Technology, Engineering and Mathematics	65	64	90.00%	98.46%
Marketing, Sales and Service	133	130	90.00%	97.74%
Health Services	210	204	90.00%	97.14%
Business, Management and Administration	177	171	90.00%	96.61%
Architecture and Construction	241	231	90.00%	95.85%
Human Services	63	60	90.00%	95.24%
Manufacturing	79	75	90.00%	94.94%
Education and Training	152	144	90.00%	94.74%
Agriculture, Food and Natural Resources	126	119	90.00%	94.44%
Transportation, Distribution and Logistics	191	178	90.00%	93.19%
Arts, Audio Visual Technology and Communications	146	136	90.00%	93.15%
Hospitality and Tourism	183	167	90.00%	91.26%
Information Technology	88	80	90.00%	90.91%
Government and Public Administration	0	0	90.00%	0.00%
Total	1874	1779	90.00%	94.93%

Non-Traditional Program Participation (PI# 6)
by Career Cluster
Y2005

Description	2005 Den	2005 Num	2005 Goal	2005 Actual
Finance	138	86	26.38%	62.32%
Hospitality and Tourism	1055	574	26.38%	54.41%
Business, Management and Administration	2510	1283	26.38%	51.12%
Agriculture, Food and Natural Resources	1503	641	26.38%	42.65%
Law, Public Safety, and Security	113	43	26.38%	38.05%
Arts, Audio Visual Technology and Communications	595	224	26.38%	37.65%
Health Services	945	146	26.38%	15.45%
Science, Technology, Engineering and Mathematics	414	35	26.38%	8.45%
Information Technology	333	27	26.38%	8.11%
Transportation, Distribution and Logistics	1242	93	26.38%	7.49%
Architecture and Construction	1482	102	26.38%	6.88%
Education and Training	934	56	26.38%	6.00%
Manufacturing	495	26	26.38%	5.25%
Human Services	429	6	26.38%	1.40%
Government and Public Administration	0	0	26.38%	0.00%
Marketing, Sales and Service	0	0	26.38%	0.00%
Total	12188	3342	26.38%	27.42%

Non-Traditional Program Completion Rates (PI# 7)
by Career Cluster
Y2005

Description	2005 Den	2005 Num	2005 Goal	2005 Actual
Finance	35	26	22.29%	74.29%
Hospitality and Tourism	253	140	22.29%	55.34%
Law, Public Safety, and Security	37	18	22.29%	48.65%
Business, Management and Administration	226	104	22.29%	46.02%
Agriculture, Food and Natural Resources	192	87	22.29%	45.31%
Arts, Audio Visual Technology and Communications	171	64	22.29%	37.43%
Health Services	296	46	22.29%	15.54%
Science, Technology, Engineering and Mathematics	64	7	22.29%	10.94%
Architecture and Construction	422	33	22.29%	7.82%
Transportation, Distribution and Logistics	293	20	22.29%	6.83%
Information Technology	91	6	22.29%	6.59%
Education and Training	230	15	22.29%	6.52%
Manufacturing	108	5	22.29%	4.63%
Human Services	126	2	22.29%	1.59%
Government and Public Administration	0	0	22.29%	0.00%
Marketing, Sales and Service	0	0	22.29%	0.00%
Total	2544	573	22.29%	22.52%

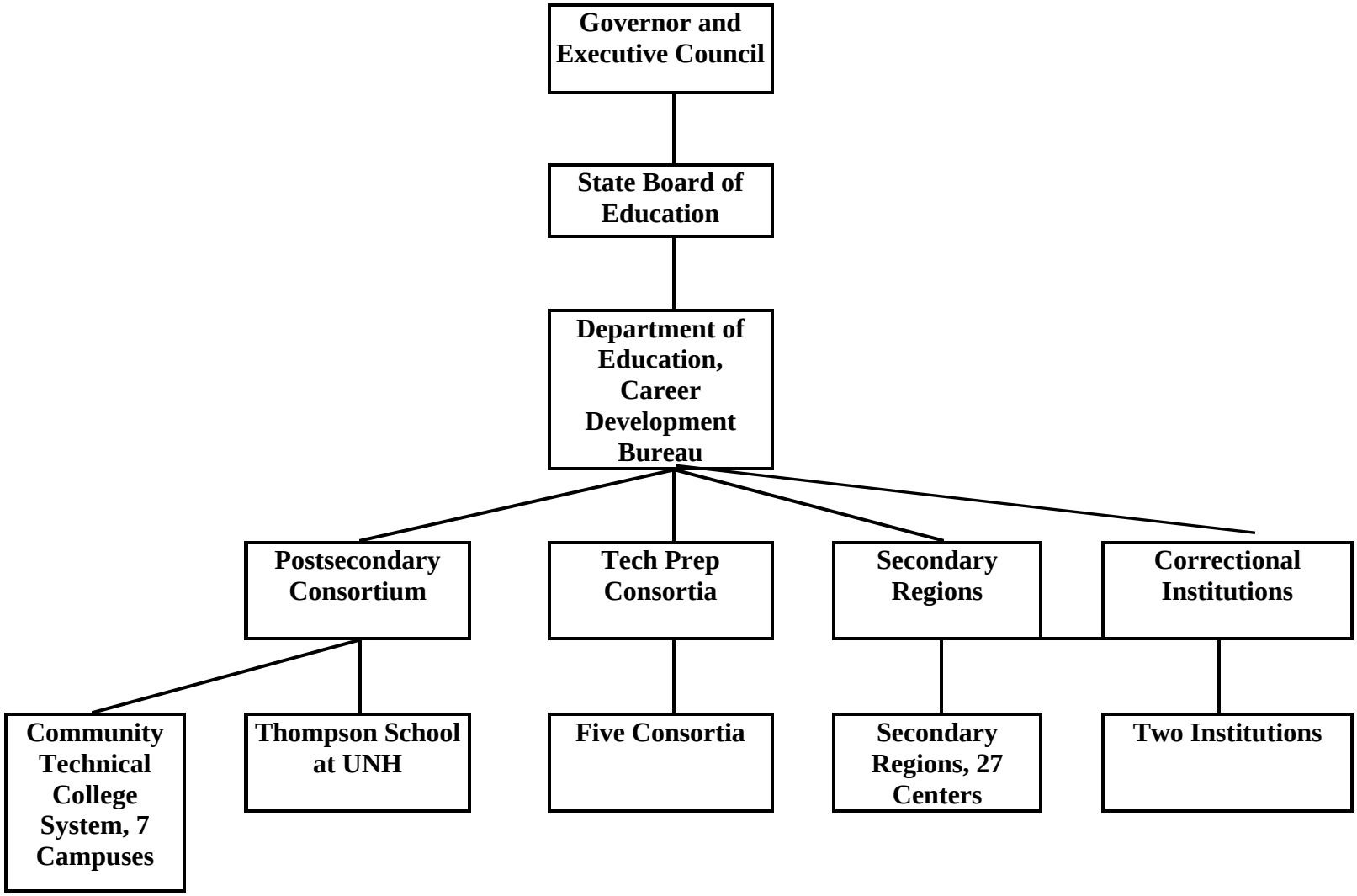
APPENDIX C:

