Program Year 2007

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 2007

I. Executive Summary

New Hampshire has continued its commitment to develop an integrated, coherent, consistent, and challenging career and technical education system. This includes increased emphasis on issues related to dropout prevention, measures to build competency, and a focus on alternative means to meet individual needs.

- In 2007 Governor Lynch signed legislation that raises the compulsory age of public education in New Hampshire from 16 to 18. This legislation also recognized the value of alternative education, creating more options for student learning. Career and technical education will have a critical role in supporting wider use of alternative education options.
- The Department of Education continued implementation of *High School Redesign*, its initiative to move from high schools to learning communities. Professional development activities during the year have stressed stronger, closer connections between academic and technical instruction and between secondary and postsecondary education.
- Numerous agencies serving youth collaborated extensively in developing a comprehensive strategy to help students either stay in school or return if they have dropped out. The strategy will address barriers that youth face, ranging from needs for family services to financial obligations.

Highlights of student performance on the 14 accountability indicators for PY 2007 include the following:

- Of all seven secondary indicators, performance exceeded annual goals the most on Academic Attainment (14.29% above goal), followed by technical skills attainment (12.71%), High School Completion (4.01%), and successful postgraduate placements (1.11%). Academic Attainment has increased from 7.96% in PY 2001 to 32.04% in PY 2007, while technical skills attainment went up from 67.39% to 92.54% over the same period.

- The postsecondary performance indicators for PY 2007 show predictable results based on the improvement of the data collection. Although goals were not met in four of the five areas, the performance for Academic Attainment, Technical Attainment, Degree Credential, Nontraditional Participation, and Nontraditional Completion show consistent performance from the previous year. Results for Postsecondary Placement and Retention reflect data that is valid and reliable, unlike previous years. The postsecondary consortium elected <u>not</u> to negotiate the FAUPL until two years of reliable data were available.

II. State Administration

Sole State Agency and Governance Structure

The Sole State Agency for New Hampshire is the State Department of Education. As depicted 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

To promote career and technical education as a total educational philosophy for our state which will ensure that every citizen of New Hampshire graduates from high school ready and prepared for higher education and the world of work.

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 as follows:

- *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 Community College System of New Hampshire, 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.
- *State Institutions*— State and local correctional facilities and State-operated pre-detention facilities that serve individuals with disabilities, particularly juveniles, are eligible for funding to support career and technical education. Grants are awarded on a competitive basis, with separate awards for male and female institutions.

Organization of Career and Technical Education Programs

Current state education initiatives are imbued with career and technical education themes.

"I believe raising the compulsory attendance age from 16 to 18, in conjunction with strengthening alternative education programs, will reduce New Hampshire's high school dropout rate. This is the right policy for our state, and more importantly, it is the right policy for our kids. That it is why I made it one of my top priorities."

Gov. John Lynch

Following the *Governor's Summit on High School Graduation: 16-18 - Reducing the Drop-Out Rate in New Hampshire*, held in April 2006, increased emphasis was placed on issues related to dropout prevention and recovery for New Hampshire's most vulnerable children, most of whom would benefit from alternative paths to obtain an education.

In 2007 Governor Lynch signed legislation that raises the compulsory age of public school attendance in New Hampshire from 16 to 18. This action by the Legislature and the Governor was an acknowledgment that education is key to workplace success for the individual, and for society as a whole. The higher age threshold will become effective July 1, 2009.

This legislation also recognized that traditional high school pedagogy is not necessarily the only or best way for individual students to succeed. It proffered alternative education paths that would include age-appropriate academic rigor and the flexibility to incorporate the pupil's interests and manner of learning. Individual plans may include components of extended learning opportunities, such as independent study, private instruction, performing groups, internships, community service, apprenticeships, and on-line courses. Each alternative learning plan will be developed in consultation with the pupil, a school guidance counselor, the school principal, and at least one parent or guardian of the pupil, and then submitted to the school district superintendent for approval.

This is in harmony with the Department of Education's concentration on *High School Redesign*, its initiative to move from high schools to learning communities. A major feature of this initiative is to develop an environment with six guiding principles:

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

The Department of Education adopted new rules effective July 1, 2006 regarding Extended Learning Opportunities that allow students to earn credits towards graduation outside of traditional classrooms. These rules underpin the legislation raising the compulsory age of public school attendance and enhance personal educational experiences while maintaining high academic standards.

