Program Year 2006

PERFORMANCE REPORT
on Career and Technical Education
in New Hampshire

New Hampshire Department
of Education

GOVERNOR OF NEW HAMPSHIRE
John Lynch

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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 2006

I. Executive Summary

Critical alliances and coordination with regional career and technical centers, school districts, and postsecondary education have prepared New Hampshire well for enacting the recently reauthorized federal Perkins IV legislation. Key provisions in the reauthorized Act, such as seamlessly articulated programs of study and the alignment of career and technical education (CTE) competencies with high academic standards, were anticipated through the following New Hampshire initiatives:

- Governor Lynch convened a P-16 Working Group during Program Year 2006 that brought key departments and institutions together to bring more rigor and closer articulation within the educational system in New Hampshire.
- The High School Redesign initiative continued to lead the state in finding ways to keep students in high school, including the adoption of many best practices from CTE. In particular, the state department of education emphasis on a ***Follow The Child*** initiative is consistent with the variety of options offered by CTE Centers and the focus on good student level data systems across the state.
- Directors of secondary CTE centers partnered with the New Hampshire Association of Secondary Schools and Colleges to endorse higher academic standards proposed in Breaking Ranks II: Strategies for Leading High School Reform, prepared by the National Association of Secondary School Principals.

New legislation and regulations enacted in New Hampshire also provided a sound basis for implementing the new Perkins Act.

- New statutory provisions require secondary CTE centers to align program competencies with academic standards and with rigorous postsecondary entry requirements to receive state funds.
- Updated regulatory standards for school approval require competency based assessments for both CTE and academic instruction and that CTE competency gains be granted academic credit.

Highlights of student performance on the 14 accountability indicators for PY 2006 include the following:

- Of all seven secondary indicators, performance exceeded annual goals the most on Academic Attainment (14.20% above goal), followed by vocational skills attainment (8.99%), high school completion (4.57%), and successful postgraduate placements (1.83%). Student academic attainment deserves special attention in climbing from 6.87% back in PY 2000 to 29.92% in PY 2006.
- Postsecondary performance failed to meet the yearly goals on all seven indicators, with large drops on all but the two nontraditional indicators. Improvements in the postsecondary data system may have been responsible for these apparent shortfalls in performance.

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.

> ***Mission Statement***
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> ***New Hampshire Career and Technical Education is an engaging educational system that provides rigorous academic and technical knowledge and skills to students in order for them to be successful in pursuing future educational and career opportunities.***

The Career Development Bureau within the Division of Career Technology and Adult Learning administers career and technical education (CTE) within the Department of Education. As the organizational chart indicates, 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 28 regional centers to deliver secondary, Perkins-funded activities. Each center provides secondary CTE for students in a separate region of the state. The students enrolled in programs at each center include students from the district in which the center is located and students from surrounding districts within the region. A staff of five liaisons within the Career Development Bureau provides technical assistance and support for all secondary centers.
- *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 Leadership 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 their assigned 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. Grants are awarded on a competitive basis, with separate awards for male and female institutions. The New Hampshire Department of Corrections received two grants, one each for female and male

projects. The Strafford County Department of Corrections similarly received two grants, one to serve female and one to serve male offenders.

Organization of Career and Technical Education Programs

"Last year an estimated 2,300 of our students dropped out of high school. We must make it clear to our young people that we are not going to give up on them, or let them give up on themselves."

Gov. John Lynch

An initiative that Governor Lynch launched in 2004 sought to reduce the number of students who drop out of high school in New Hampshire. Over the past year, this initiative connected with an existing High School Redesign effort that drew on research, informed opinion, and data about solutions to the dropout challenge. Representatives of CTE actively participated in this effort, which has produced a Vision Statement recommending a number of redesigns incorporating best practices in CTE. These recommendations included:

- Personalization and Relationships
- Rigor and High Standards
- Relevance and Engagement
- Results
- Empowered Educators
- Follow the Child

Over the past year, 32 New Hampshire high schools received federal and state support for the High School Redesign effort. These schools piloted the use of classroom competencies and performance based assessments to give students credit for learning that takes place in alternative settings, outside the classroom.

This initiative will continue into the next year, building upon the newly released *Minimum Standards for School Approval in New Hampshire*, forming an alliance with the New England Association of Secondary Schools and Colleges, and incorporating recommendations made by the National Association of Secondary School Principals.

Career and Technical Education also gained wider support in New Hampshire from a newly established P-16 Working Group. The Governor heads the Group, with the Commissioner of Education, Chancellor of the New Hampshire University System, and Commissioner of the New Hampshire Community Technical College System representing key partners in the state's educational delivery system. During Program Year (PY) 2006, the Council undertook three tasks that impact CTE:

- Bringing closer alignment between high school exit standards and higher education entrance requirements;
- Acquainting higher education personnel with the value of real world learning, including credits that secondary students can gain through competency based assessments.

- Establishing dual enrollment pilots, including early college efforts with the Community Technical College System.

An amendment to the statute governing secondary CTE in New Hampshire anticipated changes to be implemented in the reauthorized Perkins Act. The amendment added requirements for funding eligibility, and three of these requirements, in particular, support implementation of Perkins IV. Funding eligibility now requires that applicants must be able to:

- Demonstrate a need for funds that is tied to the labor market;
- Demonstrate alignment with program competencies and academic competencies required by the New Hampshire Department of Education;
- Allow for matriculation into a postsecondary venue.

Other than the above initiatives/changes and the establishment of ad hoc committees as part of extensive preparation for the implementation of Perkins IV, the overall organization of CTE delivery changed little in the past year. The chart in Appendix B summarizes the organization of secondary programs. Of particular importance was the growing number of secondary programs that became part of secondary postsecondary articulated agreements. Cells on the chart that are yellow indicate articulated programs. As the total on the chart indicates, 115 programs, or 38% of all secondary programs, are currently articulated with postsecondary programs.

The Community Technical College System in New Hampshire, plus the Thompson School at the University of New Hampshire, was central to the organization of CTE at the postsecondary level. Of the 165 degree programs offered at the seven community technical colleges and The Thompson School at the University of New Hampshire, 150 (91%) were CTE programs. The proportion of certificate programs that were CTE was even greater; 194 certificate programs were available statewide, of which 189 (97%) were CTE.

Project Running Start was a key program for dual-credit coursework offered through the New Hampshire Community Technical College System. Running Start classes allowed high school students to gain college credit for taking certain courses during their school day. These courses granted concurrent high school and college credit. These credits could then be transferred to colleges in New Hampshire and throughout the country. Over 70 secondary schools participated in Running Start during PY 2006, 26 of these being secondary CTE centers. A total of 450 Running Start classes were offered, with 244 of them being CTE courses. Over 3,000 students were able to take advantage of Project Running Start during PY 2006, with 1,602 students enrolled in CTE programs.

Tech Prep has been instrumental in building connections between secondary and postsecondary CTE programs across the state. The Career Planning Outline example for Biotechnology in Appendix C was designed to help students and their counselors make informed choices about career goals and sequences of instruction that will lead to successful careers. As the appended example demonstrates, Tech Prep organized these

planning documents around career pathways to help students plan coursework as early as the end of elementary or the start of secondary education.

These plans anticipated general features of the Programs of Study concept that will be required under the reauthorized Perkins Act (Perkins IV). Most importantly, the planning outline illustrated in Appendix C goes beyond a simple listing of types of CTE programs, or pathways, which connect secondary with postsecondary education. In the appended example, secondary academic coursework for the pathway is listed to let students know the level of academic rigor needed for success in CTE. The upper portion of these planning documents identifies postsecondary certificates and degrees, and those advanced degrees that will lead to successful transitions into the workforce.

III. State Leadership Activities

Required Uses of Funds:

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

A comprehensive evaluation of CTE in New Hampshire was completed at the end of PY 2006. Joanna Kister Ph.D, formerly CTE state director for Ohio, headed the study. The study produced the following three "overarching recommendations:"

- Connect the CTE systems in New Hampshire and get those within these systems to talk frequently. The primary purpose of these discussions should be to develop seamless secondary to postsecondary transitions.
- Promote the role of CTE in high school redesign. Academic and technical rigor of CTE should be a central element of redesign and include requirements that programs be industry certified, professional development is provided for instructors, and national models will be used.
- Establish business and industry panels by broad cluster areas at the state level. Assure that business and industry are represented in the development of the career pathways and curriculum guidelines.

A second statewide assessment surveyed the directors of 28 secondary CTE centers. This study offered five recommendations:

- CTE must be widely recognized as a different educational experience than vocational education programs of the past.
- An academic assessment of CTE students as they enter their programs is needed to allow students to access remediation or to challenge them toward more rigorous coursework while they are still in high school.
- Guidance counselors, parents, and the community need to value CTE as an excellent educational platform for high-performing, goal-oriented students.

- CTE programs should be rich in embedded academic content to adequately prepare students for postsecondary education.
- Students should be encouraged to view their entire educational experience *before* the last two years of high school as meaningful steps toward their life's work

One of the first actions resulting from this study was a plan to use the College Board's ACCUPLACER Online system as a guidance tool to inform secondary students about the academic standards they will need to meet if they are to enroll in postsecondary CTE programs.

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

Pre-engineering programs continued to gain wider backing in New Hampshire as they introduce more rigor to CTE . The statutory panel overseeing state support for pre-engineering programs represented a broad set of stakeholders: legislators, school superintendents, business and industry, and educators. Although Project Lead the Way met the statutory curriculum shown to the right, the law was never intended to limit pre-engineering programs to this national model.

Pre-engineering Curriculum

- *Introduction to engineering design,*
- *Digital electronics,*
- *Principals of engineering,*
- *Technical electives, such as computer-integrated manufacturing,*
- *Engineering design and development*

Statutes have also been enacted that raise standards for automotive technology programs. An Automotive Technology Curriculum and Advisory Council has been created to oversee local programs. At a minimum, the curricula for auto technology programs must meet standards established by the National Automotive Technicians Education Foundation.

During the year, each college in New Hampshire's Community Technical College System was actively using the Blackboard system. All campuses offered courses that were 100% on-line as well as hybrid courses that involved face-to-face sessions related to the on-line instruction. Ninety courses were offered through this web-based system in the fall of 2005, 101 offered in the spring of 2006, and 90 courses offered in the summer; a total of 281 courses were offered 100% on-line. An additional 2,500 hybrid courses were offered during PY 2006.

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

NH CTE Summer Survival Workshop 2006—CTE in New Hampshire gained valuable exposure at a five-day workshop offered at the Southern New Hampshire University in Manchester, New Hampshire. The workshop agenda was broader than CTE, but most of the last day was devoted to CTE, when attendees were oriented to the current set of CTE program competencies and to Career Technical Student Organizations.

Summer Institute for Guidance Counselors—In July 2006, approximately 225 CTE and general school counselors gathered for a two and one-half day summer institute on the new standards for guidance programs and new and innovative practices in high school redesign. Counseling leaders from Kentucky and New York provided expertise in aligning guidance curriculum with career guidance and with personal/social standards.

Career Cruising—A workshop in the fall of 2005 exposed CTE instructors and guidance staff to Career Cruising, a web-based system that helps students plan their careers and build portfolios documenting their accomplishments. Close to 25 educators and counselors received training at the workshop and multiple schools have adopted this new technology. A second training is planned for the fall of 2006.

Bridges Training—In November, 2005, 25 guidance personnel received training in use of the Bridges web-based system. Attendees learned how the Bridges system provides on-line information to help students make educational and career decisions using current labor-market information on earnings potential and projected occupational growth. The attendees also gained experience in using the system to help students generate portfolios for documenting skill attainments and educational/career plans.

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

A pilot study was designed late in the year to test the ACCUPLACER system as a means of helping secondary CTE students transition smoothly to postsecondary CTE programs and to reduce the need for remediation at the college level. A significant portion of funding for public postsecondary programs is spent on remediation, usually in math and English. If ACCUPLACER Online is used at the start of a student's secondary CTE, this assessment tool provides a benchmark to inform students about their readiness for meeting postsecondary academic entrance requirements. While still in high school, students may decide from their

test scores to take more rigorous academic courses to close the gap between their academic attainment in high school and what will be required if they enroll in postsecondary programs.

In PY 2006, a High School Standards Competencies Committee gathered to determine ways of granting secondary academic credit based on competency assessments. Education leaders from around the state drew on the new standards for secondary school approval to create a technical advisory document for the field that would ensure integrated and innovative activities for high school students. Directors of secondary CTE centers, superintendents, principals, professional association leaders, teachers, and representatives of business and industry participated in this project. The CTE center directors in particular took the lead in describing how real-world learning could be assessed in academic classroom settings. This work is on-going, with refinements in both academic and CTE competency design and assessment underway.

Also in PY 2006, work began on a new project with the Boston Museum of Science to embed the National Engineering Standards within the New Hampshire Framework for Science Literacy. A conference was held to highlight the work done and to develop strategies to make additional material available to CTE teachers to support the notion that engineering is for *all* students. Further steps are planned for PY 2007.

Providing preparation for nontraditional training and employment.

During PY 2006, Tools for Teaming, developed by the University of Hawaii, was again used to provide professional development in nontraditional instruction and employment. The content of this training ranged from relevant statutes to tips for attracting and retaining students. This professional development was provided at the secondary and postsecondary levels. Financial support was also available to students who enroll in postsecondary programs nontraditional for their genders.

"Girls Under the Hood: Inside Small Engines" was another program that presented nontraditional opportunities for girls ages 11 to 14, or in grades seven or eight. This four-week program was first introduced during the 2005-2006 School Year at one of the secondary CTE centers. In May of 2006, the directors of all secondary CTE centers learned about this program at one of their statewide meetings.

Supporting partnerships to enable students to achieve state academic standards, and career and technical skills.

A number of the activities already mentioned—the High School Redesign initiative, the Pre-engineering effort, the auto technology program, and the pilot

test of ACCUPLACER Online also represent partnerships among business and industry, postsecondary colleges, and secondary CTE schools.

A critical partnership emerged during PY 2006 with the New Hampshire Association of School Principals (NHASP). At their annual conference in August 2005, the statewide association of secondary CTE center directors and representatives of the Community Technical College System met representatives of the New Hampshire school principals' association. The association sponsored a presentation on the first day of the conference on Breaking Ranks II: Strategies for Leading High School Reform, published by the National Association of Secondary School Principals. The CTE center directors endorsed the strategies promoted in Breaking Ranks, but they also convinced representatives of the national association to modify their strategies to give greater support to CTE and its pedagogies.

The partnership between secondary and postsecondary CTE schools in New Hampshire became more focused with the release of a new model articulation agreement. Much of the work in developing this document can be credited to the efforts of Tech Prep staff over recent years. An example of this model document is provided in Appendix E.

Serving individuals in state institutions.

The Request for Proposals to support CTE in state correctional institutions was revised in PY 2006 to ensure that incarcerated women receive more support than in the past. Separate proposals for funding under separate grants were required with the new RFP. This strategy was partially successful during the year, with four grants being awarded, two for women's institutions and two for men's institutions. Although this strategy produced separate funding streams for both types of institutions, the levels of funding requested for female projects by applicants were less than the amounts requested for programs that served men.

The four grants were awarded to two correctional systems, both of which received separate funding for female and male programs. One pair of grants went to the New Hampshire Department of Corrections to expand the variety of programs offered to their female and male offender populations. Another pair of grants went to the Strafford County Department of Corrections to support vocational assessments, instruction, and job readiness for both female and male populations.