POSTSECONDARY PERFORMANCE BROKEN OUT BY CAMPUSES

APPENDIX D:

ORGANIZATIONAL CHART

Organizational Chart
Career and Technical Education
New Hampshire



APPENDIX E:

SECONDARY PROGRAM IMPROVEMENT APPLICATION

APPLICATION FOR

SECONDARY

CAREER TECHNICAL EDUCATION

PROGRAM IMPROVEMENT GRANTS

AND

FY 2005 ONE-YEAR PLAN REVISION/EXTENSION

under the
Carl D. Perkins
Vocational and Technical
Education Act of 1998

P.L. 105-332

New Hampshire Department of Education
Bureau of Career Development
101 Pleasant Street
Concord, New Hampshire 03301

Statement of Non-Discrimination

The New Hampshire Department of Education does not discriminate on the basis of race, color, religion, marital status, national/ethnic origin, age, sex, sexual orientation, or disability in its programs, activities and employment practices.

The following person has been designated to handle inquiries regarding the nondiscrimination policies:

Brenda Cochrane
Title IX/ADA Coordinator
NH Department of Education
101 Pleasant Street
Concord, NH 03301-3860
(603) 271-3743
(603) 271-3743 TTY/V

INTRODUCTION

The Carl D. Perkins Vocational and Technical Education Act of 1998 (Perkins III) holds all secondary Program Improvement Grantees accountable for improvements in selected areas of performance. As approved in the New Hampshire State Plan for implementing Perkins III, secondary grantees are accountable for improving performance on the following:

1. Percentage of secondary students assessed as advanced or proficient on the New Hampshire Educational Improvement and Assessment Program;

2. Percentage of students attaining core competencies for their program;

3. Percentage of students achieving a high school diploma, or its equivalent;

4. Percentage of students completing their secondary career technical education program;

5. Percentage of students employed, in the military, and/or continuing their education after graduation from high school;

6. Percentage of students who are enrolled in programs nontraditional for either gender;

7. Percentage of students who complete programs that are nontraditional for either gender;

Performance goals for each of the above postsecondary accountabilities were approved by the US Department of Education in 2001 and the tracking of actual performance against these goals started the same year as well. The rest of this document presents the application requirements for secondary Program Improvement Grant applications for Fiscal Year 2005.

EVALUATION AND PLANNING SCHEDULE

The deadline for submitting year-end, completion data on students for FY 2005 is as follows:

FY 2004 Year-end, Completion data reports are due by 4:00 PM, June 21, 2004
Submit reports to:
Bev Muse
Room 111
Bureau of Career Development
New Hampshire Department of Education
101 Pleasant Street
Concord, NH 03301
Bmuse@ed.state.nh.us
(603) 271-6050

The deadline for submitting applications for FY 2005 Program Improvement Grants is as follows:

FY 2005 Applications are due by 4:00 PM, August 2, 2004
Submit an original and two (2) copies to:
John Varrill
Room 301
Bureau of Career Development
New Hampshire Department of Education
101 Pleasant Street
Concord, NH 03301
jvarrill@ed.state.nh.us
(603) 271-2452

Critical dates in the FY 2005 evaluation and planning schedule include:

Event/task	Date
Release of FY 2005 Secondary Perkins Application Guide	May 2004
Deadline for Submitting FY 2004 Year-end Performance Data	June 21, 2004
Perkins Allocation Letters for FY 2005 Released	Mid-July, 2004
Deadline to Submit FY 2005 Secondary Perkins Applications	August 2, 2004
Applicants Notified of Approval Status	August 20, 2004
Anticipated Grant Start Dates for FY 2005	August 22, 2004

PLAN REVISION/EXTENSION

By July 1, 2004, New Hampshire will have closed negotiations with the US Department of Education on revising and extending its approved plan for an additional year. Because Congress has not yet reauthorized the Perkins III Act, the 1998 Act as amended is extended for an additional year as required in the Act. This extension requires states to gain approval of their plans for an additional year, and in compliance with Sect. 134(a), local plans need to mirror the time period covered in the approved state plans.

For these reasons, applicants are required to revise and extend their plans for one more year, to cover the period from August 22, 2004 to August 21, 2005. This plan revision can address new secondary goals or it can continue those included in the current four-year plan. Unlike the year when the four-year plans were drafted, however, this year's plan revision should take into account performance on the five indicators and integrate these performance requirements into the plan.

Applicants must present their plan revision in a format that makes goals and strategies for the year clearly evident. In outline format, list each goal for the year, and under the goal indicate which strategy or strategies you plan on implementing during the year to carry out that goal.

Regardless of the goals selected for the coming year and how these are integrated with performance accountabilities, applicants must also address four specific issues in planning for the coming year. The US Department of Education has required states to address these issues in their plan revisions, and the New Hampshire Department of Education is similarly asking secondary applicants to incorporate these issues into their plan revisions. These four issues include:

- Improving the academic skills of career and technical education students;
- Strengthening connections between secondary and postsecondary education;
- Preparing individuals for occupations in demand that pay family supporting wages;
- Investing in effective, high quality programs.

These four planning issues will most likely form a core of the successor to the current Perkins Act. Plans that address these issues should provide a good foundation for transitioning to any changes to Perkins III that may be enacted in the coming year.

PERFORMANCE INDICATOR REPORT

Applicants must provide findings on their evaluation of 2004 performance against the seven statewide performance goals. As in the past, the findings must include a ranking of all seven indicators in terms of their need for improvement, from the indicator ranked most in need of improvement to that ranked least in need. With the sole exception of Academic Attainment (PI #1), the extent to which applicants have discretion in ranking

indicators depends upon how much the applicant's FY 2004 performance exceeds or falls short of the statewide performance goals.

Depending upon performance, applicants will have three levels of discretion in ranking the performance indicators:

- **Full discretion**—For all indicators where 2004 performance *meets or exceeds* 100% of the statewide goal, applicants are free to determine the need for improving performance during FY 2005, with the sole exception of the Academic Attainment indicator[2].
- **Partial discretion**—For all indicators where 2004 performance falls *between* 50% and 100% of the statewide goal, rank or priority for improvement depends upon the extent to which performance falls short of the goal, unless the applicant can justify a variance from this "default" rank. Justifications must provide evidence that supports a criterion other than the performance-goal gap and cannot be based on the simple assertion that the replacement criterion is more important than the extent to which performance falls short of the 2004 goal.
- **No discretion**—For all indicators where 2004 performance falls *below* 50% of the statewide goal, applicants *must rank* these indicators by the amount that performance falls short of the goal; the greater the performance shortfall, the higher the rank. Because they represent underperforming "outliers," improved performance on these indicators is a top, statewide priority and therefore nonnegotiable. *Those centers that perform at 50% or less of the statewide goal on any indicator(s), other than Academic Attainment, must plan activities that are designed to improve performance on these indicators AND devote no less that 10% of their FY 2005 grant to these activities*

Applicants must present their findings for each of the seven performance indicators using the format shown below. The findings should rank all seven indicators from those *most* in need of improved performance during FY 2005 to those *least* in need of improvement. As is also evidenced in Attachment G: *Example*: Annual Evaluation of FY 2004 Performance, findings should address the performance of student subgroups, or of particular programs, whenever such breakouts of subgroups aids the overall improvement strategy.