The Department has established a requirement that by the 2008-2009 school year, local school boards shall require that a high school have in place competency based assessments for all courses offered through the high school. These competencies will be developed by a collaborative of school districts with the assistance of the Capital Area Center for Educational Support (CACES), and piloted with high schools across New Hampshire.

New Hampshire is committed to *Follow the Child*. This is the special initiative of Department of Education Commissioner Lyonel Tracy to follow the individual student – personally, socially, physically, and academically – to ensure that, indeed, no child is left behind. The State is developing a system that will provide customized, high quality information and educational resources to students, parents, educators, and the Department. This system would allow schools, teachers, and other stakeholders to access student level data collected as part of the *Initiative for School Empowerment and Excellence* (i4see). Work began during PY 2007 to link CTE data to the more extensive database supporting the i4see system. In the future, much of the quantitative data reported in the CAR will draw on this system.

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, 124 programs, or 40.5% of all secondary programs, are currently articulated with postsecondary programs.

The Community College System of New Hampshire (CCSNH), plus the Thompson School at the University of New Hampshire, were central to the organization of CTE at the postsecondary level. Of the 204 programs, degree and diploma, offered at the seven colleges within CCSNH and the Thompson School at the University of New Hampshire, 196 (96%) were Perkins eligible CTE programs. The proportion of degree programs offered that are Perkins eligible is 96% and the proportion of certificate programs that are CTE is 95.7%.

Project Running Start is a dual-credit program that is sponsored by the Community College System of New Hampshire. Various programs at the community colleges establish partnerships with area high schools in an effort to offer college classes to high school students. Secondary teachers have their credentials reviewed and approved by the college prior to a course being offered for dual credit. Once the instructor is approved and the college course content is reviewed and established, the course can be offered in approved high schools. Students have the opportunity to take the college classes during their regular school day at their high school or career and technical education center.

They receive high school credit as well as transcripted credit from the college, which they can then transfer to colleges in New Hampshire and throughout the country. During PY 2007 a total of 98 high schools were able to offer 385 courses that served 3,109 students. Of these 385 courses, 248 are offered in career and technical education centers for college credit in Perkins-eligible programs.

At the close of PY 2007, New Hampshire released a template of the Career Pathway Plan of Study (CPPOS), a guidance tool intended to strengthen the connection between secondary and postsecondary CTE programs. The CPPOS is designed to create guidance documents for students that outline courses to be taken while in high school, the colleges that have programs related to the secondary CTE program, and other career information. The documents show the rigor, standards, and sequence of instruction needed to transition to postsecondary programs in New Hampshire. An exemplary Career Pathway Plan of Study should:

- Provide students and parents with information needed to make appropriate education and career decisions;
- Include a college preparatory core;
- Meet college entrance requirements;
- Allow the student to earn a high school diploma;
- Maximize dual-credit options;
- Include industry and/or state-recognized credentials for students and teachers; and
- Show evidence of business and industry support.

Throughout the transition year under Perkins IV, the State planned to continue working with secondary CTE centers and postsecondary colleges to refine the CPPOS to ensure that it contains the necessary information for students to successfully complete, without duplication, instruction that leads to certification or a degree.

The CPPOS template is attached as Appendix C.

III. State Leadership Activities

Required Uses of Funds:

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

The New Hampshire Department of Education conducts thorough assessments of its regional CTE centers on a rotating basis over a five-year cycle. Three center and program evaluations were completed during PY 2007: the Manchester School of Technology, the Mount Washington Valley Career and Technical Center, and the Seacoast School of Technology and their programs. The programs at these centers received numerous commendations regarding their linkages and

articulation agreements with postsecondary institutions; curricula; certifications; and other qualifications. No deficiencies were noted.

A statewide assessment, released in PY 2007, surveyed the directors of 25 secondary CTE centers. Four action teams were subsequently formed to implement recommendations from this assessment:

- Program Improvement team, concentrating on factors such as data, accountability, and performance pathways;
- Secondary/Postsecondary Transitions team, focusing on curriculum alignment, standardized articulation, and career pathways plans of study;
- Rigorous Academics team, including academic requirements for effective career and technical education programs, and work success skills
- Growth and Development team, covering issues such as business and industry relations and competency approval, nontraditional employment, and alternative education paths.