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

The goal of the corrections grants was expanded to bring higher skill and wage opportunities to a population that has too long been ignored. A report released by the New Hampshire Commission on the Status of Women, Double Jeopardy, was

largely responsible for the increased emphasis on incarcerated women. Two of the findings of this report, in particular, inspired the change of focus:

- A comparison of the allocation of New Hampshire Department of Corrections state-funded program resources suggests the state is adversely hampered by "economy of scale" in providing effective gender-appropriate services and facilities to female offenders.
- A single state-funded CTE program is available to female inmates, unduly limiting employability and earning capacity after release to low-wage, entry-level clerical jobs.

The state of New Hampshire took a lead role in supporting special populations through two additional projects:

- **Pre-engineering Program**—Women still occupy a minority of engineering occupations and the Pre-engineering Program in New Hampshire was designed to encourage more female students into this high-skill, high wage profession. The curriculum is rigorous and bridges the academic and CTE instructional areas. As a relatively new program area for CTE, pre-engineering will not have to reshape its image as a gender track for males, as is the case for some of the more traditional CTE programs. Instead, engineering can develop an identity from the ground up, as an opportunity for students of both genders.
- **Postsecondary support for special populations**—Students from special populations at the postsecondary level receive a wide range of supports, with less of a focus on particular program areas. Students received financial assistance for tuition, travel, child care expenses, and books. This support gave students from special populations greater chances to be retained in their programs and to graduate. During the year, the Bartlett Center of New Hampshire published the results of their independent study, which clearly stated the benefits and need for livable wages for single parents and displaced homemakers. This information was disseminated to all Perkins managers on all campuses and was used as a counseling tool throughout the year.

Permissible Activities:

Support for family and consumer sciences programs.

A Middle School Conference on Career Planning was provided in December of 2005. This conference was part of a larger Career Clusters Conference. Materials identifying ways that career exploration could be conducted during the middle school years were presented to school administrators and educators. Family and Consumer Science was highlighted as a curriculum area that could be effective in supporting career exploration. A middle school curriculum guideline,

"Introduction to Work and Family," was initiated by this conference and is expected to be available for distribution in Winter of 2006.

Providing Career and Technical Education Programs for Adults and School Dropouts to Complete Their Secondary School Education.

As mentioned earlier in this report, Governor Lynch's initiative to reduce dropout rates turned to concrete means of improving students' chances of completing secondary education. Some of the models examined were already in place in various secondary CTE centers around the state. For example, the center in Manchester, New Hampshire, was spotlighted for its success at dropout recovery by enrolling students in alternative programs that are coupled with CTE instruction. This Center not only provides career and technical education, it also supports an Adult High School, significant apprenticeship programs in the trades, and dedicated personal, social, and academic support to students at risk of dropping out. This combination of educational offerings has proven successful in attracting and retaining students to CTE programs, by allowing them to work part of the day and complete academic requirements at night. These students are able to graduate from high school with their peers and many go on to successful careers and/or higher education.

The governor's office also took the concrete step of proposing legislation that would implement some of the models that promised success at dropout recovery. Unfortunately, the proposed measure did not receive enough support to get passed by the legislature in 2006. This measure is likely to be reintroduced in the new legislature to be convened in 2007.

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

New Hampshire funded 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% was allocated for secondary program improvements. New Hampshire was divided into 19 regions for the funding and oversight of secondary CTE. The delivery of CTE to secondary students was accomplished through 28 secondary CTE centers, which constituted the eligible recipients for the Secondary Program Improvement Grants. Some regions only had a single center and others had up to three centers.

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

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

Tech Prep—Five consortia constituted the eligible recipients of Title II, Tech Prep funds in New Hampshire. These consortia applied for annual Tech Prep support. Each consortium contracts with the State Department of Education to address issues on specific career clusters leading to curriculum development and articulation agreements.

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 were eligible for these grants. Grants were awarded on a competitive basis for grant periods no longer than one year.

V. Accountability

Overall Performance Results and Program Improvement Strategies

Statewide performance on all Perkins funded programs was much lower during PY 2006 than in previous years. For both secondary and postsecondary performance, the "bundled," net total was a negative 229.45 points. The secondary bundle was a positive 14.22 points, while the postsecondary bundle was a negative 243.67 points. The sum of these two figures gave the state an overall bundle of -229.45.

Performance on the secondary indicators exceeded goals by a net 14.44 points at the end of PY 2006. On four of the indicators performance exceeded the goals, and on the remaining three indicators, performance fell short of the goals. As the table below indicates, student performance on academic attainment was the most positive, with performance exceeding the goal by 14.20 percentage points. Student program completion, on the other hand, fell short of the goal by the largest margin—13.23 points. This shortfall on program completion must be qualified, however, because the state formalized the definition of a program completer in PY 2006 to enforce a higher standard for success than previously, with a corresponding dip in performance.

Statewide performance of postsecondary institutions was weak. Performance fell short of the goals for all seven postsecondary indicators. Performance shortfalls were greatest on the two measures that follow up on graduates; on placement, performance was 59.16 points below the goal and on retention, performance fell below the goal by 61.06 points. On the three measures based on postsecondary completion—academic attainment, vocational skills attainment, and postsecondary school completion—performance lagged behind the goal by 38.95 points. Performance shortfalls were smallest on both of the nontraditional indicators; on program participation, performance was four points behind the goal and on completion, performance was 2.60 points behind the goal.

PY 2006 Year-end Performance Compared to 2006 Goals

	FY 2006 Performance	FY 2006 Goal	Difference
Secondary:			
Academic Achievement	29.92%	15.72%	14.20
Vocational Skills Attainment	87.66%	78.67%	8.99
High School Completion	96.80%	92.23%	4.57
Secondary Program Completion	74.28%	87.51%	-13.23
Placement	96.83%	95.00%	1.83
Non-traditional Program Participation	25.16%	25.82%	-0.66
Non-traditional Program Completion	19.74%	21.22%	-1.48
Secondary Subtotal ("Bundle"):			**14.22**

	FY 2006 Performance	FY 2006 Goal	Difference
Postsecondary:			
Academic Achievement	20.65%	59.51%	-38.95
Vocational Skills Attainment	20.65%	59.51%	-38.95
Postsecondary School Completion	20.65%	59.51%	-38.95
Placement	33.00%	92.61%	-59.16
Retention	32.81%	93.16%	-61.06
Non-traditional Program Participation	17.83%	21.86%	-4.00
Non-traditional Program Completion	15.74%	18.34%	-2.60
Postsecondary Subtotal ("Bundle"):			**-243.67**
		Bundled Net Total:	**-229.45**

Compared to last year, secondary performance gained the most on student academic attainment. Last year, student performance on academic attainment exceeded the goal by 7.94%, whereas in PY 2006 the goal was surpassed by 14.20%. Gains in academic attainment during PY 2006 were led by students in the Science, Technology, Engineering, and Mathematics program and in the Finance Academies. Both of these programs lifted overall statewide performance up because they required higher levels of rigor, particularly in the Science, Technology, Engineering, and Mathematics program.

Postsecondary performance unfortunately dropped sharply on all seven indicators between PY 2005 and 2006. As a result, no analysis can be provided of performance gains for the year.

The drop in secondary performance on the program completion measure is largely a function of formalizing the definition of success for this indicator that made success more challenging. Success in PY 2005 informally meant students had to pass their program requirements, which usually allowed students to pass without attaining all program competencies. In PY 2006, the formalized standard required students to attain *all* competencies.

Secondary performance dropped by the second largest margin on the nontraditional program completion indicator. Once again, however, this drop was largely a function of the formalized definition of a program completer.

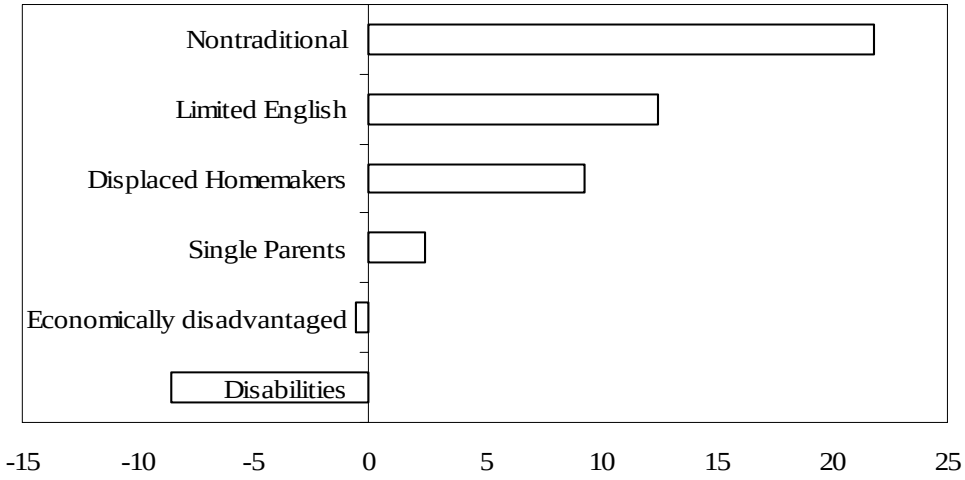
The only dip in secondary performance that was not caused by higher performance standards/definitions is on the nontraditional program participation indicator. Much of this dip in performance (-2.26%) took place among two secondary centers in the northern part of the state—Berlin and Littleton—and in the second-largest center, in Manchester. The strategy for increasing statewide participation in nontraditional programs will focus on these three centers. Intensive professional development for instructors at these three centers will build upon the "Girls Under the Hood" program that had local success in PY 2006. Refresher training in the Tools for Teaming will also be repeated at these centers during the year.

The significant drops in postsecondary performance would normally require a comprehensive, aggressive performance improvement strategy. The comparability of 05 performance figures with 06 data, however, should be strongly qualified and would not support strategic planning for improvements. Between both years, the data system for the postsecondary system underwent a significant change. Prior to PY 2006, the system was relatively fragmented. Near the end of PY 2006 the postsecondary system began a massive centralization and upgrading of their data management and technology. Regrettably, this change has yielded data that is of questionable value when making comparisons between both years.

Special Populations Performance and Program Improvement Strategies

Despite the overall statewide success on secondary academic attainment, students with disabilities stood out as a special population with the weakest performance on this measure. As the next chart shows, students in all of the other special populations assessed better than students with disabilities. If students with disabilities are to improve their academic attainment, the secondary centers would need to review their own performance on this measure to determine where local improvements would be most effective in raising the overall statewide performance level. Under Perkins IV this same strategy would be used, but with more focus on both the English language arts and the mathematics indicators.

Academic Attainment of Special Populations Compared to Statewide Goal



Strategies for supporting postsecondary special populations will target three student groupings:

- *Single parents/displaced homemakers, and students from economically disadvantaged families*—work will focus on monthly meetings and support groups stressing faculty workshops in English and math, student success seminars and celebrations, and brown-bag lunches featuring guest speakers discussing topics such as Health and Human Services, career advisement, and assistance with library services.
- *Students entering careers nontraditional for their gender*—efforts with this group will emphasize financial supports for students planning careers that are nontraditional for their genders, peer mentoring coordinated by nontraditional recruiters and counselors, and surveys of students to reduce or eliminate obstacles that students report.
- *Students with limited English proficiency*—students in this group will receive support in navigating different cultures, tutoring to assist with language acquisition and academic success, and at the campus with the highest proportion of non-native students, an Hispanic Network, an Office of Multicultural Student Affairs, and Cultural Exchange Clubs.

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 2005

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 matriculated in an associate of science or an associate of applied science degree program. Matriculated students are students who have earned not less than 21 credits in their program of study.

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 who has finished his/her career and technical program of study and receives a degree.

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 non-duplicative 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 career and technical education through the integration of academic, career, 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

The approaches for each sub-indicator and definitions of numerators and denominators are provided in Appendix J.

Data Improvement Strategies

Two improvements are planned for the coming Program Year.

1. Improve the quality of information on vocational skills attainment (1S2): In recent years, statewide competencies for all secondary CTE programs were identified. Teams of instructors in each program area started with industry standards or competencies and then developed sets of minimum, or core, competencies that students must know or be able to do in each program area. Instructors were then responsible for implementing these core competencies in their respective programs.

The state monitoring of programs during PY 2007 will examine whether these competencies, or the newest iterations, are being properly used. On each monitoring visit, three programs will be randomly selected to determine whether the core competencies are properly used and fully implemented.

Representatives of business and industry and of postsecondary institutions will also have greater opportunities to validate the competencies during PY 2007. Once the sets of core competencies are drafted by the teams of instructors, representatives of business and industry will review the sets to validate their usefulness in preparing students for the workplace. Representatives of postsecondary colleges will then review the competency lists to determine whether changes can be made to improve articulation between the secondary and postsecondary levels of instruction

2. Centralize access and reporting for the postsecondary system: Starting in July of 2006, the New Hampshire Community Technical College System will launch a centralized, on-line system for gathering and reporting information. This new system will draw information from the Banner systems used at each of the seven campuses. This new system will significantly reduce the chances of error caused by differences in the multiple Banner systems used among the postsecondary colleges. The new system is expected to bring the following benefits:

- Greater validity and reliability of reported data;
- Secondary students identifiers will become the basis for examining secondary postsecondary transitions;
- Students who are members of special populations or enrolled in nontraditional programs will be identified automatically.

VI. Monitoring Follow-up

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

VI. WIA Incentive Grant Award Results

The Incentive Funds granted to New Hampshire for performance during PY 2004 were used to support three significant activities during PY 2006. These activities included:

- The evaluation of New Hampshire's CTE system, conducted by Kister Consulting Services. This study produced three overarching recommendations, all of which were designed to anticipate implementation of the reauthorized Perkins Act.
- The survey of secondary CTE center directors that yielded recommendations to: 1) differentiate CTE from "vocational education," 2) value CTE as appropriate for high-performing, goal-oriented students, 3) prepare students for postsecondary education, 4) view the last two years of high school as steps toward life's work, and 5) assess students to promote academic challenge and reduce postsecondary remediation.
- Adoption of the College Board's ACCUPLACER Online system as a guidance tool to inform secondary students about the academic standards they will need to meet for enrollment in postsecondary CTE programs.