[2] Regardless of 2004 performance, applicants will always have full discretion in prioritizing Academic Attainment because the indicator is a poor measure of the accountability and not because Academic Attainment is unimportant.

Performance Indicator	Annual Evaluation Finding	Rank from Most to Least in Need (1-7)
PI #1		
PI #2		
Etc.		
PI #7		

ANNUAL PLAN

Once the performance indicators are rank ordered by need for improvement, applicants must then list the activities or strategies that are intended to positively affect performance. This requirement is identical to that of last year.

All activities or strategies planned for FY 2005 that will use Perkins funds, whether required or permitted, must be submitted in the format shown below for review and budgetary approval. The name and number of each activity (including purchases) planned for FY 2005 needs to be provided in the left-hand column. The middle column generally asks for a context for the activity or strategy listed in the first column: is the activity/strategy originating in the revised plan, in an attempt to impact performance in a positive way, or a combination of both?

The last column asks applicants to briefly describe which of the required or permitted activities the planned activity represents. Applicants must specify which of the required or permitted activities the planned activity represents. An example illustrating the information needed for this Annual Plan is provided in Attachment H, *Example*: FY 2005 Annual Plan.

Name of Strategy/Activity	Performance Impact(s) or Revised Plan	Which Required or Permitted?
1.		
2.		
Etc.		

DETAILED AND SUMMARY BUDGETS

Applicants under Title I, Section 131 may use up to 5% of funds for administrative purposes (including indirect costs) associated with the activities assisted under this title. The balance of funds is to be used to address required and permissible activities. Required activities specified under Section 135(b) must be provided, either through expenditures of federal or local funds. Activities associated with permissible use of funds must be designed to improve, support, or expand upon the required activities, or be otherwise consistent with the purposes of the Act (Section 135(c)).

Compliance with the format specified in this document will ensure a prompt review of your application and timely access to funds.

DETAILED USE OF FUNDS. Using the format exemplified in Attachment I, *Example*: Planned Use of Funds for FY 2005, for each activity or strategy (including purchases) for which funds under this application will be used, provide the following:

1. The name of the activity or strategy that is also listed in the Annual Plan, providing the Classification of Instructional Programs (CIP) Codes for the program(s) that will benefit from the expenditure.
2. Depending on whether the activity or strategy changes the four-year plan:
   - If the four-year plan is changed, then a description is needed of the activity to be supported, followed by a rationale for its anticipated positive impact on specific performance indicators;
   - If the four-year plan is unchanged, then cite the page of the approved four-year plan.
3. A budget to support the activity (including local funds, where appropriate), and
4. Detailed budget notes.

BUDGET SUMMARY AND FORM ONE. The Budget Summary consolidates all proposed expenditures under the application for funding, *by function and object code*. The Budget Summary should contain the following:

1. Provide a consolidated budget, by function and object code, for all of the services and activities for which you intend to use Perkins funds, as detailed in your application for funding.
2. For each budget line item, identify the page number(s) on which the activities, corresponding budget, and budget notes can be found.
3. Attach an OBM Form 1 that reflects the Budget Summary.

ATTACHMENTS

A. COVER PAGE

B. NONDISCRIMINATION STATEMENT

C. CERTIFICATE OF REGIONAL ADVISORY COMMITTEE

D. CERTIFICATE OF RESPONSIBILITY

E. ACTIVE AND ELIGIBLE PROGRAMS TO RECEIVE SUPPORT

F. APPLICATION CHECKLIST

G. *EXAMPLE*: ANNUAL EVALUATION OF FY 2004 PERFORMANCE

H. *EXAMPLE*: FY 2005 ANNUAL PLAN

I. *EXAMPLE*: PLANNED USE OF FUNDS FOR FY 2005

COVER PAGE

SECONDARY CAREER TECHNICAL EDUCATION PROGRAM IMPROVEMENT GRANT APPLICATION FY 2005

1. School District Name	**SAU #**
2. Signature of Authorizing Agent	**Date**
3. Project Manager (please print or type)	**Title**

4. Project Manager's Address:

_____ _____
Telephone

_____ _____
E-mail Address

_____

Date of State Board Approval for designation as a Regional CTE Center under RSA:188-E:
_____

Submit an original and two (2) copies by August 2, 2004 to:

John Varrill, Room 301
Bureau of Career Development
New Hampshire Department of Education
101 Pleasant Street
Concord, NH 03301
(603) 271-2452
jvarrill@ed.state.nh.us

NONDISCRIMINATION STATEMENT

Please provide the district's Statement of Nondiscrimination

Recommended wording for Nondiscrimination Statement:

The [name] School district does not discriminate in the administration of its admissions and educational programs, activities or employment practices on the basis of race, color, religion, national origin, age, sex, disability, sexual orientation or marital status. This statement is a reflection of the [name] School District and refers to, but is not limited to, the provisions of the following laws:

Title VI and VII of the civil Rights Act of 1964
The age Discrimination Act of 1967
Title IX of the Education Amendments Act of 1972
Section 504 of the Rehabilitation Act of 1973
The Americans with Disabilities Act of 1975
NH Law against Discrimination (RSA 354-A), and
State Rule: Ed. 303.01(i), (j), (k).

The Title IX Coordinator is: [enter name, address and telephone number]
The Section 504 Coordinator is: [enter name, address and telephone number]

Inquiries may also be directed to the:

- US Department of Education, Office for Civil Rights, Region 1, J.W. McCormack Post Office and Courthouse Building, Room 222, Boston MA 02109-4557 (617-223-9696);
- Equal Employment Opportunity Commission, JFK Federal Building, Room 475, Government Center, Boston MA 02201 (617-565-3200)
- NH Commission for Human Rights, 2 Chennell Drive, Concord, NH 03301 (603-271-2767)

CERTIFICATE OF REGIONAL ADVISORY COMMITTEE

(Regions with more than one center need to have a common committee.)

I, _____ Superintendent of Schools, for the _____ School District, having a designated Regional Career and Technical Center or Designated Regional Program, certify that the Regional Advisory Committee meets the following criteria:

1. The Advisory Committee meets at least quarterly each year. Subcommittees meet as often as necessary to deal with the operations of the Career and Technical center.

2. The Advisory Committee includes the following subcommittees:

   (a) A subcommittee for community/school relations, consisting of no less than ten members who represent each of the school boards in the region, six of the Career and Technical Education program areas, and local businesses. The committee may include parents and students, and is comprised of persons not employed by school districts.