Program reviews and evaluation at the postsecondary level are ongoing. Each campus has in place a process to systematically review programs, using, at a minimum, standards established by the Commission for Institutions of Higher Education (CIHE). Additionally, all colleges are accredited by the Commission of Institutions of Higher Education of the New England Association of Schools and Colleges, Inc., a non-governmental, nationally recognized accrediting agency. Accreditation of an institution by the NEASC, Inc. indicates that it meets or exceeds criteria for the assessment of institutional resources to achieve its stated purpose through appropriate educational programs, and gives reasonable evidence that it will continue doing so in the foreseeable future. Institutional integrity is also addressed through accreditation. Further evidence of the effectiveness of postsecondary career and technical education programs are the many programs offered which have received specialized accreditation for 2007-2008. These accreditations are listed in Appendix D.

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

The New Hampshire Legislature supports a strengthened link between technical education and the business community. Newly passed legislation allows for state funds to be used in matching local funds for the implementation of pre-engineering programs in NH high schools. For the 2007-2009 biennium, $400,000 was made available for matching funds.

Pre-engineering Curriculum

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

The New Hampshire legislature, established the Pre-Engineering Technical Advisory Council (PETAC) in 2002 to advise the NH Department of Education in the implementation and expansion of pre-engineering technology curricula, and to assist the Department of Education in pursuing public and private funds in order to ensure statewide access for all public high school students to pre-engineering technology curriculum coursework. The PETAC comprises educators, practicing engineers and business representatives, and government officials appointed by the Governor and Council.

On-line learning continues to grow at the community colleges. CCSNH-Manchester recently received approval for an Associate Degree in Liberal Arts, 100% on-line. Every college offers virtual learning, every semester. Additionally, the faculty of Perkins-eligible programs uses Blackboard to support all in-class learning.

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

The *High School Redesign* undertaking remained a priority. Professional development activities in the form of summits, forums, and meetings strengthened transitions between and among various learning settings in New Hampshire's educational communities, including between academic and CTE settings.

Beginning in 2007, New Hampshire joined with Vermont, Maine, and Rhode Island to form a New England Consortium on High School Redesign. This group met regularly and worked on drafting a plan, to be implemented in 2008. The plan calls for action in two areas:

- preparing all students for 21st century skills upon high school graduation
- requiring high standards, quality instruction and assessment, personalized organizational structures, committed leadership, supportive and clear policy, and consistency in alignment within each state.

CTE instructors in New Hampshire received valuable training 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.

In the fall of 2006, CTE instructors and guidance staff attended a workshop that highlighted *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.

Support from the Department assisted New Hampshire school counselors in connecting school counseling programs to the goals of school improvement. This professional development provided school counselors, directors of guidance, counselor educators, and school administrators with the knowledge and application skills to connect their work to the accountability and equity challenges of No Child Left Behind and their school improvement plans.

Beginning in December 2006 a federal grant, supplemented by state funding for coordination and leadership, supported 43 high schools in development and application of cross-level competencies. School-level activities were most generally characterized by cross-discipline conversations that yielded written drafts of cross-level competencies.

Professional development at the postsecondary level is supported at each college campus. Faculty members regularly attend training in on-line course delivery, best practices, integration of technical education and academics, improving retention rates and strategies to best support all learners.

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 conducted in PY 2007 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. Three career and technical education centers were selected as pilots for AccuPlacer testing of all juniors and seniors. The pilot focused on three applications of the AccuPlacer system:

- Potential students who plan to enroll in postsecondary, particularly the community colleges in New Hampshire, must pass a minimum of three math courses that should include Algebra II. Additionally, students should be aware of the math pre-requisite prior to enrollment.
- High school seniors are strongly urged to enroll in a math class during their senior year. Evidence supported below average performance when students were not involved in math for an extended period of time.
- Postsecondary programs will adopt a statement that will appear on all admissions applications, outlining the basic math requirements and the consequences of placement in the developmental math courses.

Following the pilot study, the Bureau of Career Development arranged for the purchase of over 90,000 English and math AccuPlacer Online test units from the College Board to be used by incoming juniors and seniors at CTE centers in fall 2007. Students have their junior and senior years to address any needs required

for postsecondary admittance. If they are ready, students can continue taking advanced courses, such as through *Running Start*, so they can graduate with college credit already earned.