APPENDICES

A. ORGANIZATIONAL CHART

B. SECONDARY CTE PROGRAMS

C. EXAMPLE OF CAREER PLANNING OUTLINE

D. EXAMPLE OF MEMORANDUM OF UNDERSTANDING FOR ARTICULATION AGREEMENTS

E. SECONDARY APPLICATION

F. POSTSECONDARY APPLICATION

G. OVERALL CTE PERFORMANCE TRENDS

H. SECONDARY PERFORMANCE BROKEN OUT BY CTE CENTERS

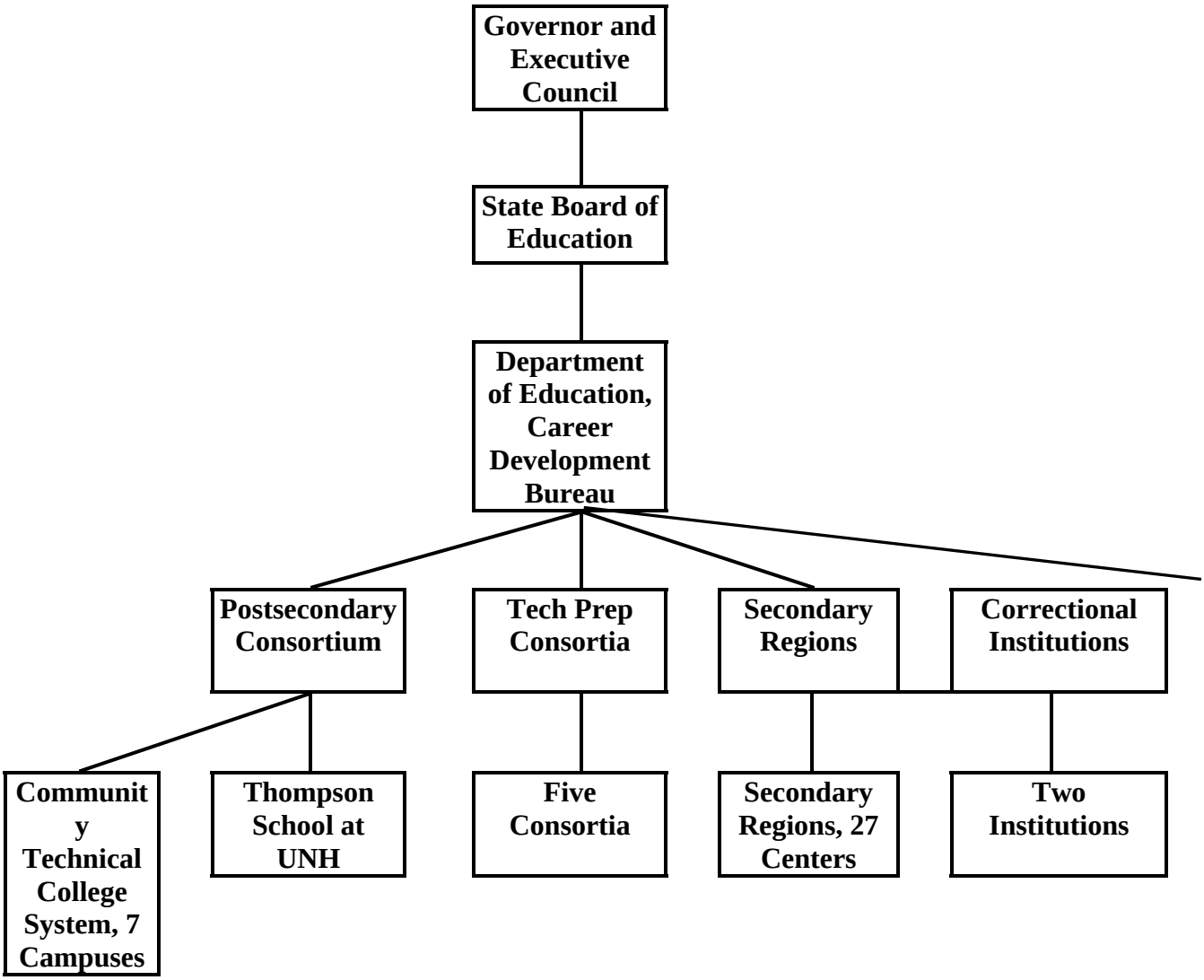
I. POSTSECONDARY PERFORMANCE BROKEN OUT BY CAMPUSES/COLLEGES

J. APPROACHES AND NUMERATOR-DENOMINATOR DEFINITIONS

APPENDIX A:

ORGANIZATIONAL CHART

Organizational Chart
Career and Technical Education
New Hampshire



APPENDIX B:

SECONDARY CTE PROGRAMS

Career and Technical Programs with Enrollments
by School Location
School Year 2006-2007
2/2/2007

Career & Technical/ Tech Prep Programs	BERLIN	BRADFORD VT	BRATTLEBORO VT	CLAREMONT	CONCORD	CONWAY	DERRY	DOVER	EXETER	HARTFORD VT	HUDSON	KEENE	LACONIA	LANGDON	LITTLETON	MANCHESTER	MILFORD	NASHUA	NEWPORT	PETERBOROUGH	PLYMOUTH	PORTSMOUTH	ROCHESTER	SALEM	SOMERSWORTH	TILTON	WHITEFIELD	WOLFEBORO	Total Programs	Total Articulated
010201 AGRICULTURAL MECHANICS										x			x											x		x		4	1
010301 AGRICULTURAL PRODUCTION								x	x	x			x					x								x	x	7	1
010504 VETERINARY TECHNOLOGY										x																		1	1
010601 HORTICULTURE			x		*		x	x			x		x		x			x				x		x	x	x		12	
010605 LANDSCAPING & GRNDSKPING										x																		1	
010608 FLORICULTURE										x																		1	
010901 ANIMAL SCIENCES, GENERAL																		x										1	
030101 NATURAL RESOURCES		x							x	x			x					x							x	x		7	1
030511 FORESTRY TECHNOLOGY							x																					1	
090702 DIGITAL COMMUNICATIONS		x							x																			2	
100202 RADIO & TV BROADCASTING						x							x			x	x	x						x			x	7	1
100305 GRAPHIC ARTS	x				x					x				X		x	x	x		x			x	x				10	2
110201 COMPUTER PROGRAMMING									x			x																2	1
110301 DATA PROCESSING TECH										x																		1	1
110801 WEB PAGE DESIGN			x																									1	
110901 COMPUTER SYS NETWORKING				x	x		x	x								x	x	x								x		8	5
120401 COSMETOLOGY		x						x		x		x				x		x	x									7	2
120500 COOKING & CULINARY ARTS		x	x	x	x	x		x	x	x	x	x	x			x	x	x		x	x	x	x	x		x	x	22	15
131206 TEACHER EDUCATION																							X			X		2	2
131210 EARLY CHILDHOOD EDUCATION	x	x		x	x	x			x	x	x	x	x		x	x		x		x		x	x	x	x			19	14
140101 ENGINEERING TECHNOLOGY	X	x					x	x	X	x	x		x		x	x	x	x							x			13	7
150405 ROBOTIC TECHNOLOGY																									x			1	
150613 MANUFACTURING TECH																			x									1	
151201 COMPUTER ENGINEERING																			x									1	
151301 DRAFTING, GENERAL	x						x				x				x			x			X	x	x	x				9	1
261201 BIOTECHNOLOGY									x		x						x	x										4	4
439999 SECURITY & PROTECTIVE SRV		x			x										x													3	2
460201 CARPENTRY/CARPENTER	x	x		x	x		x	x	x	x	x	x	x		x	x	x	x		@	x	x		x	x			x	21	9
460302 ELECTRICIAN		x					x	x								x		x										5	5
460401 BUILDING MAINTENANCE						x																						1	
460599 PLUMBING & WATER SUPPLY SRV				x									x			x												3	3
470103 COMMUNICATIONS SYSTEMS												x																1	
470104 COMPUTER INSTALL/REPAIR										x					x								x	x				5	1
470105 INDUSTRIAL ELECTRONICS												x				x												2	
470199 ELECTRONICS, OTHER		x																										1	
470201 HEATING/REFRIGERATION							x											x										2	
470302 HEAVY EQUIP MAINTENANCE		x																										1	1
470603 AUTOMOTIVE BODY REPAIR								x		x					x													3	1
470604 AUTOMOTIVE MECHANICS	x	x	x		x	x	x	x	x	x		x	x		x	x		x	x	@	x	x	x	x	x			x	22	9
480503 MACHINE SHOP TECHNOLOGY				x		x						x	x				x	x					x					7	2
480508 WELDING TECHNOLOGY	x						x		x	x																		4	
480703 CABINET MAKING & MILLWORK																			x									1	
500101 VISUAL & PERFORMING ARTS			x																	x								2	1
500699 FILM/VIDEO/PHOTO ARTS						x				x									x									3	1
519999 HEALTH PROFESSIONS	x		x		x		x		x	x	x	x	x		x	x		x	x	x	x		x	x				x	18	10
520302 ACCOUNTING TECHNICIAN	x			x			x				x	x			x		x	x	x						x			x	11	10
520407 BUSINESS/TECH/DATA ENTRY										x														x					2	
520408 GENERAL OFFICE	x	x				x	x				x		x		x	x	x		x	x			x	x	x		x	x	16	3
520801 FINANCE, GENERAL							x			x	x					x		x					X						6	4
520803 BANKING & FINANCIAL SERVICE											x																		1	
520903 TRAVEL & TOURISM SERVICES																x		x											2	1
520904 LODGING MANAGEMENT																										x	X		2	1
521899 GENERAL MARKETING					x	x	x	x	x		x	x			x	x	x	x		x	x			x	x			x	16	
Total Programs by School	10	13	6	7	10	9	15	11	12	15	18	14	10	5	9	20	11	19	10	12	7	5	12	12	11	2	9	12	306	
Total Articulated Programs	4	9	0	5	5	2	7	3	5	11	8	4	8	1	3	11	6	9	3	2	2	1	3	1	4	0	4	2		123

X = new program 2006-2007

* Indicates a Pembroke Program, & indicates a Jaffrey Program, @ indicates a New Ipswich program

Indicates an Articulated Program

Indicates a Registered Apprenticeship

APPENDIX C:

EXAMPLE OF CAREER PLANNING OUTLINE

BIOTECHNOLOGY
Career Planning Outline

Career Pathways in: Biotechnology

Career Focus: Discovery Research, Process Development and Biomanufacturing

What is it? Focuses on research, development or production in biotechnology companies

Salary Range: Technical Staff: $30k - $60k, Technical Middle Management: $50k - $80k, Executive, R&D: $70k - $100+k

College and Career Planning

Job Titles	Certificate Programs	Associate Degrees	Bachelor Degrees	Post Graduate Degrees
1. Process Technician 2. Laboratory Technician/Analyst 3. Quality Control Technician/Analyst 4. Metrologist 5. Research Assistant/Associate 6. Quality Assurance 7. Validation 8. Genomics/Bioinformatics 9. Research Scientist 10. Management 11. University Professor	NH Community Technical College Pease Biotechnology Bioprocessing	NH Community Technical College Pease Biotechnology	University of New Hampshire Animal Science (Bioscience & Technology Option), Biochemistry, Molecular, Cellular and Developmental Biology, Medical Laboratory Science (Research Track), Microbiology Plymouth State University Biotechnology Rochester Institute of TechnologyBiotechnology	University of New Hampshire Biochemistry Biology Business Administration Genetics Microbiology

NOTE: The level to which an advanced degree is required will vary from one employer to the next and one position to the next.

High School Course Planning

	9th Grade	10th Grade	11th Grade	12th Grade
English	English 9 Technical English	English 10	English 11	English 12 and or College Composition I*
Math	Algebra I	Geometry	Algebra II	Pre-Calculus or Calculus
Science	Physical Science	Biology Biotechnology I (Microbiology*)	Chemistry Biotechnology II (General Biology*)	Microbiology* AP or General Biology I* AP or General Chemistry I* Biotechnology Internship*
Social Studies	World History	Government and or Ethics	United States History	Economics
World Language	World Language I	WorldLanguage II	World Language III	World Language IV
Technology	IT & ME	Computer Applications		
Electives	Introduction to Business	Ethics & Society	Communication for the Workplace	Human Relations & the Organization

School to Career Connection
>Informational Interview with a local employer >Industry Tour >Postsecondary laboratory tour >Paid or unpaid Internship >Project Based Learning >Community Service or Service Learning Project

***College Credit Courses through Community Technical College Project Running Start Program.**

Note: Check with your guidance counselor to identify the comparable courses offered at your high school or technical center.

For more information, please contact Kathleen Totten, 603-433-1964.

APPENDIX D:

EXAMPLE OF MEMORANDUM OF UNDERSTANDING FOR ARTICULATION AGREEMENTS

Memorandum of Understanding: Articulation Agreement

Between

_____

And

New Hampshire Community Technical College- _____

Purpose:

- The purpose of this document is to provide a pathway for students that will lead to a credential, a certificate or a degree in the NHCTC System, and to provide all with an update of academic information pertinent to the respective NHCTC Institution.

Course of Study:

Code: AC= Articulated Credit RS= College Credit through Project Running Start NC=No College Credit Awarded (recommended prerequisite for admission)

Career & Technical Courses	NHCTC Equivalent	Credit / Code	
ABC 1&2	DEF 1	3	RS

Required High School Courses	NHCTC Equivalent	Credit / Code
GHI		NC
JKL		NC

Note: List courses required in high school as a prerequisite for college admission

HS Optional/Recommended Courses	NHCTC Equivalent	Credit / Code	
PQR	456	3	RS
STU	789	3	AC
VWX	Y01		AC

Note:

Articulated Credit: *Articulated credit is applied towards completion of degree requirements in the _____program from the New Hampshire Community Technical College, _____ Campus. . To be eligible for articulated credit the student must be accepted and enrolled in the _____program at the New Hampshire Community Technical College, _____Campus. While no grade will be given for the college course(s) identified above, credit will be awarded and designated on the transcript as "credit granted through articulation." The student would not be required to complete those courses in pursuit of degree requirements in his/her program. Because a traditional grade is not awarded for articulated credit, the course(s) will not be calculated in the student's cumulative grade point average (GPA). Articulated credit is not transferable to other colleges or universities.*

Running Start Credit: *The Running Start program allows a student to receive concurrent high school and college credit for a designated course. In order to receive concurrent credit, students must complete the Project Running Start registration process, submit payment of $100.00 and meet all requirements as established by the high school instructor and the New Hampshire Community Technical College, _____campus faculty partner. Credit for the course will be awarded at the conclusion of the course, and the final grade earned in the course will be the grade reflected on the New Hampshire Community Technical College, _____campus transcript. Because the transcript reflects a traditional grade, the course may be transferred to other post-secondary institutions, provided the student achieves a minimum of a C grade. However, students should check with the college where he/she is applying to determine its willingness to accept these credits.*

Non-Credit: *This category represents high school courses that are not eligible for college credit but may be prerequisites for admission into one of the programs at the New Hampshire Community College, _____campus.*

Additional Understanding of this Agreement (if any):
Examples:

- ____ Course grade required in CTE course by the NHCTC instructor; and/or
- Portfolio of student's work to be evaluated by NHCTC instructor; and/or
- _____ Score required on Accuplacer; etc

Responsibilities:

New Hampshire Community Technical College (NHCTC):

- Provide appropriate liaisons to offer above-stated Running Start courses in accordance with the policies of the New Hampshire Community Technical College System;
- Offer the opportunity for student visits to NHCTC;
- Coordinate with the High School faculty to review curriculum.

High School:

- Provide a program that integrates academic and vocational-technical education.
- Expose students to career options and the opportunity available to connect with NHCTC.
- Provide academic counseling for students and parents interested in post-secondary education in an NHCTC institution.
- Coordinate with NHCTC faculty to review curriculum.
- Sponsor activities with NHCTC when possible.

Student responsibilities:

- Visit with NHCTC faculty, students and programs in areas related to career interests;
- Ensure that all prerequisites for the NHCTC program are successfully completed;
- Ensure that all elements required for the application for admission into this program are submitted to the NHCTC Admissions Office.

This *agreement* is in effect until _____, 200__, but is predicated on annual review by both parties, especially as pertains to continued comparability of curriculum, where appropriate. *Any major changes in either schools curriculum will call for review and update of this agreement.*

This agreement has been approved by:

Signatures

_____	_____	_____	_____
CTE Director	Date	NHCTC-VPAA	Date
_____	_____	_____	_____

(Can add any other signatures as desired by each system)

PLEASE ATTACH APPROPRIATE COURSE OF STUDY FOR THIS AGREEMENT.
Articulated College Credit
For _____ Program

New Hampshire Community Technical College-_________________ Campus

In accordance with the agreement between _________________and New Hampshire Community Technical College-____________, I certify that the below-named student has demonstrated knowledge and understanding of the core competencies identified by the agreement and has met the agreed upon criteria related to GPA and attendance.