   (b) A subcommittee for operations, comprised of the Superintendent of each of the school districts in the region, the principal, and a guidance counselor from each of the secondary schools in the region or their designees.

3. The local director(s) of career and technical education serve(s) as an ex-officio member and executive secretary to the above committees.

4. The committee makes recommendations concerning operations of the regional career and technical center and other regional career and technical programs in the region to the boards of the school districts within the region, which include the use of federal funds generated on a regional basis, the coordination of school calendars and schedules throughout the region, information about program availability and the provision of transportation, and any other matters affecting regional participation in career and technical education.

5. The receiving board has considered the recommendations of the advisory committee in determining programs, facilities, and enrollment needs, and the use of federal career and technical funds, as described in this application for funding.

_____ _____
(Signature, Superintendent of Receiving School District) Date

_____ _____
(Signature, Superintendent of Sending School District) Date

_____ _____
(Signature, Superintendent of Sending School District) Date

_____ _____
(Signature, Superintendent of Sending School District) Date

_____ _____
(Signature, Superintendent of Sending School District) Date

_____ _____
(Signature, Superintendent of Sending School District) Date

CERTIFICATE OF RESPONSIBILITY

I, _____
(Typed Name and Title of Chief Administrative Official)

_____, hereby certify and assure that:
(SAU or Institution)

1. The programs, services, and activities designated to be supported by funds through this application will be conducted in accordance with the Carl D. Perkins Vocational and Technical Education Act of 1998 (P.L. 105-332), N.H. Statutes, and the New Hampshire Administrative Rules.

2. Policies, procedures, and activities described in this application will be carried out as described herein.

3. Supplemental funds granted to the agency under the provisions of P.L. 105-332 will be used as stipulated in the attached application, and supporting documents and records of expenditures will be maintained for audit in accordance with the requirements of the New Hampshire State Department of Education, Office of Business Management.

4. Student and program data, information, and reports as may be reasonably required by the NH State Department of Education will be submitted as requested, and in a timely fashion.

5. Current certifications relating to Debarment, Suspension, Ineligibility, and Voluntary Exclusion, Lower Tier Covered Transactions; relating to Lobbying for Grants and Cooperative Agreements; relating to Drug Free Schools and Work Places; relating to Information about the Use of Federal Funds; relating to Non-Discrimination; and relating to Gun Free Policies are either attached here or are on file with the New Hampshire State Department of Education.

6. All career and technical-technical programs offered by the eligible recipient will conform to the definition of vocational and technical education stated in Sec. 3(29) of P.L. 105-332.

7. An Equity Committee has been established to address issues related to ensuring equal access and success for students who are members of special populations consistent with the guidelines provided by the NH Department of Education.

8. Funds will not be used under this title to support School-to-Work activities, unless the activities are directly related to career and technical programs eligible for support under the provisions of Title I, Sec. 131 of the Act, and the populations they serve.

I certify that all information contained in this application is true and correct.

_____ _____
(Signature, Chief Administrative Officer) Date

ACTIVE AND ELIGIBLE PROGRAMS TO RECEIVE SUPPORT

1. List all CTE programs at your center that are eligible to receive funding under Title I, Sec. 131 of the Carl D. Perkins Act. **New to this application is a requirement that applicants identify which secondary CTE programs have articulation agreements with each program**. Using the middle column, please indicate for each articulation agreement the date that the agreement is **due to expire** and if there is no agreement, simply indicate "None" in the middle column.

Program	Articulation Agreement(s)	CIP Code

2. Provide **three copies** of the district's high school Program of Studies, and any other publication that describes regional career and technical programs offered by the district.

3. Provide **three copies** of the Program of Studies for all participating sending districts' high schools within your region.

ATTACHMENT F, APPLICATION CHECKLIST

Secondary Applicant: _____

Reviewer/State Project Manager: _____ **Date:** _____

Approval Status:

☐ Fully Approved Date: _____
☐ Substantially Approved Date: _____
☐ Not approved, see notes

Applicant instructions: Please use the right-hand column of the chart below to inform reviewers where in your FY 2005 application they can find the required contents listed in the middle column. Please leave the left-hand column blank, as it is reserved for reviewers' use. Also, feel free to use this checklist as a tool to determine if your submittal is complete.

Reviewer instructions: Place a check in the left column if the requirement has been met. The middle column describes the required content of the application. The right-hand column asks applicants to give a page reference to the FY 2005 application.

Requirement Met?	Required Content	Page(s)
	CERTIFICATIONS AND ASSURANCES	
	Cover Page:	
___	Is the Applicant Name provided?	
	Is the Cover Sheet:	
___	Signed by Authorizing Agent?	
___	Dated?	
___	Is the Contact information of Project Manager complete?	
___	Is the date of State Board approval provided and accurate? (see Attachment A).	_____

Requirement Met?	Required Content	Page(s)
____ ____	**Nondiscrimination Statement:** Is the full text and contact information provided in statement? Does the statement include all of the content illustrated in the model statement? (see Attachment B)	_____
_____ _____	**Certificate of Regional Advisory Committee:** Is the Chief Administrative Officer identified at top of form the same person as the signatory for the receiving school district? Are signatures of superintendents of all sending districts provided? (see Attachment C)	_____
_____ _____ _____	**Certificate of Responsibility:** Is the typed name and title of Chief Administrative Official entered at top of Certificate? Is the name of the SAU or Institution entered at top of Certificate? Is the original signature of Chief Administrative Official at the bottom the same person as listed at the top of the Certificate? (see Attachment D)	_____
_____ _____ _____ _____ _____	**Active and Eligible Programs to Receive Support:** Are the programs listed actually eligible to receive Perkins funds? Are any eligible programs missing? Are expiration dates provided for all articulated programs? Does each eligible program have a corresponding CIP code? Are three copies of Course Catalogues from all school districts provided? (see Attachment E)	_____

Requirement Met?	Required Content	Page(s)
	EVALUATION AND PLANNING	
____ ____ ____ ____ ____ ____ ____	**Four-Year Plan Evaluation:** Is this narrative limited to no more than two pages, double-spaced? Has the plan revision adequately addressed: o Improving academic skills; o Strengthening secondary postsecondary connections; o Preparing students for demand occupations that pay family supporting wages; o Investing in effective, high-quality programs. Are the additions, or changes, in the one-year plan revision evident?	_____
____ ____ ____	**Annual Evaluation:** Is there a finding for each of the seven performance indicators? Has this applicant failed to achieve 50% of the goal for any performance indicator(s), except Academic Attainment (PI #1)? Have all seven indicators been ranked in terms of their need for improvement, from most-in-need to least?	_____
_____ _____	**Annual Plan:** Overall, is there consistency between the evaluation findings and the planned activities in this section, or are there points of inconsistency? Is/Are performance improvement(s) targeted toward those indicators ranked as most-in-need of improvement?	