Drop-out Prevention and Recovery projects included the extensive collaboration of all New Hampshire agencies that serve youth in developing a comprehensive plan, including current financial obligations, to assist students between the ages of 16 and 18 to stay in school through graduation. This culminated in a dropout/alternative education conference attended by administrators, CTE staff, and guidance counselors.

The MaTHSC Grant Partnership Project was completed on May 8, 2007. Administrators, teachers and faculty from secondary, postsecondary, the Department of Education and the community colleges conducted a yearlong in-depth study based on the following research tasks:

- Gathering data on trends in the need for math remediation in the Community College System of New Hampshire;
- Establishing prerequisite community college math competencies;
- Identifying and sharing best practices in math remediation for entering students in the community college system;
- Demystifying community college math requirements;
- Measuring the impact of Running Start (concurrent credit program) math courses;
- Raising math aspirations at career and technical education centers.

Providing preparation for nontraditional training and employment.

During PY 2007, 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 gender.

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 2007, the directors of a number of secondary CTE centers implemented this program.

Postsecondary institutions employ a nontraditional coordinator on every campus. These coordinators regularly monitor students currently enrolled in fields nontraditional for their gender. These coordinators also work closely with department heads of nontraditional fields to ensure the students are appropriately

supported. Additional support is extended through scholarships and some financial assistance.

Perkins News, a monthly newsletter, is distributed to the Perkins managers at the college campuses. Topics pertaining to nontraditional students have been featured in this widely distributed publication.

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 - all represent partnerships among business and industry, postsecondary colleges, and secondary CTE schools.

Tech Prep staff facilitated work between secondary CTE centers and postsecondary CTE programs in New Hampshire that yielded the CPPOS. This joint project has effected even stronger linkages between both levels of CTE. The primary purpose of this document is to aid students in understanding the pathway they need to follow to reach their career goals. The pathways outlined in the CPPOS's inform students about the secondary requirements, academic and CTE, that will be needed to reach the postsecondary level of their education. At the postsecondary level, the CPPOS then identifies career opportunities available to students once the postsecondary level of instruction is complete.

A copy of the template for the CPPOS is provided in Appendix C.

Serving individuals in state institutions.

For PY 2007 the Department of Education, Bureau of Career Development issued a Request for Proposals targeting state institutions. Eligible recipients were any corrections agency for juvenile or adult offenders, including correctional institutions operated by local authorities. Also eligible were pre-detention institutions that serve individuals with disabilities, particularly juveniles, operated by the State. Thus far only corrections institutions have submitted successful applications. The Department of Education will continue to work closely with other state institutions to refine their submissions.

During PY 2007 a collaborative effort produced an Alternative Education and Transition Plan for New Hampshire Youth. Representatives of State agencies, including the Department of Education CTE state director, High School Redesign consultant, Guidance consultant, and the Department of Education Division Director for Career Technology and Adult Learning, collaborated over several sessions to prepare a plan that would ease the transition of youth returning to school from correctional institutions and mental health facilities.

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

New Hampshire has offered support for special populations through programs designed to lead to high-skill, high-wage careers. Among these are:

- Alternative Education Personalized Plans – Projects included the extensive collaboration of all New Hampshire agencies that serve youth in developing a comprehensive plan to assist at-risk students between the ages of 16 and 18 to stay in school through graduation. These students include youth involved with the juvenile justice system or social service providers. This comprehensive plan includes subsections on real-world learning for credit as a way for special populations to learn, apply, and demonstrate skills leading to high-skill, high-wage careers.

- Advanced Manufacturing Career Training – A series of regional workshops were provided on Advanced Manufacturing career opportunities. Attendees included guidance counselors, educators, employers, community representatives, Vocational Rehabilitation staff and clients, and youth returning to school.

Postsecondary students that meet the criteria of special populations receive additional support at every college campus. Students matriculated into Perkins-eligible programs have the added benefit of receiving financial support through scholarships, tuition assistance, grants for textbooks and child care, and transportation reimbursement. Each campus employs coordinators that run programs specifically designed to support students of special populations. This support has helped these students succeed in college.

Perkins managers have carefully reviewed all current programs and evaluated them for continued support through Perkins dollars. In the event that programs do not meet the criteria of high-wage or high-skill, the program does not receive support from Perkins dollars. Programs are evaluated annually to determine if the criteria are met.