Name of Student:___________________________________SS#:___________________

Home Mailing Address:____

____

Home Phone #:____________________ electronic mail:________________________

High School:______________________________ Year in School: ___________

>>>
GUIDANCE COUNSELOR: **Please complete the information:**

1. Student is applying for:
   - Articulated Credit (AC) Only available on NHCTC ____________ Campus

Please indicate which classes this student has completed.

Credit Type	High School Courses	NHCTC Equivalent
(AC)	LMN	QST 1

***Note*:**
***Articulated Credit*:** *Articulated credit is applied towards completion of degree requirements in the _________program from the New Hampshire Community Technical College, ________ Campus. . To be eligible for articulated credit the student must be accepted and enrolled in the ____________program at the New Hampshire Community Technical College, ___________Campus. While no grade will be given for the college course(s) identified above, credit will be awarded and designated on the transcript as "credit granted through articulation." The student would not be required to complete those courses in pursuit of degree requirements in his/her program. Because a traditional grade is not awarded for articulated credit, the course(s) will not be calculated in the student's cumulative grade point average (GPA). Articulated credit is not transferable to other colleges or universities.*

Please attach a copy of this to your application

____________________________ ______________
Signature: Guidance Counselor Date
School: _________________________
Address: ________________________
____
Phone: __________________________
Email: __________________________

APPENDIX E:

SECONDARY APPLICATION

APPLICATION FOR

SECONDARY

CAREER TECHNICAL EDUCATION

PROGRAM IMPROVEMENT GRANTS

AND

FY 2006 ONE-YEAR PLAN REVISION/EXTENSION

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

P.L. 105-332

May 25, 2005

New Hampshire Department of Education
Bureau of Career Development
21 S. Fruit Street, Suite 20
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 2005 and the tracking of actual performance against goals started in 2001. The rest of this document presents the application requirements for secondary Program Improvement Grant applications for Fiscal Year 2006.

EVALUATION AND PLANNING SCHEDULE

The deadline for submitting applications for FY 2006 Program Improvement Grants is as follows:

FY 2006 Applications are due by 4:00 PM, August 8, 2005

Submit an original and two (2) copies to:

John Varrill

Bureau of Career Development

New Hampshire Department of Education

21 South Fruit Street, Suite 20

Concord, NH 03301

jvarrill@ed.state.nh.us

(603) 271-2452

Critical dates in the FY 2006 evaluation and planning schedule include:

Event/task	Date
Release of FY 2006 Secondary Perkins Application Guide	May 25, 2005
Deadline for submitting FY 2005 Year-end Performance Data	June 10, 2005
Perkins Allocation Letters for FY 2006 Released	July 15, 2005
Deadline to Submit FY 2006 Secondary Perkins Applications	August 8, 2005
Applicants Notified of Approval Status	August 19, 2005
Grant Start Dates for FY 2006	August 22, 2005

Grant End Date for FY 2006	August 21, 2006

FY 2005 PLAN EVALUATION

Applicants must report on how well they accomplished their approved FY 2005 plan by evaluating *all* of the activities or strategies planned for the year. The activities or strategies should be addressed in the order in which they were listed in their approved 2005 plan. If any were eliminated or revised during the course of the year, applicants must indicate that this took place. Applicants should summarize their success or challenge in completing each activity or strategy and then provide a brief narrative describing their success or challenge.

The results of this evaluation should be provided in the following format. List the activity by number and name in the left-hand column. In the middle column, indicate whether the evaluation can be summarized as a success or challenge for the year. In the right-hand column provide the brief narrative describing the outcome of the activity or strategy. An example of this evaluation report is provided in Attachment G: *Example:* FY 2005 Plan Evaluation.

Activity/ Strategy	**Success or Challenge**	**Narrative**
1. Name of Activity		
Etc.		

PERFORMANCE INDICATOR REPORT

Applicants must provide findings on their 2005 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 2005 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 2005 performance *meets or exceeds* 100% of the statewide goal, applicants are free to determine the need for improving performance during FY 2006, with the sole exception of the Academic Attainment indicator[1].

- **Partial discretion**—For all indicators where 2005 performance falls *between* 75% 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 2005 goal.
- **No discretion**—For all indicators where 2005 performance falls *below* 75% 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 below 75% 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 2006 grant to these activities*

Applicants must present their findings for each of the seven performance indicators using the following format. The findings should rank all seven indicators from those *most* in need of improved performance during FY 2006 to those *least* in need of improvement. As is also evidenced in Attachment H: *Example*: Performance Indicator Report, findings should address the performance of student subgroups, or of particular programs, whenever such breakouts of subgroups aid the overall improvement strategy.

Performance	**Annual Evaluation Finding**	**Rank from Most to Least in Need (1-7)**

[1] **Regardless of 2005 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.**

Indicator		
PI #1		
PI #2		
Etc.		
PI #7		

ANNUAL PLAN

Once the performance indicators are rank ordered by need for improvement, applicants must include a list all activities or strategies that are planned for FY 2006. Planned activities or strategies must reflect findings in the Performance Indicator Report, especially the ranking of indicators in terms of need for improved performance. Indicators found most in need of improvement must receive the most effort, while those less in need of improvement should receive less effort in the plan. In other words, the effort—in dollars and/or planned activities—should reflect the need for improvement.

Planned activities or strategies should also reflect four priorities that the US Department of Education has identified for FY 2006. Applicants must propose activities or strategies that support these federal priorities. These four priorities 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. In planning activities or strategies for FY 2006, applicants are encouraged to align their plans to improve performance on the indicators with their plans to address the four federal priorities.

All activities or strategies planned for FY 2006 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 or strategy (including purchases) planned for FY 2006 needs to be provided in the left-hand column. The middle column generally asks for the intended impact of the activity or strategy; is the intent to improve the performance of an indicator(s) and which indicator(s) are these? Also, does the activity/strategy reflect the federal priorities, and if so, which priorities?

The last column asks applicants to identify which of the required or permitted activities listed in Section 135 that the planned activity represents. An example illustrating the information needed for this Annual Plan is provided in Attachment I, *Example*: FY 2006 Annual Plan.

Name of Strategy/Activity	**Intent of Activity/Strategy**	**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)).

DETAILED USE OF FUNDS. Using the format exemplified in Attachment J, *Example*: Planned Use of Funds for FY 2006, 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;
3. A brief description of the activity or strategy and its number;

4. A rationale for the activity's/strategy's anticipated positive impact on specific performance indicators;
5. A budget to support the activity (including local funds, where appropriate);
6. Detailed budget notes.

BUDGET SUMMARY AND FORM 1. 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 CHECKLISTS

G. *EXAMPLE*: FY 2005 PLAN EVALUATION

H. *EXAMPLE*: FY 2005 PERFORMANCE INDICATOR REPORT

I. *EXAMPLE*: FY 2006 ANNUAL PLAN

J. *EXAMPLE*: PLANNED USE OF FUNDS FOR FY 2006

COVER PAGE

SECONDARY CAREER TECHNICAL EDUCATION PROGRAM IMPROVEMENT GRANT APPLICATION FY 2006

1. School District Name	**SAU #**
2. Signature of Superintendent or 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 8, 2005 to:

John Varrill
Bureau of Career Development
New Hampshire Department of Education
21 South Fruit Street, Suite 20
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 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)

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 Regional Advisory Committee meets at least quarterly each year.

2. The Advisory Committee includes:

   (a) Representatives from each sending district and the receiving district; and

   (b) At least seven (7) members, representing the career and technical education areas offered at the center.

3. The Regional Advisory Committee makes recommendations to the receiving district board concerning operations of the regional career and technical center and other approved regional career and technical programs in the region.

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

_____ _____

(Signature, Superintendent of Receiving 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 on file with the New Hampshire State Department of Education

6. All career and technical education 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.

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.

Program	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 2006 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 2006 application.

Requirement Met?	Required Content	Page(s)
	CERTIFICATIONS AND ASSURANCES	
	Cover Page:	
___	Is the Applicant Name provided?	
	Is the Cover Sheet:	
___	Signed by Superintendent or 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 the 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? (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? 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	
____ ____	**FY 2005 Plan Evaluation:** Have all activities been evaluated either as successful or challenging? Does each evaluation receive a brief narrative?	_____
____ ____ ____	**Performance Indicator Report:** Is there a finding for each of the seven performance indicators? Has this applicant failed to achieve 75% of the goal for any performance indicator(s), except Academic Attainment (PI #1)? Have all seven indicators received a ranking of their need for improvement, where "1" means most-in-need and "7" means least-in-need?	_____
_____ _____ _____ _____ _____ _____	**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? If the applicant failed to achieve 75% 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 2006 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?	_____

Requirement Met	Required Content	Page(s)
____ ____ ____ ____	**Annual Plan (cont.):** Has the plan adequately addressed the following: ° Improving academic skills; ° Strengthening secondary postsecondary connections; ° Preparing students for demand occupations that pay family supporting wages; ° Investing in effective, high-quality programs.	____
	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 brief description of the activity or strategy and its number provided? Is a rationale provided for the activity's/strategy's anticipated positive impact on specific performance indicators? Are line items identified by proper object and function codes? Are line items supported by the detailed budget notes? (see Attachment J)	_____
_____ _____ _____	**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 provide the following:

____ Completed FY 2006 Checklists: Application and Form 1

____ Three copies of receiving and sending districts' Programs of Study

____ Contact information (phone number and e-mail address) of Equity Committee Chair

Form 1 Checklist – FY06

Please use the following checklist to ensure an accurate and complete Form 1. When an item has been completed, place a check mark in the column with a "Y" at the top. If an item is not completed on the Form 1, place a check mark in the "N" (no) or "n/a" (not applicable) column, with comments in the right hand column.

CTE Center _____

Form 1 item	Y	N	n/a	Comments
Original Form 1 submitted (either double sided or multiple single sided sheets)				
Original Form 1 submitted is the most current version (August 2004)				
Each separate sheet of Form 1 is signed with original signature of superintendent or authorized agent				
Project start date is correct (either 8/22/05 or whenever application is substantially approvable)				
Project end date is 8/21/06				
Fiscal agent is an approved fiscal agent and is identified as either: ♦ a school district, an SAU, or an RA, or ♦ "School Department, City of _____" (applies only to Berlin, Dover, Laconia, Nashua, Portsmouth, Rochester and Somersworth)				
Indirect cost rate does not exceed the approved FY06 rate for the identified fiscal agent				
Indirect cost amount is equal to or less than the maximum amount allowable for the allocation				
Indirect cost codes: ♦ If fiscal agent is an SAU, an RA, or a district in a single district SAU, function and object code is 5220 930 ♦ If fiscal agent is a district that is part of a multi-district SAU, function and object code is 2300/2500 810				
Budget summary figures (top of budget page) are equal to the sum of the figures in the detail of budget that have a function and object code in that same category (e.g., 1000 200, 2000 400, etc.)				
Budget summary figures in each column add up to total figure in each column				
Budget summary figures in each row add up to the figure in the "Total" column				
Budget summary figures in "Total" column add up to the total budget figure				
Items in detail of budget add up to total budget figure, which is equal to or less than the allocation amount				
If audit fee line item is listed under the Detail of Proposed Budget, the indirect cost amount excludes audit fees				
Signed general assurances have been received by the Office of the Internal Auditor from the fiscal agent				

ATTACHMENT G, *EXAMPLE:*

FY 2005 PLAN EVALUATION

Activity/ Strategy	**Success or Challenge**	**Narrative**
1. Purchase a hoist	Successful	Auto dealers are delighted that students are now using equipment that is up to industry standards. Year-end competencies in the Automotive Mechanics program are already up over last year.
2. Purchase nontraditional booklets	Challenging	The booklets we purchased and shared with students have had little impact on nontraditional participation. Instead of purchasing a different booklet, however, the Equity Committee feels we should give the current booklets another year to effect a change in PI #6.
3. Etc.		

ATTACHMENT H, *EXAMPLE:*

PERFORMANCE INDICATOR REPORT

Performance Indicator	Annual Evaluation Finding	Rank Order from Worst to Best (1-7)
PI #1	High priority for performance improvement during FY 2006. Year-end performance lags most behind statewide 2005 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 2006; we are still ahead of the statewide figure, but we are losing our lead. Year-end performance exceeds statewide 2005 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 2006; 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 I, *EXAMPLE:*

FY 2006 ANNUAL PLAN

Name of Strategy/Activity	**Intent of Activity/Strategy**	**Which Required or Permitted?**
1. A three-day workshop for 8th grade students on gender stereotyping	Recruit more students into nontraditional programs to increase performance on PI #6 and encourage students to plan for careers with family supporting wages.	135(c)(14). Nontraditional training and employment
2. Purchase 6 more graphic arts work centers, with Pentium IV 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 J, *EXAMPLE:*

PLANNED USE OF FUNDS FOR FY 2006

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 APPLICATION

APPLICATION FOR

POSTSECONDARY

CAREER TECHNICAL EDUCATION

PROGRAM IMPROVEMENT GRANTS

AND

FY 2006 ONE-YEAR PLAN REVISION/EXTENSION

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

P.L. 105-332

New Hampshire State Department of Education
Bureau of Career Development
21 South Fruit St., Suite 20
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 improving Career and Technical Education as measured by student performance. For Fiscal Year (FY) 2006, postsecondary grantees in New Hampshire are accountable for meeting the following performance goals:

Indicator Name(s)	Description	FY 2006 Goal
Academic Attainment, Technical Skills Attainment, and Degree Credential	Percentage of students who graduate within five years of matriculation	59.51%
Postsecondary Placement	Percentage of students employed, in the military, and/or continuing their education, *six* months after graduation from college	92.61%
Postsecondary Retention	Percentage of students employed, in the military, and/or continuing their education, *twelve* months after graduation from college	93.16%
Nontraditional Participation	Percentage of students who are enrolled in programs nontraditional for either gender	21.86%
Nontraditional Completion	Percentage of students who complete programs that are nontraditional for either gender	18.34%

The remainder of this document provides guidance for submitting a successful application for FY 2006 Postsecondary Program Improvement Grants.

APPLICATION GUIDELINES

I. Deadline: July 15, 2005

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

John Varrill
Bureau of Career Development, Room 266
NH Department of Education
21 South Fruit Street, Suite 20
Concord, NH 03301
jvarrill@ed.state.nh.us
(603) 271-2452

Critical dates in the FY 2006 evaluation and planning schedule are:

Task	Date
Release of FY 2006 Application	May 10, 2005
Deadline for submitting FY 2006 Applications	July 15, 2005
Notification of approval status	August 1, 2005
FY 2005 Grant End Date	August 31, 2005
FY 2006 Grant Start Date	September 1, 2005
FY 2006 Grant End Date	August 31, 2006

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** (See Attachment E)
- **Body of Application:**
  I. **FY 2005 Performance Evaluation** (Ten pages narrative or outline, maximum)
  II. **FY 2006 Plan** (Unlimited)
- **New Hampshire Office of Business Management (OBM) Form 1** (One or more pages)
- **Budget Narrative** (Ten pages in outline format, single-spaced, maximum)

BODY OF APPLICATION

The Body of the Application should bring the recent past together with the future. First, the consortium must provide an analysis of the past year's performance, comparing FY 2005 performance against goals for the same year. Second, the consortium must plan activities for FY 2006 that are designed to improve performance on all indicators where performance falls short of the statewide goal(s) for FY 2005.