Requirement Met?	Required Content	Page(s)
_____ _____ _____ _____	**Annual Plan (cont.):** If the applicant failed to achieve 50% of the goal on one or more indicators (except PI #1), • Are activities or strategies included to improve performance on those indicators? • Does the amount budgeted for these activities or strategies equal at least 10% of the applicant's FY 2005 allocation? Is each strategy or activity (including purchases) listed in the left-hand column of the Plan also listed in the Detailed Use of Funds budgets? Is each of the planned activities associated with one of the required or permitted activities?	_____
	BUDGET	
_____ _____ _____ _____ _____ _____ _____ _____	**Detailed Use of Funds:** Are administrative expenditures (including Indirect costs) limited to no more than 5%? Is each activity/strategy also listed in the Annual Plan? Are CIP codes provided to indicate which programs benefit from each activity/strategy? Is a rationale provided for each activity/strategy that changes the Four-year plan? Is a page citation to the Four-year Plan provided for each activity/strategy that continues the Plan? Are line items identified by proper object and function codes? Are line items supported by the detailed budget notes? Does each budget item appear fair, reasonable, and allocable to support the activity/strategy (see Attachment I)?	_____

Requirement Met?	Required Content	Page(s)
	Budget Summary:	
_____	Do the line items in the Budget Summary equal the sum of similarly coded (both Object and Function) line items in the Detailed Budgets?	
_____	Is each line item backed up by citations to page numbers in the Application where activities/strategies, corresponding budget, and budget notes can be found?	
_____	Is an OBM Form 1 included in the application and does the Budget Summary mirror items in the Form 1?	_____

Please attach a completed copy of the FY 2005 Application Checklist.

____ Completed FY 2005 Application Checklist

ATTACHMENT G, *EXAMPLE:*

ANNUAL EVALUATION OF FY 2004 PERFORMANCE

Performance Indicator	Annual Evaluation Finding	Rank Order from Worst to Best (1-7)
PI #1	High priority for performance improvement during FY 2005. Year-end performance lags most behind statewide 2004 goal (down 22 points) and has eroded most (down 12 points) since 2001. Robotics, Networking (Cisco), and Graphic Arts programs attract largest proportions of enrollees assessed as Proficient or Advanced and may be slated for expansion.	2
PI #2	Mixed priority for performance improvement during FY 2005; we are still ahead of the statewide figure, but we are losing our lead. Year-end performance exceeds statewide 2004 goal by 12 percentage points, but year-end performance is 6 percentage points below the 2001 performance. The Culinary program saw the largest drop in performance compared to the baseline (down 20 percentage points), but much of this drop can be attributed to adopting the new statewide core competencies for Culinary.	4
Etc.		
PI #7	Low priority for performance improvement during FY 2005; we are already performing well. Year-end performance exceeded the statewide goal by a greater margin (20 percentage points) than any other indicator and year-end performance improved over the baseline (but only by 4 percentage points). Continue the gender stereotyping workshops for 8th grade students and expand to all sending districts this year.	7

ATTACHMENT H, *EXAMPLE:*

FY 2005 ANNUAL PLAN

Name of Strategy/Activity	Performance Impact(s) or Citation to Four-year Plan	Which Required or Permitted?
1. A three-day workshop for 8th grade students on gender stereotyping	Four-year Perkins Plan, Mid-state Technology Center, May 19, 2000, p. 12.	135(c)(14). Nontraditional training and employment
2. Purchase 6 more graphic arts work centers, with Pentium III computers, and upgrade for server.	Expand graphic arts enrollments as a strategy to raise NHEIAP scores of new CTE students and pull center-wide PI #1 up.	135(b)(3) Develop, improve, and expand use of technology
3. Coordinate a school-wide tech mentoring system.	Improve technical skills of faculty and staff to raise performance on PI #2. We see greater technical competence on the part of faculty and staff leading to more students attaining more of the core competencies.	135(b)(4) Professional development
Etc.		

ATTACHMENT I, *EXAMPLE:*

PLANNED USE OF FUNDS FOR FY 2005

A. Detailed Use of Funds

Guidance and Counseling (All CTE programs)

Activity #1: Employ a School-to-Career Coordinator.

Rationale: The Region 30 Technical Center has developed a strong School-to-Career component over the past five years and the Advisory Committee feels that the position should be retained to support positive outcomes for PI #5, placements after graduation. Although the Center's year-end performance is above the APL for this indicator, a loss of this position will quickly erode performance. The coordinator places students in supervised internships, cooperative education, Registered Youth Apprenticeships, and job shadow experiences. The coordinator will teach an Employability Skills component to all students. The Center will conduct a sophomore career conference for all sophomores in the spring. Juniors will participate in a career and college fair, also in the spring. Career and job information are provided to students through our Career Center. This position supports students in our programs, faculty, and employers in the region. Grant funds used for this position will not supplant local funds that would have otherwise been available to fund this position. District funds will cover all costs associated with this position if it proves to improve performance within three years.

Budget:

Item #	Function Code	Object Code	Item Description	Federal Funds	Local Funds
1	1390	110	STC Salary	$40,000	
2	1390	200	Benefits		$9,056
3	1390	810	Membership		$150
			TOTAL	**$40,000**.	$9,206

Budget Notes:

1. 1.0 FTE salaried position, based on Mid-state School District pay scales = $40,000.
2. Benefits, FICA, Workers Comp., & health, @ 22.6% of salary, per District contract = $9,056.
3. Annual membership in Mid-state Chamber of Commerce = $150.

Example: Planned Use of Funds, continued…

Guidance and Support Services (All CTE programs)

Activity #2: A three-day workshop for 8th grade students on gender stereotyping.

Rationale: See, Four-year Perkins Plan, Mid-state Technology Center , May 19, 2000, p. 12.

Budget:

Item #	Function Code	Object Code	Item Description	Federal Funds	Local Funds
1	1300	323	Consultants	$1200	
2	1300	330	Evaluation	$ 600	$1875.00
3	1300	510	Transportation		$ 76.20
4	1300	323	Stipends	$ 750	
5	1300	610	Materials		$ 150.00
			TOTAL	$2550.	$2101.20

Budget Notes:

1. Hire two Equity Consultants for two (2) days each @ $600.00 per day ($75.00 per hour x 8 hrs = $600) x 2 = $1200.
2. Evaluation materials and services @ $7.50 per student x 250 = $1875.00 and analysis of results $600.00= $2475
3. Bus and driver for trips to job sites: bus driver @$9.50/hr. plus $.32 per mile x 60 miles.
4. Stipend for five nontraditional professionals to attend/present at workshops $150 x 5 =$750.
5. Miscellaneous supplies paper, poster board, announcements, etc. = $150

Example: Planned Use of Funds, continued…

Automotive Systems Technology CIP CODE: 47.0604

Activity #3: Employ an additional part-time automotive technology instructor.