Permissible Activities:

Support for family and consumer sciences programs.

A middle school curriculum guideline, *Foundations of Work and Family*, was made available in January 2007. This was the outcome of a December 2005 Middle School Conference on Career Planning, part of a larger Career Clusters Conference. *Foundations of Work and Family* prepares students to acquire

personal skills and plan ways to transfer those skills to the workplace, investigate and assume appropriate individual and family roles, understand and apply concepts of balancing work and family, and acquire skills and attitudes that lead them to contribute to the good of the community and society.

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

New Hampshire made significant strides in 2007 toward dropout prevention.

Governor Lynch signed legislation that raised from 16 to 18 the age for compulsory school attendance, effective July l, 2009. The legislation recognized the need for different avenues to achieve an education, and incorporated a procedure for a pupil who is at least 16 years of age to pursue an alternative learning plan for receiving either a high school diploma or its equivalent.

In late winter 2007 Perkins funds were used to develop a comprehensive report describing current dropout prevention and alternative education programming, including a proposal for expansion of alternative education programs. The proposal sought to build upon existing federal and state dropout prevention strategies for students at risk of dropping out across the state. Students would attend dropout prevention programs in CTE centers and night school. The New Hampshire legislature acknowledged the need for these activities with $700,000 in support during FY 08 and $2,800,000 in support during FY 09.

During PY 2007 a collaborative effort produced an Alternative Education and Transition Plan for New Hampshire Youth. Representatives of State agencies, including the Department of Education CTE state director, High School Redesign consultant, Guidance consultant, and the Department of Education Division Director for Career Technology and Adult Learning, collaborated over several sessions to prepare a plan that would ease the transition of youth returning to school from correctional institutions and mental health facilities.

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 state institutions.

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 within 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 Community College System of New Hampshire 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.

State Institutions—State institutions receive 10% of the State Leadership fund, or 1% of the Title I funds. Eligible recipients were any corrections agency for juvenile or adult offenders, including correctional institutions operated by local authorities. Also eligible were pre-detention institutions that serve individuals with disabilities, particularly juveniles, operated by the State. Grants were awarded to correctional institutions on a competitive basis for grant periods no longer than one year.

V. Accountability

Overall Performance Results and Program Improvement Strategies

Performance on the secondary indicators exceeded goals by a net 23.45 points at the end of PY 2007. Performance exceeded the goals on five of the seven indicators, and fell short of goals on the remaining two indicators. As the table below indicates, student performance on academic attainment was the most positive, with performance exceeding the goal by 14.29 percentage points. Student program completion, on the other hand, fell short of the goal by the largest margin, -7.20 points. Nevertheless, this shortfall was a significant improvement from PY 2006 when the gap was -13.23 points. This reflects adjustment to the higher standard for success for a program completer adopted by the Department for PY 2006.

Comparing postsecondary 2007 performance to 2007 goals is moot since the postsecondary consortium chose not to negotiate the goal for the past two years. Data collection is in the final phase of a data quality improvement project, and two years of performance was needed prior to entering into any negotiations.

PY 2007 Year-end Performance Compared to 2007 Goals

	PY 2007 Performance	PY 2007 Goal	Difference
Secondary:			
Academic Attainment	32.04%	17.75%	14.29
Technical Attainment	92.54%	79.83%	12.71
High School Completion	97.38%	93.37%	4.01
Secondary Program Completion	81.68%	88.88%	-7.20
Placement	96.11%	95.00%	1.11
Nontraditional Program Participation	25.22%	26.30%	-1.08
Nontraditional Program Completion	21.33%	21.72%	-0.39

	PY 2007 Performance	PY 2007 Goal	Difference
Postsecondary:			
Academic Attainment	21.92%	20.56%	01.36
Technical Attainment	21.92%	20.56%	01.36
Postsecondary School Completion	21.92%	20.56%	01.36

Placement	68.75%	33.00%	35.75
Retention	86.51%	32.81%	53.70
Nontraditional Program Participation	20.72%	17.86%	02.86
Nontraditional Program Completion	15.17%	15.74%	00.57

Compared to last year, secondary performance gained the most in two areas - program completion and technical skills attainment. Program completion still fell below the statewide goal, but lagged by only 7.20 points instead of 13.23 points – an improvement of 5.83 points compared to the annual goal. Students in the Human Services; Law, Public Safety, and Security; and Manufacturing career clusters exceeded the goal, but accounted for only about 9% of students. Performance on technical skills attainment exceeded the goal by 12.71 points, compared to 8.99 points in PY 2006. Performance exceeded goals by the largest margins in the following program areas: Arts, Audio Visual Technology and Communications; Finance; and Business, Management and Administration. Secondary program completion improved the most among students in Finance; Human Services; and Law, Public Safety, and Security.