I. FY 2005 Performance Evaluation

Summarize how well the postsecondary consortium performed on all five indicators in FY 2005. This summary will review the consortium's performance as a whole as well as that of the three community technical colleges, the New Hampshire Technical Institute, and the Thompson School of Applied Science at the University of New Hampshire. In all instances of statewide underperformance, the applicant must look at the following to explain the underperformance:

- Which colleges or campuses fell short of the statewide goals and which met or exceeded the goals?
- Which programs, at which colleges, were "outliers" in terms of weak performance?
- Are there any groups of students who fell short of the statewide goals, including gender, race/ethnicity, and special populations?
- Did secondary postsecondary program articulations (e.g., Running Start, Tech Prep) have a positive impact on student performance?

The outcome of this analysis should be a ranking of all five performance areas in terms of need for improvement in FY 2006. Ranks are determined by comparisons of performance and goals. Top ranked in terms of need for improvement are areas where performance fell short by the largest margins. If performance on all indicators exceeded goals, top ranked are areas where performance exceeded the goals by the smallest margins.

II. FY 2006 Plan

By July 1, 2005, New Hampshire will have closed negotiations with the US Department of Education to revise and extend its approved plan for an additional year. In compliance with Sect. 134(a) of Perkins III, the postsecondary consortium must also revise and extend its plan for one more year, to cover the period from September 1, 2005 to August 31, 2006.

The overall point of first evaluating FY 2005 performance and then planning FY 2006 improvements is to ground the plan in the evaluation findings. Planned strategies or activities must obviously be connected to evaluation findings, particularly where year-end performance is below the performance goals for FY 2005.

The consortium is expected to meet performance goals on all five indicators. For this reason the applicant must introduce plans to improve performance on *all* indicators where the consortium's performance did not meet or exceed statewide goals for FY 2005 and to prevent erosion on indicators where performance met or exceeded goals. These plans

will include new or expanded activities, strategies, and/or purchases that would improve performance.

Applicants must also address four specific issues in planning for the coming year. 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 plans should provide a good foundation for implementing any changes to Perkins III.

These 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.

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, 2005 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 issues that alter the budget are identified by reviewers. 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. A copy of the General Assurances form that the Department of Education keeps on file is provided as Attachment G.

The Budget Narrative should not exceed ten 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.

The attachments that follow provide formats to use in the submittal as well as the checklist to be used by reviewers. These forms and the checklist provide further specifications for a successful application. The General Assurances, Attachment G, should not be submitted with the FY 2006 Application. Instead, mail the executed document to Office of Audit and Technical Assistance, ATTN: Rose Curry, New Hampshire Department of Education, 101 Pleasant Street, Concord, NH 03301.

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

G. GENERAL ASSURANCES

COVER PAGE

POSTSECONDARY CAREER AND TECHNICAL EDUCATION PROGRAM IMPROVEMENT GRANT APPLICATION FY 2006

_____

1. Applicant

_____ _____

2. Signature of Chief Administrative Officer/Consortium Chair **Date**

_____ _____

3. Name of Contact **Title**

Contact Address:

_____ _____

Telephone

_____

_____ _____

E-mail Address

Submit one (1) original and two (2) copies by July 15, 2005 to:

John Varrill
Bureau of Career Development, Room 266
New Hampshire Department of Education
21 South Fruit St., Suite 20
Concord, NH 03301
(603) 271-2452
jvarrill@ed.state.nh.us

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 Technical 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 Chief Administrative Officer/Consortium Chair

CERTIFICATE OF INSTITUTIONAL ADVISORY COMMITTEE

I, _____ certify that the

(Typed name and title of Chief Administrative Officer/Consortium Chair)

Institutional Advisory Committee for _____

(Name of Institution/Consortium)

is operational and that the Advisory Committee has had an opportunity to participate in

development of the application for the postsecondary Program Improvement Grant.

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 racial and ethnic minorities.

_____

(Signature, Chief Administrative Officer/Consortium Chair)

CERTIFICATE OF RESPONSIBILITY

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

_____, hereby certify and assure that:
(Institution/Consortium)

8. 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), New Hampshire Statutes, and the New Hampshire Administrative Rules.

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

10. 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.

11. Student, program, and performance 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.

12. 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 on file with the New Hampshire State Department of Education.

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

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

15. Funds will not be used under this title to support School-to-Work activities, unless the activities are directly related to career and technical education 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/Consortium Chair) 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.

CIP Code	Program

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

APPLICATION CHECKLIST

Postsecondary Applicant: _____

State Project Manager: _____ **Date:** _____

Approval Status:

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

Instructions: Applicant must place a check in the left column when they feel 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 2006 Application. *All items in boldface in the middle column must be satisfactorily addressed if the application is to gain substantially approved status.*

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 Chief Administrative Officer/ Consortium Chair?**	
___	**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 Chief Administrative Officer/Consortium Chair** (See Attachment B)	_____

Requirement Met?	Required Content	Page(s)
_____	Certificate of Institutional Advisory Committee:: **Is the Chief Administrative Officer/Consortium Chair identified at top of the certificate the same as the signatory?** (See Attachment C)	_____
_____ _____ ____	Certificate of Responsibility: **Is the typed name and title of Chief Administrative Officer/Consortium Chair entered at top of the Certificate?** **Is the name of the institution/consortium entered at top of Certificate?** **Is the original signature of the Chief Administrative Official/Consortium Chair at bottom the same person listed at the top of the Certificate?** (See Attachment D)	_____
_____ _____ _____ _____	Programs Eligible To Receive Support: 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?	_____
	BODY OF APPLICATION	
____ ____ ____ ____ ____ ____	I. FY 2005 PERFORMANCE REPORT: **Has performance of the consortium overall and of the five separate colleges/institute been addressed?** **Were breakouts of the following examined to explain underperformance?** • **Colleges/campuses?** • **Programs?** • **Student subgroups, including special populations?** • **Articulations?** **Have all five indicators been ranked/prioritized in terms of statewide need for improvement?**	_____

Requirement Met?	Required Content	Page(s)
	II. FY 2006 PLAN:	
_____	**Is there consistency between the evaluation findings and the planned activities, or are there points of inconsistency?**	
_____	**Are activities planned to raise performance wherever it falls short of FY 2005 goals?**	
_____	**Has the plan adequately addressed:**	
_____	○ **Improving academic skills?**	
_____	○ **Strengthening secondary postsecondary connections?**	
_____	○ **Preparing students for demand occupations that pay family supporting wages?**	
_____	○ **Investing in effective, high-quality programs?**	_____
	OBM FORM 1 AND BUDGET NARRATIVE	
_____	**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, 2005?**	
_____	**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 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 Institutional Advisory Committee

____ Completed FY 2006 Application Checklist

_____ Name and email address of Equity Committee chairpersons for each member of the consortium.

Dr. Lyonel B. Tracy
Commissioner of Education
Tel. 603-271-3144
271-7301

Dr. Paul F. Ezen
Deputy Commissioner
Tel. 603-

STATE OF NEW HAMPSHIRE
DEPARTMENT OF EDUCATION
101 Pleasant Street
Concord, N.H. 03301
FAX 603-271-1953
Citizens Services Line 1-800-339-9900

May 6, 2005

TO: Chief Administrative Officer/Consortium Chair

FROM: Lyonel B. Tracy, Commissioner
Department of Education

SUBJECT: General Assurances FY 2005-2006

The federally funded education programs which flow money through this department require each applicant to file certain assurances. Some of these assurances apply to all programs and are, therefore, considered "general assurances".

Upon the recommendation of the department's various federal program directors, I have consolidated the general assurances into one form and request an annual submission for all of your postsecondary colleges/institutions. This procedure simplifies the gathering of assurances and facilitates the requirement that I certify to the Secretary of Education the status of all applicant agencies. Individual program policy establishes which may apply for federal funds.

I am requesting that you complete the enclosed assurances and return them to the attention the Office of Audit and Technical Assistance, NH Department of Education, 101 Pleasant Street, Concord, NH 03301. I have instructed that office to notify the directors of all programs approving federal funds to postsecondary colleges/institutions when they have received your assurances. The directors of the various federal programs are not to request additional copies from you, but to accept Audit and Technical Assistance Office list as the basis for determining compliance with these requirements as one item in their approval of proposals for funding. Other program specific assurances may still be requested by individual programs.

TDD Access: Relay NH 711
EQUAL OPPORTUNITY EMPLOYER- EQUAL EDUCATIONAL OPPORTUNITIES

Compliance with these assurances will be subject to review by department staff during on site visits. Annual audits by CPA's in accordance with the Single Audit Act may also include compliance checks.

On the signature page, please include the names of each postsecondary college/institution which will be applying for funds, sign, and return this form to the Office of Audit and Technical Assistance. Thank you for your assistance in this initiative. The process should make it less difficult for all of us to access and use the federal funds for the purposes designated.

If you should have any questions regarding these assurances, please contact the Office of Audit and Technical Assistance at 603-271-3837.

Attachment

GENERAL ASSURANCES FY 2005-2006

The postsecondary colleges/institutions indicated on Page 6 assure the New Hampshire Department of Education that the Certifications A through G below relating to Non-Discrimination, Non-Debarment, Lobbying, Notice of Use of Federal Funds, Gun Free Schools, Constitutionally Protected Prayer in Public Elementary and Secondary Schools, and transfer of disciplinary records are all representations of fact to the best of the knowledge of the authorized representative signing these assurances.

A. Relating to Non-Discrimination

This certification addresses the requirements of Title VI and Title VII of the Civil Rights Act of 1964, the Age Discrimination Act of 1967, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Education of All Handicapped Children Act of 1975, The Civil Rights Restoration Act of 1991 and the Americans with Disabilities Act of 1991 including all of their implementing regulations.

Each of the below indicated postsecondary colleges/institutions does not and will not discriminate in any of its educational programs, activities or employment practices on the basis of age, race, color, religion, national origin, gender, marital status, physical or mental disability. Each of the below indicated postsecondary colleges/institutions actively affirms equal opportunity in all of its educational programs, activities, and employment practices.

Each of the below indicated postsecondary colleges/institutions certifies it has a Title IX Coordinator, 504 Coordinator and an English Language Learners (ELL) Coordinator who are accessible to students, faculty and staff. Each of the below indicated postsecondary colleges/institutions certifies that the name, telephone number and address of the Title IX and 504 Coordinators appear, along with the postsecondary college/institution non-discrimination statement, in all publications generated by the postsecondary college/institution. Each of the below indicated postsecondary colleges/institutions certifies that it has up to date policies and grievance procedures regarding sex, race, national origin, color, age, religion, disability discrimination and sexual harassment which are disseminated in age appropriate language to all students, faculty and staff on at least a yearly basis. In addition, each of the below indicated postsecondary colleges/institutions must have available a plan of its procedure for addressing the needs of ELL (English Language Learners) students, including methodologies for identification of ELL students, assessment procedures used, programs available to ensure the delivery of appropriate educational services, procedures for exiting from ELL services, and post-exit monitoring policies and procedures.

Each of the below indicated postsecondary colleges/institutions will make such reports as are required and take other actions required by the Civil Rights Legislation and its implementing regulations.

B. Relating to Debarment, Suspension, Ineligibility, and Voluntary Exclusion Lower Tier Covered Transactions

This certification is required by the regulations implementing Executive Order 12549, Debarment and Suspension, 34 CFR Part 85, Section 85.510, Participants' responsibilities. The regulations were published as Part VII of the May 26, 1988 Federal Register (pages 19160-19211). Copies of the regulations may be obtained by contacting the person to whom this assurance is submitted.

(1) Each of the below indicated postsecondary colleges/institutions certifies, by submission of this assurance, that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any Federal department or agency.

(2) Where any of the below indicated postsecondary colleges/institutions participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this assurance.

C. Relating to Lobbying for Grants and Cooperative Agreements

Submission of this certification is required by Section 1352, Title 31 of the US Code and is a prerequisite for making or entering into a grant or cooperative agreement over $100,000.

Each of the below-indicated postsecondary colleges/institutions certifies, to the best of its knowledge and belief, that:

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

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form - 111, 'Disclosure Form to Report Lobbying,' in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants, contracts under

grants and cooperative agreements, and subcontracts) and that all subrecipients shall certify and disclose accordingly.

C. Continued

This certification is a material representation of fact on which the New Hampshire Department of Education will rely when it makes or enters into a grant or cooperative agreement with the below-indicated postsecondary colleges/institutions. Any person who fails to file the required certification shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure. 31 USC Section 1352 (c)(2)(A).

D. Relating to Information about the Use of Federal Funds

This is the certification required by Section 511 of Public Law 101-166

When issuing statements, press releases, requests for proposals, bid solicitations, and other documents describing projects or programs funded in whole or in part with Federal money, each of the below indicated postsecondary colleges/institutions will clearly state:

(1) the percentage of the total costs of the program or project which will be funded with Federal money,

(2) the dollar amount of Federal funds for the project or program, and

(3) percentage and dollar amount of the total costs of the project or program that will be financed by non-governmental sources.

E. Relating to Gun Free Schools

1. Each of the below-indicated postsecondary colleges/institutions certifies that it shall comply with the provisions of RSA 193:13 (effective 8/15/95). This compliance requires the expulsion from school for a period of not less than twelve months of any pupil who brings or possesses a firearm, as defined in Section 921 of Title 18 of the U.S. Code, in a Safe School Zone.

2. Each of the below-indicated postsecondary colleges/institutions certifies that it has adopted a policy, which allows the Superintendent or Chief Administrating officer to modify the expulsion requirement on a case by case basis.

3. Each of the below-indicated postsecondary colleges/institutions certifies that it shall report to the SEA in July of each year, a description of the circumstances surrounding any expulsions imposed under RSA 193:13, III and IV including, but not limited to --

(1) the name of the school concerned;
(2) the grade of the student disciplined;
(3) the type of firearm involved;

E. Continued

(4) whether or not the expulsion was modified, and
(5) if the student was identified as Educationally Disabled.

4. Each of the below-indicated postsecondary colleges/institutions certifies that it has in effect a policy requiring referral to the criminal justice or juvenile delinquency system of any student who brings a firearm or weapon to school.

F. Relating to Constitutionally Protected Prayer in Public Elementary and Secondary Schools

This assurance addressed the requirement of Section 9524 of No Child Left Behind Act of 2002. The Act requires the Secretary of the United States to provide guidance on the subject that is available on the Internet. The guidance can be found at:

http://www.ed.gov/policy/gen/guid/religionandschools/prayer-guidance.html

Each of the below indicated postsecondary colleges/institutions declares that it has reviewed the guidance that was issued by the secretary and their current policies and practices in light of this guidance.

Further, each of the below indicated postsecondary colleges/institutions certifies that there are no policies or practices within their agency that prevents or obstructs participation in constitutionally protected prayer in any public elementary or secondary school in their district.

G. Relating to Assurance on Transfer of Disciplinary Records

Assurance on Transfer of Disciplinary Records

Title 20 USC §7165 requires that the State has a procedure to assure that a student's disciplinary records, with respect to suspensions and expulsions, are transferred by the local education agency to any public or private elementary or secondary school where the

student is required or chooses to enroll. In New Hampshire, that assurance is statutory and found at RSA 193-D:8.

The relevant portions of the federal and state law appear below. Please read both.