Rationale: The advisory committee wants to prevent further erosion in the number of automotive students succeeding on PI #2 and feels that additional faculty support will stem this trend. Growing enrollments in the automotive program also put pressure on current faculty loads and will likely increase the impact that the automotive program has on PI #2 performance. In addition, the recent NATEF certification requires the Mid-state Center to meet national standards for the automotive industry, which may positively affect performance on other indicators (i.e., PI's #1 and 5). It is anticipated that the districts will assume all costs associated with this position within three years.

Budget:

Item #	Function Code	Object Code	Item Description	Federal Funds	Local Funds
1	1380	110	Additional Instructor Salary	$14,800	$14,800
2	1390	200	Benefits	$3,345	$3,345
			Total	$18,145	$18,145

Budget Notes:

1. 0.5 FTE salaried position, based on Mid-state School District pay scales = $14,800.
2. Benefits, FICA, Workers Comp., & health, @ 22.6% of salary, per District contract = $3,345.

APPENDIX F:

POSTSECONDARY IMPROVEMENT APPLICATION

APPLICATION FOR

POSTSECONDARY

CAREER TECHNICAL EDUCATION

PROGRAM IMPROVEMENT GRANTS

AND

FY 2005 ONE-YEAR PLAN REVISION/EXTENSION

under the
Carl D. Perkins
Vocational and Applied Technology
Education Act of 1998

P.L. 105-332

New Hampshire State Department of Education
Bureau of Career Development
101 Pleasant Street
Concord, New Hampshire 03301

Statement of Non-Discrimination

The New Hampshire Department of Education does not discriminate on the basis of race, color, religion, marital status, national/ethnic origin, age, sex, sexual orientation, or disability in its programs, activities and employment practices.

The following person has been designated to handle inquiries regarding the nondiscrimination

policies:

Brenda Cochrane
Title IX/ADA Coordinator
NH Department of Education
101 Pleasant Street
Concord, NH 03301-3743
(603) 271-6642
(603) 271-6642 TTY/V

INTRODUCTION

The Carl D. Perkins Vocational and Technical Education Act of 1998 (Perkins III) holds all postsecondary Program Improvement Grantees accountable for improved performance in five areas. As approved in the New Hampshire State Plan for implementing Perkins III, postsecondary grantees are accountable for improving performance on the following:

1. Percentage of students who graduate within five years of matriculation;

2. Percentage of students employed, in the military, and/or continuing their education, *six* months after graduation from college,

3. Percentage of students employed, in the military, and/or continuing their education, *twelve* months after graduation from college;

4. Percentage of students who are enrolled in programs nontraditional for either gender;

5. Percentage of students who complete programs that are nontraditional for either gender;

Performance goals for each of the above postsecondary accountabilities were approved by the US Department of Education in 2001 and the tracking of actual performance against these goals started the same year as well. The remainder of this document provides guidance on how to submit a successful application for FY 2005 Postsecondary Program Improvement Grants.

APPLICATION GUIDELINES

I. Deadline: August 2, 2004

II. Submit one (1) unbound original and two (2) copies to:

John Varrill
Bureau of Career Development, Rm 301
NH Department of Education
101 Pleasant Street
Concord, NH 03301
jvarrill@ed.state.nh.us
(603) 271-2452

Critical dates in the FY 2005 evaluation and planning schedule are:

Task	Date
Release of FY 2005 Application	Early May, 2004
Deadline for submitting FY 2005 Applications	August 2, 2004
Anticipated Grant Start Dates	September 1, 2004
Anticipated End Date	August 31, 2005

A complete application will include the following forms and sections:

- **Cover Page** (One page, see Attachment A)
- **Nondiscrimination Statement and Assurance of Required Activities** (One page, see Attachment B)
- **Certificate of Institutional Advisory Committee** (One page, see Attachment C)
- **Certificate of Responsibility** (One page, see Attachment D)
- **List of Active and Eligible Programs to Receive Support** (One page, see Attachment E)
- **Body of Application:**
  I. **FY 2004 Performance and Planning** (Ten pages narrative or outline, maximum)
  II. **Plan Revisions for FY 2005** (Unlimited)
- **OBM Form 1** (One page)
- **Budget Narrative** (Five pages in outline format, single-spaced, maximum)

BODY OF APPLICATION

The Body of the Application brings the recent past together with the future. First, applicants must provide an analysis of the past year's performance that compares their FY 2004 performance against their performance goals for the year and against their four-year plan. Second, applicants must introduce revisions to their plan that extends the planning period one more year.

I. FY 2004 Performance and Planning

Summarize how well Postsecondary Perkins Programs did *statewide* in FY 2004 and what this performance indicates for FY 2005 improvements. Describe the year-end performance of all colleges on all five performance goals for the year and on any relevant goals from the last year of the current four-year plan. Wherever performance on any indicator does not meet or exceed the FY 2004 goal, describe reasons for not meeting the goal. In seeking reasons for underperformance, applicants are urged to look into:

- Which colleges or campuses are tending to pull performance down the most?

- Which programs, at which colleges, are "outliers" in terms of poor/weak performance?
- Are there any other subgroups of students who stand out as likely underperformers, including gender, race/ethnicity groupings, and special populations?

The outcome of all this analysis should be a priority ranking of all five performance areas in terms of need for improvement and strategies for targeting these improvements where they are needed most. Most importantly, identify the performance area(s) that are judged "most in need of improvement" for the coming year, FY 2005.

II. Plan Revisions for FY 2005

By July 1, 2004, New Hampshire will have closed negotiations with the US Department of Education on revising and extending its approved plan for an additional year. Because Congress has not yet reauthorized the Perkins III Act, the 1998 Act as amended is extended for an additional year as required in the Act. This extension requires states to gain approval of their plans for an additional year, and in compliance with Sect. 134(a), local plans need to mirror the time period covered in the approved state plans.

For these reasons, applicants are required to revise and extend their plans for one more year, to cover the period from July 1, 2004 to June 30, 2005. This plan revision can address new postsecondary goals or it can continue those included in the current four-year plan. Unlike the year when the four-year plans were drafted, however, this year's revision can also take into account performance on the five indicators and integrate these performance requirements with their plan.

Applicants must present their plan revision in a format that makes goals and strategies for the year clearly evident. In outline format, list each goal for the year, and under the goal indicate which strategy or strategies you plan on implementing during the year to carry out that goal.

Regardless of the goals selected for the coming year and how these are integrated with performance accountabilities, applicants must also address four specific issues in planning for the coming year. The US Department of Education has required states to address these issues in their plan revisions and the New Hampshire Department of Education is similarly asking postsecondary applicants to incorporate these issues into their plan revisions. These four issues include:

- Improving the academic skills of career and technical education students;
- Strengthening connections between secondary and postsecondary education;
- Preparing individuals for occupations in demand that pay family supporting wages;
- Investing in effective, high quality programs.

These four planning issues will most likely form a core of the successor to the current Perkins Act, regardless of what provisions may be enacted to reauthorize Perkins III.