Secondary performance in placement dropped by the largest margin, although the placement indicator still exceeded its goal by 1.11 points, slightly less than the 1.83 points in PY 2006. The nontraditional student performance indicators (nontraditional program participation and nontraditional program completion) both fell short of the PY 2007 goals, by 1.08 points and 0.39 points, respectively. Interestingly, both measures showed improvement over PY 2006. In fact, goals for both measures increased from PY 2006 to PY 2007; otherwise, the completion indicator would have surpassed its goal, and participation would have edged closer to its goal.

The postsecondary consortium is currently in the third year of a five-year plan to improve data collection through *Banner*, its new centralized system. 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. However, remaining program coding inconsistencies among the colleges have resulted in performance indicators whose reliability cannot be guaranteed. Postsecondary administration continues to work closely with consultants to ensure continued progress in this area. The postsecondary consortium reports, with accuracy, the 2007 performance indicators on the previous page. Academic Attainment, Technical Attainment, and Postsecondary School Completion all increased performance by 1.36 points, and Nontraditional Program Participation increased by 2.86 points. Nontraditional Program Completion fell by .57 points, proving consistent performance. Postsecondary Placement and Postsecondary Retention comparisons cannot take place due to an incomplete data match in 2006.

Special Populations Performance and Program Improvement Strategies

Students from special populations showed weak performance on the program completion and nontraditional participation indicators. As the table below shows, economically disadvantaged students and those with limited English proficiency fell short of the goal for program completion. Students with limited English proficiency were also unlikely to participate in nontraditional programs.

Indicator	PY 2007 Performance	Difference from Goal	Number of students
Program Completion (Goal = 88.88%):			
▪ Economically Disadvantaged	69.59%	- 19.29	33
▪ Limited English Proficient	67.92%	- 20.96	13
Nontraditional Participation (Goal = 26.30%)			
▪ Limited English Proficient	15.43%	- 10.87	18

As the right-hand column in above table also shows, relatively small numbers of special-population students are actually involved in the underperformance. Because of this, remediation will take place on a case-by-case basis. If there are particular centers with special population students who miss the performance goals, follow up will involve on-site meetings with center directors and their liaisons from the Department. Together, these individuals and other center staff will look for barriers faced by the students not reaching performance goals. Once the barriers are identified, a remediation plan will be developed and the center will then be charged with responsibility to execute the plan.

Colleges in the postsecondary consortium pride themselves on the high quality of assistance that is offered to students. Each campus has a full service learning lab where students are encouraged to visit and work one-to-one with various specialists. In 2007, 14.29% of students with disabilities graduated, along with 18.57% of economically disadvantaged students.

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 2006.

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 K.

Data Improvement Strategies

The eligible agency will work to eliminate redundancy in data systems during PY 2007. Staff from the Career Development Bureau will work to improve data collection in collaboration with staff responsible for data used for accountability purposes under the No Child Left Behind Act. Much of the student-level data that has been collected and verified outside of the NCLB system will now be drawn from the NCLB compliance system. The Bureau will continue to work on developing an on-line data collection system for data that is not already resident in other data sources within the Department.

The community college system will continue to work on improving postsecondary system data access and reporting: Postsecondary is currently in the second year of a five-year plan to improve data collection. Data reported in 2006 and 2007 are representative of reliable and valid data gathered from the new centralized system of Banner. Postsecondary administration continues to work closely with consultants from NBH to ensure continued progress in this area. Features of current improvement strategies are:

- Reliable and valid reporting,
- Automatic "flagging" of student cohorts,
- Confidential, Banner-based data collection and analysis on special populations,
- Confidential, Banner-based data collection and analysis on nontraditional students,
- Accurate student reporting on those matriculated in Perkins-eligible programs,
- Programs written specifically for CAR reporting,
- Information and reporting procedures housed with Institutional Research,
- Accurate assignment of CIP codes with automatic annual review,
- Increased ability to identify students enrolling from area secondary schools, and
- Improved procedure for identifying Tech Prep students.