> **(b) DISCIPLINARY RECORDS**- In accordance with the Family Educational Rights and Privacy Act of 1974 (20 U.S.C. 1232g), not later than 2 years after the date of enactment of this part, each State receiving Federal funds under this Act shall provide an assurance to the Secretary that the State has a procedure in place to facilitate the transfer of disciplinary records, with respect to a suspension or expulsion, by local educational agencies to any private or public elementary

> school or secondary school for any student who is enrolled or seeks, intends, or is instructed to enroll, on a full- or part-time basis, in the school.
>
> **193-D: 8 Transfer Records; Notice. –** All elementary and secondary educational institutions, including academies, private schools, and public schools, shall upon request of the parent, pupil, or former pupil, furnish a complete school record for the pupil transferring into a new school system. Such record shall include, but not be limited to, records relating to any incidents involving suspension or expulsion, or delinquent or criminal acts, or any incident reports in which the pupil was charged with any act of theft, destruction, or violence in a safe school zone.

I have read the laws contained in this paragraph and assure the commissioner and the secretary that there are no policies or practices in my district that contravene either the letter or the spirit of these laws. When a student transfers out of the district, the district sends the records, which include the disciplinary records as required by law, to the new school.

GENERAL ASSURANCES FY 2005-2006

Signature Page

By signing these assurances the Chief Administrative Officer/Consortium Chair for the below indicated postsecondary colleges/institutions certifies that to the best of his or her knowledge that all the assurances contained in each section (A through G) truly represent the actual status of the formal or operational policies in effect as of the date of this certification for each of the postsecondary colleges/institutions indicated below.

Program Directors at the New Hampshire Department of Education are not authorized to approve a Grant Award (Form 2) to a postsecondary college/institution unless that postsecondary college/institution has a copy of these assurances on file with the New Hampshire Department of Education.

_____
Name of postsecondary college/institution

_____
Name of postsecondary college/institution

_____
Name of postsecondary college/institution

_____
Name of postsecondary college/institution

_____
Name of postsecondary college/institution

_____
Name of postsecondary college/institution

_____
Name of postsecondary college/institution

_____
Typed Name of Chief Administrative Officer/Consortium Chair

_____ _____
Signature Date

APPENDIX G:

OVERALL CTE PERFORMANCE TRENDS

Performance Indicators
Baselines through Year Seven Projections
August 2006

Performance Indicators		y2000	y2002				y2003				y2004				y2005				y2006				y2000 - y2006
		1st Year Baseline %	3rd Year Goal %	3rd Year Actual	Percent +/- Goal	Percent +/- y2001	4th Year Goal %	4th Year Actual	Percent +/- Goal	Percent +/- y2002	5th Year Goal %	5th Year Actual	Percent +/- Goal	Percent +/- y2003	6th Year Goal %	6th Year Actual	Percent +/- Goal	Percent +/- y2004	6th Year Goal %	6th Year Actual	Percent +/- Goal	Percent +/- y2005	Total 7-Year Gain/Loss
Secondary																							
1S1	Academic Skills	6.87	8.37	14.12	5.75	6.16	8.87	15.01	6.14	0.89	9.37	17.93	8.56	2.92	12.36	20.30	7.94	2.37	15.72	29.92	14.20	9.62	23.05
1S2	Vocational Skills	66.90	67.65	77.79	10.14	10.40	67.90	80.50	12.60	2.71	68.15	78.75	10.60	(1.75)	68.40	80.25	11.85	1.50	78.67	87.66	8.99	7.41	20.76
2S1	HS Completion Status	87.09	89.09	91.58	2.49	(2.22)	90.09	93.15	3.06	1.57	91.09	91.81	0.72	(1.34)	92.84	95.15	2.31	3.34	92.23	96.80	4.57	1.65	9.71
2S2	Program Completers (New 2001)	NA	85.95	87.31	1.36	2.00	86.95	87.33	0.38	0.02	87.95	87.25	(0.70)	(0.08)	88.95	92.06	3.11	4.81	87.51	74.28	(13.23)	(17.78)	NA
3S1	Placement (PS or Emp)	89.73	90.23	96.36	6.13	6.02	90.23	96.98	6.75	0.62	90.23	99.46	9.23	2.48	90.00	94.93	4.93	(4.53)	95.00	96.83	1.83	1.90	7.10
4S1	Non-Trad Participants	25.38	25.88	27.48	1.60	2.78	26.13	24.14	(1.99)	(3.34)	26.38	27.35	0.97	3.21	26.38	27.42	1.04	0.07	25.82	25.16	(0.66)	(2.26)	-0.22
4S2	Non-Trad Completers	21.54	21.79	20.65	(1.14)	2.74	22.04	20.23	(1.81)	(0.42)	22.29	22.40	0.11	2.17	22.29	22.52	0.23	0.12	21.22	19.74	(1.48)	(2.78)	-1.80
Postsecondary																							
1P1	Academic Skills	54.74	55.49	51.37	(4.12)	(0.22)	55.74	61.80	6.06	10.43	56.24	60.07	3.83	(1.73)	56.74	59.33	2.59	(0.74)	59.51	20.56	(38.95)	(38.77)	-34.18
1P2	Skill Proficiencies	54.74	55.49	51.37	(4.12)	(0.22)	55.74	61.80	6.06	10.43	56.24	60.07	3.83	(1.73)	56.74	59.33	2.59	(0.74)	59.51	20.56	(38.95)	(38.77)	-34.18
2P1	Completion	54.74	55.49	51.37	(4.12)	(0.22)	55.74	61.80	6.06	10.43	56.24	60.07	3.83	(1.73)	56.74	59.33	2.59	(0.74)	59.51	20.56	(38.95)	(38.77)	-34.18
3P1	Placement	91.72	91.72	92.14	0.42	2.75	91.72	91.95	0.23	(0.19)	91.72	94.02	2.30	2.07	90.00	87.83	(2.17)	(6.19)	92.61	33.00	(59.61)	(54.83)	-58.72
3P2	Retention (New 2001)	NA	65.90	67.18	1.28	41.54	66.90	92.72	25.82	25.54	67.90	90.00	22.10	(2.72)	90.00	89.22	(0.78)	(0.78)	93.16	32.81	(60.35)	(56.41)	NA
4P1	NT Participation	27.97	28.47	22.51	(5.96)	(1.64)	28.72	21.12	(7.60)	(1.39)	28.97	21.67	(7.30)	0.55	22.59	19.16	(3.43)	(2.51)	21.86	17.86	(4.00)	(1.30)	-10.11
4P2	NT Completion	17.57	18.07	16.27	(1.80)	(3.71)	18.32	18.60	0.28	2.33	18.57	18.75	0.18	0.15	18.82	19.15	0.33	0.40	18.34	15.74	(2.60)	(3.41)	-1.83

APPENDIX H:

SECONDARY PERFORMANCE BROKEN OUT BY CTE CENTERS

Academic Attainment
(NHEIAP Scores -- PI #1)
12/1/2006

Reg #	Sch #	School Name	2000 Percent	2001 Percent	2002 Percent	2003 Percent	2004 Percent	2005 Percent	2006 Percent	State Goal +/-	State Goal	Status
07	062	Hartford Area Career & Technology Ctr	None Provided	2.65%	4.89%	12.90%	8.96%	8.55%	43.10%	27.38%	15.72%	EXCEEDED STATE GOAL
17	060	Salem High School Vocational Center	10.52%	13.00%	26.25%	26.37%	28.56%	29.49%	40.40%	24.68%		
14	053	Con-Val High School, Region 14 ATC	9.38%	15.88%	23.46%	29.72%	31.14%	24.25%	40.00%	24.28%		
06	011	Mt. Washington Valley Career Tech Ctr.	12.93%	18.75%	15.70%	15.52%	25.97%	27.36%	39.51%	23.79%		
09	071	Region 9 Vocational Technical Center	12.58%	17.98%	21.83%	20.17%	20.74%	15.41%	35.58%	19.86%		
18	015	Seacoast School of Technology	1.57%	2.39%	8.56%	8.01%	14.40%	16.49%	34.64%	18.92%		
16	027	Wilbur H. Palmer Voc. Tech. Center	7.68%	7.49%	17.51%	21.10%	25.34%	19.27%	34.36%	18.64%		
17	012	Pinkerton Academy	6.33%	6.72%	12.84%	10.95%	17.18%	17.43%	32.23%	16.51%		
16	044	Nashua Senior High School	5.08%	5.60%	18.44%	18.86%	20.56%	24.58%	31.94%	16.22%		
02	004	Berlin Vocational Center	4.29%	2.81%	8.77%	8.88%	17.49%	13.65%	31.51%	15.79%		
03	036	Hugh Gallen Regional Vocational Center	2.98%	16.59%	16.45%	11.07%	11.98%	22.84%	30.33%	14.61%		
03	068	White Mountain Regional High School	8.00%	13.02%	15.00%	9.33%	12.16%	17.21%	29.17%	13.45%		
12	059	Creteau Regional Technology Center	1.35%	4.84%	15.06%	17.15%	16.95%	26.07%	28.43%	12.71%		
13	029	The Cheshire Career Center	12.72%	4.46%	9.48%	7.24%	17.18%	14.81%	27.91%	12.19%		
16	043	Milford HS & Applied Technology Center	9.77%	9.30%	19.01%	22.59%	22.59%	19.41%	27.68%	11.96%		
10	008	Sugar River Valley RTC-Claremont	1.01%	1.70%	9.94%	8.72%	21.20%	9.42%	25.00%	9.28%		
05	057	Plymouth Regional Technical Ctr	1.28%	1.82%	6.96%	6.86%	8.33%	10.47%	22.73%	7.01%		
11	010	Concord Regional Technology Center	2.95%	3.60%	12.18%	9.84%	12.20%	18.69%	22.51%	6.79%		
19	058	Portsmouth Senior High School	14.39%	18.69%	30.00%	43.55%	28.75%	25.00%	21.62%	5.90%		
10	048	Sugar River Valley RTC-Newport	1.54%	9.50%	16.88%	20.39%	19.79%	17.46%	18.75%	3.03%		
08	031	J. Oliva Huot Technical Center	4.39%	2.91%	10.98%	13.46%	10.88%	13.60%	18.38%	2.66%		
12	061	Somersworth Regional Vocational Ctr.	1.01%	1.79%	8.90%	4.84%	5.70%	7.42%	18.18%	2.46%		
15	084	Manchester School of Technology	No Data Reported	1.40%	3.08%	2.12%	7.70%	67.98%	14.67%	-1.05%	15.72%	STATE GOAL NOT MET
12	013	Dover Vocational Center	1.98%	3.03%	8.38%	4.70%	10.54%	6.47%	13.89%	-1.83%		
04	067	River Bend Career & Technical Center	Not Included in Baseline	3.57%	1.72%	0.00%	0.00%	6.52%	10.00%	-5.72%		
08	066	Winnisquam Regional High School	3.57%	7.50%	3.85%	2.78%	2.50%	10.00%	6.25%	-9.47%		
13	032	Fall Mountain Regional High School	7.14%	3.61%	4.69%	5.77%	0.00%	8.33%	0.00%	-15.72%		
		STATE TOTALS	**6.78%**	**7.96%**	**14.23%**	**15.01%**	**17.93%**	**20.30%**	**29.92%**	**14.20%**		

Vocational Skills Attainment
PI #2
12-01-2006

Reg #	Sch #	School Name	2000 Percent	2001 Percent	2002 Percent	2003 Percent	2004 Percent	2005 Percent	2006 Percent	State Goal +/-	State Goal	Status
03	036	Hugh Gallen Regional Vocational Center	77.27%	95.83%	89.47%	95.24%	100.00%	97.14%	100.00%	21.33%	78.67%	EXCEEDED STATE GOAL
03	068	White Mountain Regional High School	88.89%	84.85%	78.85%	63.64%	81.08%	90.63%	100.00%	21.33%		
04	067	River Bend Career & Technical Center	None Reported	87.50%	68.75%	88.89%	89.47%	73.68%	100.00%	21.33%		
10	048	Sugar River Valley RTC-Newport	75.86%	100.00%	100.00%	94.74%	90.91%	100.00%	100.00%	21.33%		
19	058	Portsmouth Senior High School	46.88%	56.00%	86.21%	92.00%	91.67%	90.00%	100.00%	21.33%		
12	059	Creteau Regional Technology Center	61.36%	75.28%	97.59%	81.44%	90.53%	78.07%	98.08%	19.41%		
02	004	Berlin Vocational Center	88.37%	64.29%	91.49%	84.62%	100.00%	96.05%	97.53%	18.86%		
13	029	The Cheshire Career Center	100.00%	61.96%	74.56%	85.91%	91.41%	96.75%	96.93%	18.26%		
14	053	Con-Val High School, Region 14 ATC	57.14%	66.67%	77.78%	81.61%	83.33%	97.18%	96.85%	18.18%		
16	043	Milford HS & Applied Technology Center	40.74%	61.29%	78.33%	97.06%	93.33%	91.03%	96.46%	17.79%		
12	061	Somersworth Regional Vocational Ctr.	91.94%	52.78%	64.29%	86.15%	56.52%	54.79%	94.74%	16.07%		
11	010	Concord Regional Technology Center	94.89%	76.30%	69.63%	69.02%	63.23%	61.50%	94.71%	16.04%		
12	013	Dover Vocational Center	33.33%	28.21%	97.35%	92.11%	96.26%	97.32%	92.77%	14.10%		
10	008	Sugar River Valley RTC-Claremont	81.82%	55.26%	85.71%	90.63%	63.93%	85.71%	92.11%	13.44%		
18	015	Seacoast School of Technology	42.47%	41.18%	96.30%	88.00%	73.91%	91.62%	90.23%	11.56%		
05	057	Plymouth Regional Technical Ctr	36.67%	65.12%	51.52%	64.71%	47.89%	65.33%	89.87%	11.20%		
09	071	Region 9 Vocational Technical Center	81.63%	64.38%	57.97%	90.28%	81.40%	67.11%	87.39%	8.72%		
16	027	Wilbur H. Palmer Voc. Tech. Center	87.10%	64.52%	74.51%	100.00%	96.91%	84.73%	86.96%	8.29%		
17	012	Pinkerton Academy	81.58%	83.89%	96.72%	94.24%	91.33%	91.28%	86.30%	7.63%		
15	084	Manchester School of Technology	49.13%	75.31%	79.56%	87.38%	78.90%	91.37%	85.23%	6.56%		
08	031	J. Oliva Huot Technical Center	16.39%	100.00%	76.19%	69.33%	92.68%	94.81%	82.72%	4.05%		
07	062	Hartford Area Career & Technology Ctr	None Reported	73.91%	77.27%	69.39%	73.53%	82.50%	81.25%	2.58%		
08	066	Winnisquam Regional High School	22.22%	60.00%	66.67%	71.43%	85.71%	50.00%	81.25%	2.58%		
17	060	Salem High School Vocational Center	71.35%	77.93%	73.82%	74.02%	80.00%	82.16%	80.39%	1.72%		
06	011	Mt. Washington Valley Career Tech Ctr.	73.08%	32.05%	48.00%	59.09%	58.90%	53.62%	76.09%	-2.58%	78.67%	GOAL NOT MET
16	044	Nashua Senior High School	56.12%	55.74%	69.29%	56.04%	59.33%	56.40%	70.30%	-8.37%		
13	032	Fall Mountain Regional High School	25.00%	100.00%	100.00%	100.00%	75.00%	90.00%	50.00%	-28.67%		
		STATE TOTALS	**67.06%**	**67.39%**	**77.96%**	**80.50%**	**78.75%**	**80.25%**	**87.66%**	**8.99%**		