These revisions should provide a good foundation for planning for, and the implementation of, any changes to Perkins III that may be enacted in the coming year.

One requirement of this application that may require a plan modification is that *the applicant must introduce plans to improve performance on the indicator found "most in need of improvement" for FY 2005, for the postsecondary system statewide.* This modification will consist of new or expanded activities, strategies, and/or purchases that are either proven methods of improving performance where it is needed most, or activities that show a strong promise of improving performance.

The overall point of first evaluating FY 2004 performance and then planning FY 2005 improvements is to ground the planning in the evaluation findings. Planned strategies or activities must obviously be connected to evaluation findings, particularly if the year-end performance is significantly below the performance goal for FY 2004. *Failure to address such significantly underperforming areas with improvement activities will be grounds for not accepting a submitted application*.

OBM Form 1 and Budget Narrative

Applicants may use up to 5% of funds for administrative purposes (including indirect costs) associated with the activities proposed in this application. The balance of funds is to be used to address required and permissible activities. Required activities specified under Section 135(b) must be provided, either through expenditures of federal or local funds. The applicant will assure the provision of these required activities in Attachment B. Activities associated with permissible uses of funds must be designed to improve, support, or expand upon the required activities, or be otherwise consistent with the purposes of the Act (Section 135(c)).

Please submit a completed OBM Form 1 for the period starting September 1, 2004 to expedite access to continued funding. A Form 1 submittal is not, however, a guarantee that the budget as submitted will be approved. Another Form 1 may be necessary if the reviews uncover issues that alter the budget. In addition to the assurances listed on the Form 1, applicants are also responsible for maintaining General Assurances on file with the New Hampshire Department of Education. If there is question whether a current copy of General Assurances is on file, please contact Audit Department, Technical Support at (603) 271-3837 at the New Hampshire Department of Education.

The Budget Narrative should not exceed five pages, single-spaced, in outline format. This section should briefly describe the assumptions and logic used in arriving at a total for each line item. This description should include how all costs are calculated, the basis used in estimating costs, and how major cost items relate to the proposed project activities.

ATTACHMENTS

A. COVER PAGE

B. NONDISCRIMINATION STATEMENT AND ASSURANCE OF REQUIRED ACTIVITIES

C. CERTIFICATE OF INSTITUTIONAL ADVISORY COMMITTEE

D. CERTIFICATE OF RESPONSIBILITY

E. LIST OF PROGRAMS ELIGIBLE TO RECEIVE SUPPORT

F. APPLICATION CHECKLIST

COVER PAGE

POSTSECONDARY CAREER AND TECHNICAL EDUCATION PROGRAM IMPROVEMENT GRANT APPLICATION FY 2005

_____

1. Applicant

_____ _____

2. Signature of Authorizing Agent **Date**

_____ _____

3. Name of Contact **Title**

Contact Address:

_____ _____

Telephone

_____

_____ _____

E-mail Address

Submit one (1) original and two (2) copies by August 2, 2004 to:

John Varrill, Room 301
Bureau of Career Development
New Hampshire Department of Education
101 Pleasant Street
Concord, NH 03301
(603) 271-2452

NONDISCRIMINATION STATEMENT AND ASSURANCE OF REQUIRED ACTIVITIES

I. Statement(s) of Nondiscrimination

II. Assurance of Required Activities

The applicant assures that all activities authorized in Section 135 (b) of the Carl D. Perkins Vocational and Applied Technology Education Act (P.L. 105-332) as required uses of funds are provided either through the expenditure of such federal funds, through the expenditure of local funds, or a funding combination thereof.

_____

Signature of Authorizing Agent

CERTIFICATE OF INSTITUTIONAL ADVISORY COMMITTEE

I, _____ certify that the

(Typed name and title of Chief Administrative Officer)

Institutional Advisory Committee for _____is

(Name of institution)

operational and that the Advisory Committee has had an opportunity to participate in the development of the Institutional Plan.

I further certify that the membership of this Committee includes representatives of the general public including at least one representative each of business, industry, and labor, and that the Committee has an appropriate representation of both sexes, as well as resident racial and ethnic minorities.

_____

(Signature, Chief Administrative Officer)

CERTIFICATE OF RESPONSIBILITY

I, _____
(Typed Name and Title of Chief Administrative Officer)

_____, hereby certify and assure that:
(Institution)

9. The programs, services, and activities designated to be supported by funds through this application will be conducted in accordance with the Carl D. Perkins Vocational and Applied Education Act of 1998 (P.L. 105-332), N.H. Statutes, and the New Hampshire Administrative Rules.

10. Policies, procedures, and activities described in this application will be carried out as described herein.

11. Supplemental funds granted to the agency under the provisions of P.L. 105-332 will be used as stipulated in the attached application, and supporting documents and records of expenditures will be maintained for audit in accordance with the requirements of the New Hampshire State Department of Education, Office of Business Management.

12. Student and program data, information, and reports as may be reasonably required by the NH State Department of Education will be submitted as requested, and in a timely fashion.

13. Current certifications relating to Debarment, Suspension, Ineligibility, and Voluntary Exclusion, Lower Tier Covered Transactions; relating to Lobbying for Grants and Cooperative Agreements; relating to Drug Free Schools and Work Places; relating to Information about the Use of Federal Funds; relating to Non-Discrimination; and relating to Gun Free Policies are either attached here or are on file with the New Hampshire State Department of Education.

14. All vocational-technical programs offered by the eligible recipient will conform to the definition of vocational education stated in Sec. 3(29) of P.L. 105-332.

15. An Equity Committee has been established to address issues related to ensuring equal access and success for students who are members of special populations consistent with the guidelines provided by the NH Department of Education.

16. Funds will not be used under this title to support School-to-Work activities, unless the activities are directly related to vocational programs eligible for support under the provisions of Title I, Sec. 132 of the Act, and the populations they serve.

I certify that all information contained in this application is true and correct.

_____ _____
(Signature, Chief Administrative Officer) Date

PROGRAMS ELIGIBLE TO RECEIVE SUPPORT

4. List all CTE programs at your institutions that are eligible to receive funding under Title I, Sec. 132 of the Carl D. Perkins Act. **New to this application is a requirement that applicants identify which secondary CTE programs have articulation agreements with each program**. Using the middle column, pease indicate for each articulation agreement the date that the agreement **is due to expire** and if there is no agreement, simply indicate "None" in the middle column.

Program	Date of Articulation Agreement(s)	CIP Code

5. Provide copies of all Course Catalogues**,** and any other publications that describe CTE programs offered by the institutions.

APPLICATION CHECKLIST

Postsecondary Applicant: _____

Reviewer/State Project Manager: _____ **Date:** _____

Approval Status:

☐ Approved Date: _____
☐ Substantially Approved Date: _____
☐ Not approved, see notes

Instructions: Place a check in the left column if the requirement has been met. The middle column describes the required content of the application. The right-hand column asks for a page reference to the FY 2005 Application.