VI. Monitoring Follow-up

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

VII. WIA Incentive Grant Award Results

Not applicable because New Hampshire did not receive a Workforce Investment Act (WIA) Incentive Grant Award.

APPENDICES

A. ORGANIZATIONAL CHART

B. SECONDARY CTE PROGRAMS

C. CAREER PATHWAY PLAY OF STUDY (CPPOS) TEMPLATE

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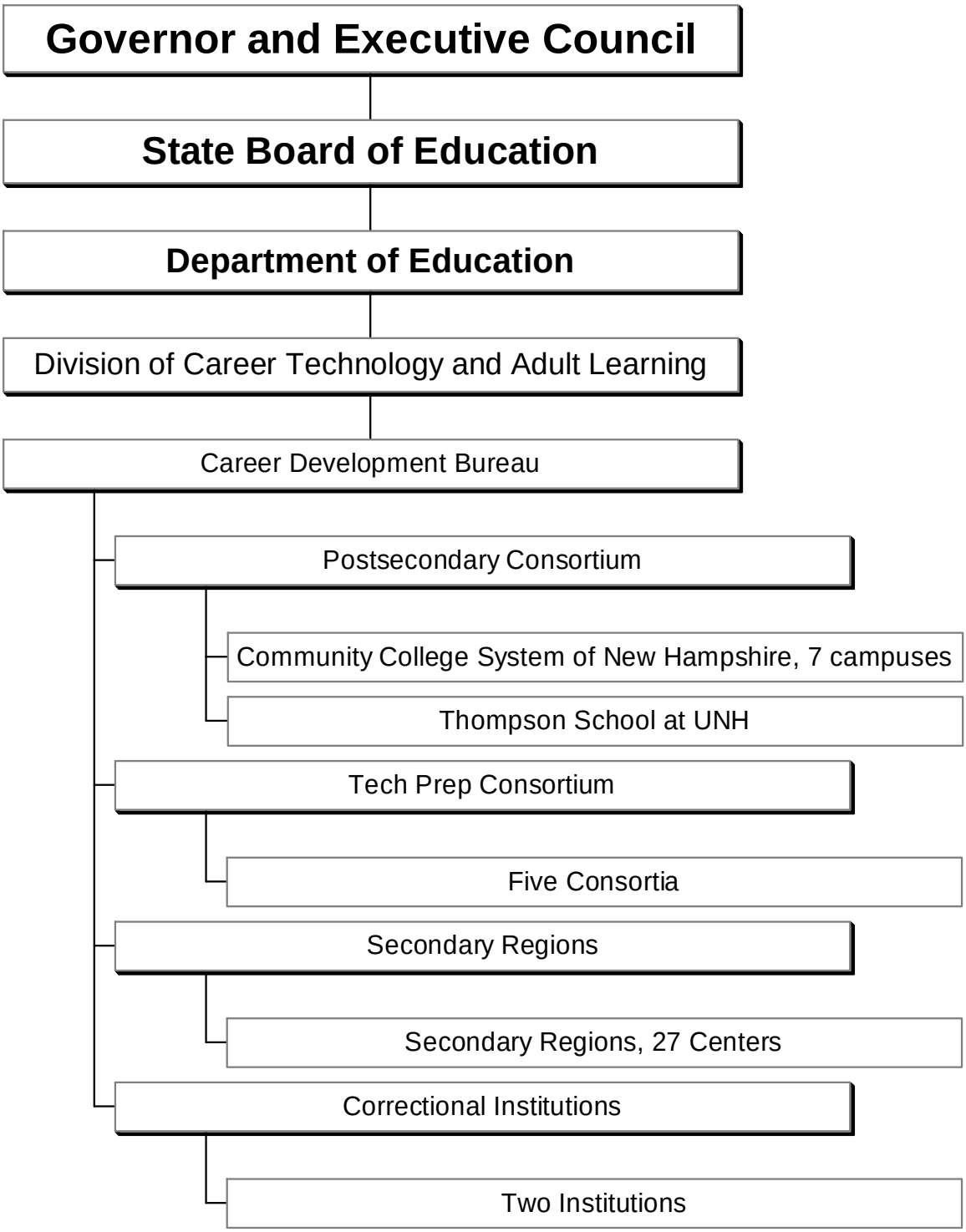
K. APPROACHES AND NUMERATOR-DENOMINATOR DEFINITIONS