High School Completion Status
PI #3
12-01-2006

Reg #	Sch #	School Name	2000 Percent	2001 Percent	2002 Percent	2003 Percent	2004 Percent	2005 Percent	2006 Percent	State Goal +/-	State Goal	Status
03	036	Hugh Gallen Regional Vocational Center	72.73%	96.00%	89.36%	86.30%	98.21%	97.87%	100.00%	7.77%	92.23%	EXCEEDED STATE GOAL
03	068	White Mountain Regional High School	77.78%	88.24%	94.05%	90.54%	94.74%	96.97%	100.00%	7.77%		
04	067	River Bend Career & Technical Center	Not Included in Baseline	100.00%	100.00%	78.95%	100.00%	100.00%	100.00%	7.77%		
06	011	Mt. Washington Valley Career Tech Ctr.	100.00%	94.87%	76.52%	84.54%	96.77%	88.10%	100.00%	7.77%		
07	062	Hartford Area Career & Technology Ctr	Not Included in Baseline	100.00%	100.00%	97.96%	100.00%	95.12%	100.00%	7.77%		
08	031	J. Oliva Huot Technical Center	95.16%	97.78%	95.65%	84.21%	82.83%	92.50%	100.00%	7.77%		
08	066	Winnisquam Regional High School	88.89%	80.00%	60.00%	100.00%	100.00%	100.00%	100.00%	7.77%		
09	071	Region 9 Vocational Technical Center	97.96%	97.26%	98.85%	98.90%	98.96%	92.63%	100.00%	7.77%		
10	048	Sugar River Valley RTC-Newport	96.55%	97.62%	91.67%	97.50%	92.11%	94.09%	100.00%	7.77%		
14	053	Con-Val High School, Region 14 ATC	65.63%	98.25%	96.34%	96.94%	99.14%	96.91%	100.00%	7.77%		
19	058	Portsmouth Senior High School	100.00%	96.15%	94.59%	96.97%	87.80%	94.29%	100.00%	7.77%		
15	084	Manchester School of Technology	79.19%	86.05%	83.44%	95.17%	88.49%	98.06%	98.46%	6.23%		
12	061	Somersworth Regional Vocational Ctr.	96.77%	93.06%	95.31%	98.53%	97.83%	100.00%	98.25%	6.02%		
12	059	Creteau Regional Technology Center	88.24%	97.75%	94.38%	95.00%	89.42%	92.36%	98.08%	5.85%		
12	013	Dover Vocational Center	84.69%	98.72%	94.83%	97.50%	98.13%	100.00%	97.59%	5.36%		
16	043	Milford HS & Applied Technology Center	86.49%	96.77%	93.67%	96.94%	96.51%	96.49%	97.35%	5.12%		
18	015	Seacoast School of Technology	81.08%	80.00%	86.18%	91.79%	85.00%	96.43%	97.13%	4.90%		
10	010	Concord Regional Technology Center	78.47%	96.55%	93.62%	97.34%	94.51%	83.72%	97.12%	4.89%		
17	060	Salem High School Vocational Center	97.09%	97.21%	93.92%	97.13%	97.60%	97.40%	97.06%	4.83%		
16	044	Nashua Senior High School	90.71%	90.63%	88.00%	84.42%	84.33%	98.37%	95.45%	3.22%		
13	029	The Cheshire Career Center	94.39%	97.83%	98.29%	94.82%	94.59%	97.12%	95.09%	2.86%		
02	004	Berlin Vocational Center	73.68%	100.00%	92.16%	94.20%	96.67%	86.84%	95.06%	2.83%		
16	027	Wilbur H. Palmer Voc. Tech. Center	86.02%	100.00%	91.05%	92.91%	99.33%	96.27%	94.69%	2.46%		
05	057	Plymouth Regional Technical Ctr	96.67%	100.00%	95.59%	96.43%	87.65%	88.51%	93.67%	1.44%		
10	008	Sugar River Valley RTC-Claremont	90.63%	89.47%	95.45%	93.33%	81.94%	74.60%	92.11%	-0.12%	92.23%	GOAL NOT MET
17	012	Pinkerton Academy	81.25%	84.56%	89.12%	87.64%	83.15%	95.57%	91.78%	-0.45%		
13	032	Fall Mountain Regional High School	100.00%	100.00%	77.78%	61.54%	66.67%	80.00%	83.33%	-8.90%		
		STATE TOTAL	**87.25%**	**93.05%**	**91.60%**	**93.68%**	**90.90%**	**95.15%**	**96.80%**	**4.57%**		

CTE Program Completion Rates of High School Senior Concentrators
PI #4
12-01-2006

Reg #	Sch #	School Name	2000 Percent	2001 Percent	2002 Percent	2003 Percent	2004 Percent	2005 Percent	2006 Percent	State Goal +/-	State Goal	Status
10	048	Sugar River Valley RTC-Newport	41.67%	64.29%	87.50%	87.50%	94.74%	83.72%	100.00%	12.49%	87.51%	EXCEEDED STATE GOAL
03	036	Hugh Gallen Regional Vocational Center	77.27%	92.00%	69.64%	68.49%	89.29%	97.87%	96.97%	9.46%		
13	029	The Cheshire Career Center	80.37%	96.74%	96.61%	90.16%	95.27%	97.84%	96.93%	9.42%		
12	059	Creteau Regional Technology Center	88.24%	97.75%	94.51%	93.00%	93.27%	92.36%	96.15%	8.64%		
12	061	Somersworth Regional Vocational Ctr.	90.32%	84.72%	92.31%	91.18%	95.65%	100.00%	94.74%	7.23%		
16	043	Milford HS & Applied Technology Center	83.78%	96.77%	98.85%	95.92%	96.51%	97.37%	92.92%	5.41%		
19	058	Portsmouth Senior High School	78.79%	84.62%	92.68%	87.88%	87.80%	91.43%	92.11%	4.60%		
18	015	Seacoast School of Technology	82.43%	87.06%	88.98%	93.28%	91.43%	93.88%	87.93%	0.42%		
12	013	Dover Vocational Center	82.65%	100.00%	96.55%	95.00%	99.07%	100.00%	86.75%	-0.76%	87.51%	GOAL NOT MET
15	084	Manchester School of Technology	92.49%	80.23%	78.48%	84.39%	84.92%	96.51%	84.00%	-3.51%		
05	057	Plymouth Regional Technical Ctr	96.67%	83.67%	94.81%	96.43%	77.78%	81.61%	83.54%	-3.97%		
11	010	Concord Regional Technology Center	81.94%	89.60%	92.91%	88.30%	85.98%	92.27%	81.73%	-5.78%		
02	004	Berlin Vocational Center	84.21%	95.24%	98.11%	94.20%	95.00%	96.05%	79.01%	-8.50%		
10	008	Sugar River Valley RTC-Claremont	93.75%	89.47%	97.96%	84.44%	58.33%	61.90%	78.95%	-8.56%		
16	027	Wilbur H. Palmer Voc. Tech. Center	83.87%	20.63%	80.30%	91.34%	99.33%	97.52%	77.29%	-10.22%		
17	012	Pinkerton Academy	86.72%	87.92%	92.05%	75.84%	76.40%	95.07%	73.52%	-13.99%		
03	068	White Mountain Regional High School	11.11%	61.76%	64.55%	74.32%	94.74%	96.97%	73.33%	-14.18%		
08	031	J. Oliva Huot Technical Center	91.94%	88.89%	98.55%	85.26%	87.88%	100.00%	71.60%	-15.91%		
14	053	Con-Val High School, Region 14 ATC	50.00%	49.12%	77.27%	82.65%	79.31%	95.88%	69.29%	-18.22%		
07	062	Hartford Area Career & Technology Ctr	Not Included in Baseline	100.00%	98.53%	91.84%	100.00%	95.12%	68.75%	-18.76%		
06	011	Mt. Washington Valley Career Tech Ctr.	92.86%	55.13%	55.21%	55.67%	65.59%	72.62%	67.39%	-20.12%		
09	071	Region 9 Vocational Technical Center	100.00%	95.89%	96.91%	92.31%	92.71%	81.05%	65.77%	-21.74%		
04	067	River Bend Career & Technical Center	Not Included in Baseline	100.00%	88.89%	84.21%	100.00%	100.00%	50.00%	-37.51%		
08	066	Winnisquam Regional High School	55.56%	80.00%	87.50%	91.67%	63.64%	100.00%	50.00%	-37.51%		
16	044	Nashua Senior High School	82.86%	96.88%	97.21%	91.96%	78.00%	85.33%	45.15%	-42.36%		
17	060	Salem High School Vocational Center	100.00%	96.74%	88.21%	95.34%	98.00%	94.05%	43.79%	-43.72%		
13	032	Fall Mountain Regional High School	50.00%	50.00%	83.33%	53.85%	50.00%	70.00%	33.33%	-54.18%		
		STATE TOTAL	**85.76%**	**85.31%**	**87.26%**	**87.33%**	**87.25%**	**92.06%**	**74.28%**	**-13.23%**		

In September of 2005, the State Department of Education formalized the definition of "Program Completer" as the result of information gathered nationally, based on the implementation of a competency assessment system for all programs. This resulted in an adjustment of the Program Completer results for 2006.

Placement of Class of 2005 Program Completers
Continuing Education and/or Employed
PI #5
12-01-2006

Reg #	Sch #	School Name	2000 Percent	2001 Percent	2002 Percent	2003 Percent	2004 Percent	2005 Percent	2006 Percent	State Goal +/-	State Goal	Status
02	004	Berlin Vocational Center	90.32%	94.12%	89.19%	90.91%	100.00%	96.36%	100.00%	5.00%	95.00%	EXCEEDED STATE GOAL
09	071	Region 9 Vocational Technical Center	78.95%	78.69%	100.00%	98.46%	97.87%	83.72%	100.00%	5.00%		
10	008	Sugar River Valley RTC-Claremont	92.86%	81.25%	93.55%	97.22%	100.00%	100.00%	100.00%	5.00%		
10	048	Sugar River Valley RTC-Newport	70.97%	88.89%	95.24%	95.12%	100.00%	93.33%	100.00%	5.00%		
14	053	Con-Val High School, Region 14 ATC	93.33%	86.36%	96.30%	96.88%	100.00%	92.41%	100.00%	5.00%		
16	043	Milford HS & Applied Technology Center	83.33%	95.24%	100.00%	96.49%	100.00%	92.31%	100.00%	5.00%		
17	060	Salem High School Vocational Center	92.86%	93.58%	98.90%	98.64%	99.22%	97.24%	100.00%	5.00%		
19	058	Portsmouth Senior High School	72.22%	90.91%	94.44%	94.12%	95.00%	96.55%	100.00%	5.00%		
13	029	The Cheshire Career Center	92.31%	96.36%	97.01%	98.97%	100.00%	97.80%	98.46%	3.46%		
05	057	Plymouth Regional Technical Ctr	89.47%	87.50%	97.56%	98.25%	97.78%	98.36%	98.18%	3.18%		
12	013	Dover Vocational Center	91.89%	82.76%	100.00%	100.00%	99.12%	100.00%	98.15%	3.15%		
18	015	Seacoast School of Technology	88.10%	87.27%	95.16%	97.92%	100.00%	94.21%	98.11%	3.11%		
16	044	Nashua Senior High School	86.76%	89.29%	97.56%	98.48%	100.00%	97.80%	97.47%	2.47%		
12	059	Creteau Regional Technology Center	93.75%	90.48%	97.30%	100.00%	100.00%	93.51%	97.12%	2.12%		
17	012	Pinkerton Academy	95.45%	90.59%	95.24%	99.11%	99.04%	97.14%	97.06%	2.06%		
07	062	Hartford Area Career & Technology Ctr	Not Included in Baseline	90.63%	97.83%	87.10%	100.00%	100.00%	96.88%	1.88%		
03	068	White Mountain Regional High School	100.00%	96.77%	92.31%	73.08%	95.24%	97.14%	96.30%	1.30%		
06	011	Mt. Washington Valley Career Tech Ctr.	93.75%	94.44%	100.00%	100.00%	100.00%	93.88%	96.23%	1.23%		
03	036	Hugh Gallen Regional Vocational Center	83.33%	93.33%	86.96%	93.10%	97.87%	97.92%	95.56%	0.56%		
16	027	Wilbur H. Palmer Voc. Tech. Center	87.63%	91.22%	100.00%	98.13%	100.00%	95.16%	94.12%	-0.88%	95.00%	GOAL NOT MET
15	084	Manchester School of Technology	94.29%	91.01%	95.38%	100.00%	100.00%	95.65%	93.75%	-1.25%		
11	010	Concord Regional Technology Center	87.84%	95.18%	92.37%	96.47%	100.00%	86.75%	93.71%	-1.29%		
08	031	J. Oliva Huot Technical Center	90.77%	94.55%	96.67%	98.46%	100.00%	89.53%	92.00%	-3.00%		
04	067	River Bend Career & Technical Center	Not Included in Baseline	90.00%	85.71%	100.00%	100.00%	100.00%	88.24%	-6.76%		
12	061	Somersworth Regional Vocational Ctr.	93.33%	94.00%	95.00%	100.00%	100.00%	85.29%	86.21%	-8.79%		
08	066	Winnisquam Regional High School	Not Included in Baseline	75.00%	100.00%	50.00%	100.00%	100.00%	80.00%	-15.00%		
13	032	Fall Mountain Regional High School	66.67%	100.00%	100.00%	100.00%	100.00%	100.00%	50.00%	-45.00%		
		STATE TOTAL	**89.73%**	**90.34%**	**96.36%**	**96.98%**	**99.46%**	**94.93%**	**96.83%**	**1.83%**		