Requirement Met?	Required Content	Page(s)
	CERTIFICATIONS AND ASSURANCES	
___ ___ ___ ___ ___	**Cover Page:** Is the Applicant Name provided? Is Applicant Address provided? Is the Cover Sheet: Signed by Authorizing Agent? Dated? Is the Contact information of Project Manager complete? (see Attachment A).	_____
____ ____	**Nondiscrimination Statement and Assurance of Required Activities:** Is the full text and contact information provided in statement? Is the Assurance Signed by Authorizing Agent? (see Attachment B)	_____

Requirement Met?	Required Content	Page(s)
_____	**Certificate of Institutional Advisory Committee:** Is the Chief Administrative Officer identified at top of form the same as the signatory? (see Attachment C)	_____
_____ _____ _____	**Certificate of Responsibility:** Is the typed name and title of Chief Administrative Official entered at top of Certificate? Is the name of the institution entered at top of Certificate? Is the original signature of Chief Administrative Official at top of Certificate? (see Attachment D)	_____
_____ _____ _____ _____ _____ _____	**Programs Eligible to Receive Support:** Is the applicant eligible to receive at least $50,000, if not, is there a waiver? Are the programs listed actually eligible to receive Perkins funds? Are any eligible programs missing? Does each eligible program have a corresponding CIP code? Are copies of Course Catalogues from all colleges provided? (see Attachment E)	_____
	BODY OF APPLICATION	
_____ _____ _____ _____ _____	**I. FY 2004 Performance and Planning:** Has the year been summarized in no more than ten pages? Is performance on all five indicators summarized? Have all five indicators been ranked/prioritized in terms of need for improvement? (Optional evidence of quality) Is there evidence that the applicant has reviewed performance of institutional subgroups? Are planned improvements and their anticipated impact on performance summarized?	_____

Requirement Met?	Required Content	Page(s)
	II. Plan Modifications for FY 2005: Has the plan revision adequately addressed: o Improving academic skills; o Strengthening secondary postsecondary connections; o Preparing students for demand occupations that pay family supporting wages; o Investing in effective, high-quality programs. Is there consistency between the evaluation findings from above and the planned activities in this section, or are there points of inconsistency? Are the additions, or changes, in the one-year plan revision evident? Are these steps/measures targeted to raise performance where it is "most in need of improvement"?	_____
	OBM FORM 1 AND BUDGET NARRATIVE	
	Detailed Use of Funds: Is an OBM Form 1 included in the Application? Does the OBM Form 1 contain an original signature? Is the Project Start Date September 1, 2004? Are line items identified by proper object codes? Are line items identified by proper function codes? Are Administrative Expenditures (including Indirect costs) limited to no more than 5%? Is the indirect cost calculated correctly? Does each budget item appear fair, reasonable, and allocable to support the activity/strategy? Does the narrative stay within the five-page limit? Does the narrative describe the assumptions and logic used in arriving at a total for each line item?	_____

Attached Documents:

Please check below whether or not the following items were included as attachments to the application.

____ Institutional Advisory Committee membership list

____ Minutes of the meetings of the above committees

____ Completed FY 2005 Application Checklist

APPENDIX G:

APPROACHES AND NUMERATOR-DENOMINATOR DEFINITIONS

New Hampshire Performance Indicators- Secondary PY2005

Measure	Approach	Numerator	Denominator
1S1 Academic Attainment	State Academic Assessment System	Total number of Assessments of Concentrators who have achieved high school Senior status.	Total number of Assessments identified as Proficient or Advanced for Concentrators who have achieved high school senior status.
1S2 Vocational Skill Attainment	Local Standards and Assessment System	Concentrators who have achieved high school Senior status	Concentrators who have achieved high school Senior status and have attained 90% or better of the program competencies
2S1 High School Completion	State/Local Administrative Data	Concentrators who have achieved high school Senior status (This includes Juniors who were concentrators from the previous school year)	Concentrators who have achieved high school Senior status and have graduated
2S2 Program Completion	Vocational/Technical Program Completion	Concentrators who have achieved high school Senior status (This includes Juniors who were concentrators from the previous school year)	Concentrators who have achieved high school Senior status and completed the CTE program
3S1 Placement (Follow-up Survey)	State-Developed, School Administered Surveys/Placement Records	Concentrators who are CTE Program Completers, have graduated from high school, and responded to the follow-up survey.	Concentrators who are CTE Program Completers, have graduated from high school, responded to the follow-up survey, and are enrolled in post-secondary education and/or employed (military, postal service, apprenticeship, etc.)
4S1 Non-Traditional Participants	State/Local Administered Data	Total number of students participating in a Non-Traditional CTE Program.	Total number of students of Non-Traditional gender who are participating in a Non-Traditional CTE Program.
4S2 Non-Traditional Program Completion	State/Local Administrative Data	Concentrators who have achieved high school Senior status and have completed a CTE Program and the program is considered a Non-Traditional Program.	Concentrators who have achieved high school Senior status and have completed a CTE Program, who are of non-traditional gender in a CTE program which is considered non-traditional.

New Hampshire Performance Indicators- Postsecondary PY2005

Measure	Approach	Numerator	Denominator
1P1 Academic Attainment	Program Completion State/Local Administrative Data	Number of vocational concentrators who matriculated in 1998 and graduated on or before July 2004	Number of vocational concentrators who matriculated in 1998
1P2 Skill Proficiencies	Program Completion State/Local Administrative Data	Number of vocational concentrators who matriculated in 1998 and graduated on or before July 2004	Number of vocational concentrators who matriculated in 1998
2P1 Program Completion	Program Completion State/Local Administrative Data	Number of vocational concentrators who matriculated in 1998 and graduated on or before July 2004	Number of vocational concentrators who matriculated in 1998
3P1 Placement	State-Developed, School-Administered Surveys and Placement Records	Number of students who complete a Perkins-eligible postsecondary program in the reporting period, and who were placed in further postsecondary education, advanced training, employment, and/or the military within six months of ending participation in the program	Number of students who complete a Perkins-eligible postsecondary program in the reporting period
3P2Retention	NHDES and State-Developed, School-Administered Surveys and Placement Records/UI Wage Data	Number of students who complete a Perkins-eligible postsecondary program in the reporting period, and who were retained in further postsecondary education, advanced training, employment, and/or the military within twelve months of ending participation in the program	Number of students who complete a Perkins-eligible postsecondary program in the reporting period, and who were placed in further postsecondary education, advanced training, employment, and/or the military within six months of ending participation in the program
4P1 Nontraditional Participation	State/Local Administrative Data	Number of vocational participants enrolled in programs that are non-traditional for their gender during the reporting period	Number of vocational participants enrolled in programs that are non-traditional for either gender during the reporting period
4P2 Nontraditional Completion	Program Completion State/Local Administrative Data	Number of vocational concentrators enrolled in a program non-traditional for their gender who complete the program during the reporting year	Number of vocational concentrators enrolled in non-traditional programs for either gender who complete the program during the reporting period