Non-Traditional Participation
PI #6
12-01-2006

Reg #	Sch #	School Name	2000 Percent	2001 Percent	2002 Percent	2003 Percent	2004 Percent	2005 Percent	2006 Percent	State Goal +/-	State Goal	Status
13	032	Fall Mountain Regional High School	41.68%	42.75%	49.40%	18.52%	29.85%	46.49%	62.16%	36.34%	25.82%	EXCEEDED STATE GOAL
16	027	Wilbur H. Palmer Voc. Tech. Center	44.26%	51.70%	54.43%	44.42%	44.38%	46.65%	41.14%	15.32%		
12	059	Creteau Regional Technology Center	16.37%	18.84%	34.78%	20.00%	42.45%	41.02%	40.99%	15.17%		
03	068	White Mountain Regional High School	42.61%	39.42%	45.22%	44.16%	47.14%	35.87%	36.52%	10.70%		
12	061	Somersworth Regional Vocational Ctr.	31.41%	27.19%	37.95%	41.04%	33.33%	38.05%	36.01%	10.19%		
08	066	Winnisquam Regional High School	35.10%	30.67%	19.75%	25.49%	20.00%	31.40%	35.71%	9.89%		
19	058	Portsmouth Senior High School	32.70%	25.74%	29.17%	31.34%	32.26%	23.74%	34.75%	8.93%		
11	010	Concord Regional Technology Center	20.67%	22.54%	17.84%	20.50%	28.43%	27.60%	29.51%	3.69%		
17	012	Pinkerton Academy	22.68%	34.06%	32.35%	32.10%	35.10%	29.07%	27.99%	2.17%		
16	043	Milford HS & Applied Technology Center	25.53%	22.09%	25.25%	24.94%	25.74%	27.95%	27.48%	1.66%		
10	048	Sugar River Valley RTC-Newport	13.40%	14.90%	19.13%	19.12%	21.49%	22.41%	26.23%	0.41%		
17	060	Salem High School Vocational Center	20.97%	20.03%	22.93%	23.72%	26.85%	27.22%	24.73%	-1.09%	25.82%	DID NOT MEET STATE GOAL
06	011	Mt. Washington Valley Career Tech Ctr.	27.25%	26.00%	22.02%	17.97%	16.23%	28.09%	24.65%	-1.17%		
16	044	Nashua Senior High School	35.87%	19.42%	23.06%	18.54%	22.35%	23.64%	23.37%	-2.45%		
10	008	Sugar River Valley RTC-Claremont	15.64%	14.10%	17.62%	17.72%	22.37%	17.51%	23.18%	-2.64%		
14	053	Con-Val High School, Region 14 ATC	16.75%	21.03%	18.56%	23.73%	23.34%	25.04%	23.13%	-2.69%		
12	013	Dover Vocational Center	35.93%	33.59%	29.66%	26.99%	27.32%	22.22%	21.32%	-4.50%		
18	015	Seacoast School of Technology	16.54%	15.19%	14.04%	16.72%	20.91%	24.30%	21.16%	-4.66%		
09	071	Region 9 Vocational Technical Center	25.13%	22.52%	24.92%	25.40%	22.67%	25.00%	20.58%	-5.24%		
07	062	Hartford Area Career & Technology Ctr	18.37%	16.67%	18.87%	19.00%	18.18%	20.37%	20.45%	-5.37%		
08	031	J. Oliva Huot Technical Center	14.30%	14.75%	12.34%	13.87%	22.27%	19.21%	20.33%	-5.49%		
05	057	Plymouth Regional Technical Ctr	22.19%	20.13%	13.82%	14.62%	16.67%	17.79%	19.76%	-6.06%		
13	029	The Cheshire Career Center	18.39%	13.49%	21.43%	17.26%	19.52%	17.43%	16.10%	-9.72%		
02	004	Berlin Vocational Center	12.37%	16.95%	18.78%	17.06%	18.34%	14.95%	14.59%	-11.23%		
15	084	Manchester School of Technology	15.30%	14.30%	12.79%	14.62%	16.68%	13.89%	14.17%	-11.65%		
03	036	Hugh Gallen Regional Vocational Center	23.48%	14.22%	15.00%	13.92%	18.05%	7.82%	5.39%	-20.43%		
04	067	River Bend Career & Technical Center	17.54%	11.67%	21.95%	20.00%	15.22%	4.26%	2.56%	-23.26%		
		STATE TOTAL	**25.37%**	**24.70%**	**27.48%**	**24.14%**	**27.35%**	**27.42%**	**25.16%**	**-0.66%**		

Non-Traditional Program Completion
PI #7
12-01-2006

Reg #	Sch #	School Name	2000 Percent	2001 Percent	2002 Percent	2003 Percent	2004 Percent	2005 Percent	2006 Percent	State Goal +/-	State Goal	Status
13	032	Fall Mountain Regional High School	0.00%	0.00%	33.33%	71.43%	50.00%	80.00%	75.00%	53.78%	21.22%	EXCEEDED STATE GOAL
16	027	Wilbur H. Palmer Voc. Tech. Center	45.48%	58.33%	45.24%	44.44%	41.51%	41.74%	48.41%	27.19%		
19	058	Portsmouth Senior High School	31.71%	27.27%	21.05%	27.59%	41.67%	25.00%	34.29%	13.07%		
11	010	Concord Regional Technology Center	19.19%	17.91%	13.27%	16.99%	26.45%	29.67%	27.89%	6.67%		
10	008	Sugar River Valley RTC-Claremont	11.82%	8.82%	12.50%	13.16%	16.67%	10.26%	26.67%	5.45%		
17	060	Salem High School Vocational Center	18.76%	19.37%	22.58%	22.32%	28.18%	26.20%	26.32%	5.10%		
18	015	Seacoast School of Technology	15.24%	11.54%	11.24%	13.68%	24.14%	23.81%	25.96%	4.74%		
16	043	Milford HS & Applied Technology Center	12.73%	11.76%	28.57%	25.61%	21.62%	28.85%	25.56%	4.34%		
06	011	Mt. Washington Valley Career Tech Ctr.	45.54%	16.67%	16.67%	20.93%	7.02%	20.37%	21.43%	0.21%		
12	013	Dover Vocational Center	35.17%	32.26%	39.58%	38.10%	30.93%	31.78%	20.83%	-0.39%	21.22%	DID NOT MEET STATE GOAL
10	048	Sugar River Valley RTC-Newport	21.67%	3.70%	18.37%	17.14%	13.89%	16.67%	19.51%	-1.71%		
03	068	White Mountain Regional High School	45.31%	36.84%	50.79%	41.18%	38.71%	18.75%	19.05%	-2.17%		
09	071	Region 9 Vocational Technical Center	20.00%	26.98%	13.25%	23.38%	17.50%	23.53%	18.75%	-2.47%		
07	062	Hartford Area Career & Technology Ctr	16.67%	16.67%	18.00%	13.51%	18.75%	20.00%	18.18%	-3.04%		
05	057	Plymouth Regional Technical Ctr	13.10%	22.22%	12.73%	18.75%	19.05%	15.69%	17.95%	-3.27%		
08	031	J. Oliva Huot Technical Center	14.15%	12.50%	7.35%	6.17%	22.99%	22.50%	17.24%	-3.98%		
08	066	Winnisquam Regional High School	42.86%	75.00%	0.00%	18.18%	28.57%	20.00%	16.67%	-4.55%		
14	053	Con-Val High School, Region 14 ATC	12.36%	15.79%	16.67%	20.59%	16.87%	15.66%	16.67%	-4.55%		
17	012	Pinkerton Academy	11.05%	11.88%	18.18%	20.51%	19.83%	22.86%	16.44%	-4.78%		
16	044	Nashua Senior High School	39.13%	22.50%	23.57%	19.19%	17.19%	20.53%	16.33%	-4.89%		
12	059	Creteau Regional Technology Center	11.47%	8.05%	10.47%	19.35%	19.59%	18.05%	16.00%	-5.22%		
12	061	Somersworth Regional Vocational Ctr.	24.79%	38.00%	27.54%	36.36%	38.10%	40.35%	14.89%	-6.33%		
13	029	The Cheshire Career Center	11.74%	13.92%	15.89%	10.98%	17.29%	11.97%	11.35%	-9.87%		
02	004	Berlin Vocational Center	8.23%	10.00%	9.62%	12.31%	17.54%	15.07%	10.94%	-10.28%		
15	084	Manchester School of Technology	12.34%	8.94%	14.41%	12.39%	13.73%	15.42%	8.65%	-12.57%		
03	036	Hugh Gallen Regional Vocational Center	16.30%	17.39%	11.11%	6.38%	23.81%	8.89%	4.69%	-16.53%		
04	067	River Bend Career & Technical Center	7.69%	0.00%	7.69%	18.75%	33.33%	0.00%	0.00%	-21.22%		
		STATE TOTAL	**21.54%**	**17.79%**	**20.81%**	**20.23%**	**22.40%**	**22.52%**	**19.74%**	**-1.48%**		

APPENDIX I:

POSTSECONDARY PERFORMANCE BROKEN OUT BY CAMPUSES/COLLEGES

FY2006 Postsecondary Performance Indicators by College and Campus: 12/06

COLLEGE	PERFORMANCE INDICATOR	GOAL FY01	ACTUAL FY01 by College	GOAL FY02	ACTUAL FY02 by College	GOAL FY03	ACTUAL FY03 by College	GOAL FY04	ACTUAL FY04 by College	GOAL FY05	ACTUAL FY 05 by College	GOAL FY06	ACTUAL FY 06 by College
Berlin Laconia	Academic Attainment (1-2P)	55.24	48.96	55.49	53.12	55.74	57.3	56.24	60.21	56.74	58.90	59.51	17.160/ 21.57
	Placement (3P1)	91.72	94.44	91.72	89.74*	91.72	89.87*	91.72	98.02	91.72	94.09	92.61	
	Retention (3P2)	-	95.21~	65.9	92.19+	66.9	94.63&	67.9	NP	90.00	87.21	93.16	
	Nontraditional Participation (4P1)	28.22	17.9	28.47	19.15	28.72	17.91	28.97	17.79	22.59	34.89	21.86	
	Nontraditional Completion (4P2)	17.82	15.29	18.07	14.09	18.32	17.18	18.57	16.19	18.82	39.80	18.34	
Claremont Nashua	Academic Attainment (1-2P)	55.24	45.23	55.49	59.97	55.74	63.86	56.24	57.63	56.74	59.27	59.51	33.59 / 17.51
	Placement (3P1)	91.72	93.59	91.72	93.25*	91.72	91.14*	91.72	94.55	91.72	92.86	92.61	
	Retention (3P2)	-	91.5~	65.9	94.25+	66.9	92.7&	67.9	NP	90.00 or NP	86.38	93.16	
	Nontraditional Participation (4P1)	28.22	19.53	28.47	16.69	28.72	16.29	28.97	17.83	22.59	38.35	21.86	
	Nontraditional Completion (4P2)	17.82	16.67	18.07	15.85	18.32	15.09	18.57	16.7	18.82	46.21	18.34	
Concord NHTI	Academic Attainment (1-2P)	55.24	51.98	55.49	56.89	55.74	66.25	56.24	69.15	56.74	67.64	59.51	23.09
	Placement (3P1)	91.72	95.52	91.72	96.44*	91.72	96.28*	91.72	96.74	91.72	90.57	92.61	
	Retention (3P2)	-	93.35~	65.9	96.52+	66.9	95.24&	67.9	NP	90.00	82.35	93.16	
	Nontraditional Participation (4P1)	28.22	21.48	28.47	21.94	28.72	22.67	28.97	20.91	22.59	49.38	21.86	
	Nontraditional Completion (4P2)	17.82	19.16	18.07	18.10	18.32	20.13	18.57	19.44	18.82	52.16	18.34	
Manchester Stratham	Academic Attainment (1-2P)	55.24	52	55.49	54.50	55.74	55.99	56.24	50.66	56.74	46.93	59.51	16.12 / 17.28
	Placement (3P1)	91.72	93.2	91.72	94.85*	91.72	93.52*	91.72	95.77	91.72	89.60	92.61	
	Retention (3P2)	-	94.35/86.9 91.35~	65.9	91.26+	66.9	93.06&	67.9	NP	90.00	91.95	93.16	
	Nontraditional Participation (4P1)	28.22	24	28.47	23.49	28.72	21.18	28.97	21.47	22.59	47.25	21.86	
	Nontraditional Completion (4P2)	17.82	8.33	18.07	15.64	18.32	14.84	18.57	18.02	18.82	50.00	18.34	
Thompson School	Academic Attainment (1-2P)	55.24	75	55.49	69.96	55.74	71.17	56.24	74.55	56.74	29.61	59.51	
	Placement (3P1)	91.72	89	91.72	81.3*	91.72	87.5*	91.72	82.86	91.72	61.54	92.61	
	Retention (3P2)	-	82.43~	65.9	92.54+	66.9	77.46&	67.9	NP	90.00	65.22	93.16	
	Nontraditional Participation (4P1)	28.22	41.5	28.47	50.61	28.72	43.54	28.97	50.56	22.59	41.76	21.86	
	Nontraditional Completion (4P2)	17.82	53.	18.07	39.53	18.32	51.85	18.57	38.6	18.82	93.33	18.34	
NH TOTALS	Academic Attainment (1-2P)	55.24	51.59	55.49	56.67	55.74	61.80	56.24	60.07	56.74	55.67	59.51	20.56
	Placement (3P1)	91.72	89.39	91.72	91.86*	91.72	91.95*	91.72	94.02	91.72	89.14	92.61	33.00
	Retention (3P2)	-	92.07~ (25.64 previously)	65.9	93.88+	66.9	92.72&	67.9	NP	90.00	87.47	93.16	32.81
	Nontraditional Participation (4P1)	28.22	24.15	28.47	22.79	28.72	21.12	28.97	21.67	22.59	41.88	21.86	1786
	Nontraditional Completion (4P2)	17.82	19.98	18.07	17.68	18.32	18.6	18.57	18.75	18.82	49.68	18.34	15.74

*Based on Alumni Survey Data of 2001 Graduates for FY2002 and 2002 Graduates for FY2003, etc., at six months post graduation.

~Based on NHDES UI Wage Data on 1999 Graduates 6 and 12 months post-graduation exclusively, reevaluated and reported 2002.+Based on NHDES UI Wage Data on 2000 Graduates 6 and 12 months post-graduation exclusively.

&Based on NHDES UI Wage Data on 2001 Graduates 6 and 12 months post-graduation exclusively.

APPENDIX J:

APPROACHES AND NUMERATOR-DENOMINATOR DEFINITIONS

PY 2006
Secondary Performance Indicators

Subindicator	Measurement Approach	Numerator	Denominator
1S1 Secondary Academic Attainment	State Academic Assessment System	Number of vocational concentrators who assess as proficient or advanced on the New Hampshire Educational Improvement and Assessment Program (NHEIAP) 10th grade exam.	Number of vocational concentrators who took the NHEIAP 10th grade exam.
1S2 Secondary Technical Attainment	Local Standards and Assessment System (3)	Number of vocational concentrators who attain 90% or more of an LEA-established, industry validated set of vocational competencies and have left their program within the reporting period.	Number of vocational concentrators who have left their program within the reporting period
2S1 Secondary High School Completion	State/Local Administered Data (1)	Number of vocational concentrators who are high school seniors who receive a secondary diploma or a GED within the reporting period.	Number of vocational concentrators who are high school seniors within the reporting period
2S2 Secondary Completion & Certification	Vocational/ Technical Program Completion (7)	Number of vocational concentrators who are high school seniors who complete the requirements of their vocational program within the reporting period.	Number of vocational concentrators who are high school seniors within the reporting period
3S1 Secondary Placement	State-Developed, School-Administered Surveys/ Placement Records	Number of vocational concentrators who completed secondary vocational education programs and left secondary education in the reporting period, and who were either enrolled in further education and/or employment (including military service) within six months of receiving a high school diploma or its equivalent.	Number of vocational concentrators who completed secondary vocational education programs and left secondary education in the reporting period, and received a high school diploma or its equivalent
4S1 Secondary Nontraditional Participation	State/Local Administrative Data (1)	Number of vocational participants who enrolled in a program non-traditional for their gender during the reporting period.	Number of vocational participants who enrolled in programs non-traditional for either gender during the reporting period.
4S2 Secondary Nontraditional Completion	State/Local Administrative Data (1)	Number of vocational concentrators enrolled in the final year of vocational programs non-traditional for their gender who complete the program during the reporting year.	Number of vocational concentrators enrolled in the final year of vocational programs non-traditional for either gender who complete the program during the reporting period.

PY 2006
Postsecondary Performance Indicators

Subindicator	Measurement Approach	Numerator	Denominator
1P1 Academic Attainment	State/Local Administrative Data (1)	Number of vocational concentrators who matriculated in 1995 and graduated on or before July 2000.	Number of vocational concentrators who matriculated in 1995
1P2 Technical Attainment	State/Local Administrative Data (1)	Number of vocational concentrators who matriculated in 1995 and graduated on or before July 2000.	Number of vocational concentrators who matriculated in 1995.
2P1 Degree Credential	State/Local Administrative Data (1)	Number of vocational concentrators who matriculated in 1995 and graduated on or before July 2000.	Number of vocational concentrators who matriculated in 1995
3P1 Postsecondary Placement	State-Developed, School Administered Surveys/ Placement Records (1)	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
3P2 Postsecondary Retention	Administrative Record Exchanges/ Matching of Administrative Records (3)	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 (1)	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	State/Local Administrative Data (1)	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.