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

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											X									3	1
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					9	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	4
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	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			X	19	14
140101 ENGINEERING TECHNOLOGY	X	X					X	X	X	X	X		X		X	X	X	X		X					X				14	8
150405 ROBOTIC TECHNOLOGY																									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 SVC		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 SVC				X									X			X													3	3
470103 COMMUNICATIONS SYSTEMS												X																	1	
470104 COMPUTER INSTALL/REPAIR										X					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 SVC											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	12	7	4	9	1	4	11	6	8	2	3	2	1	3	1	4	0	4	2		124

X = New Program 2006-2007

* Indicates a Pembroke Program

@ Indicates a New Ipswich Program

Indicates an Articulated Program

Indicates a Registered Apprenticeship

& indicates a Jaffrey Program

APPENDIX C:

CAREER PATHWAY PLAN OF STUDY (CPPOS) TEMPLATE

Career Pathway Plan of Study
School Year: 2007-2008

School: _____
Career Cluster: _____

Career Pathway: _____
Degree Plan: _____

Section I: Courses

Legend for Course Designation	
College Entrance Requirement: **Bold**	Dual Credit: **Bold** and underlined
High School Credit Course: Black	Imbeded Academic Core Credit: *Italics*

	Grade 9	Grade 10	Grade 11	Grade 12
NH Graduation Requirements				
Local District Req'd or Elective				
Career Area Req'd or Elective				

Describe how this Career Pathway Plan of Study supports the *Follow The Child* Model: (Use additional sheets as necessary.)

Describe how you are promoting career explorations and workplace skills for all students. (Use additional sheets as necessary.)

Career Pathway Plan of Study
School Year: 2007-2008

School: _____
Career Cluster: _____

Career Pathway: _____
Degree Plan: _____

Section II: Labor Market Information

Use the NH ESELMI web site at: http:/nhes.state.nh.us/elmi to complete this section.			
List each Occupational Title in this Career Pathway Plan of Study	Average Annual Openings	2005 Average Hourly Wage	Projected Number of Jobs in the Year 2014

Section III: Partners involved with the selected Career Pathway Plan of Study

Identify applicable Career-Technical Student Organization(s):	DECA FBLA FCCLA FFA HOSA Skills USA TSA

List local Business and Industry Partners	Identify type of support (see instructions for examples)

List any and all valid articulation agreements for this Career Pathway Plan of Study. (*Do not attach copies.*)

Section IV: Certificates and Certifications

Instructor Name	Organization(s)	Certification(s) Maintained	Certification Being Sought	Expected Certification Date

Identify Certificates/Certifications *available to the student* through this Career Pathway Plan of Study

APPENDIX D:

POSTSECONDARY PROGRAM ACCREDITATIONS

Postsecondary Accreditations and Certifications
2007-2008

All colleges in the New Hampshire Community College System and UNH's Thompson School of Applied Sciences are accredited by the Commission on Institutions of Higher Education of the New England Association School and Colleges, Inc., (NEASC, Inc.)a non-governmental, nationally recognized accrediting agency.

Accreditation of an institution by the NEASC, Inc. indicates that it meets or exceeds criteria for the assessment of institutional resources to achieve its stated purpose through appropriate educational programs, is substantially doing so, and gives reasonable evidence that it will continue doing so in the foreseeable future. Institutional integrity is also addressed through accreditation.

Postsecondary Specialized Accreditations and Industry Standard Tests (shaded)

College	Program	Accrediting Agency	Most Recent Accreditation Date	Next Accreditation Date
Berlin	Human Services	National Association of Human Service Educators	2006	2007
	Information Technology	COM TIAA+ RCCD	ongoing 2006	ongoing 2008
	Medical Assistants	Accreditation Pending		
	Nursing	NH Board of Nursing	2006	2007
	Automotive	Accredited by NATEF ASE tests, optional	2006	2011
	Culinary	ServSafe test, etc. but no "major" certification		
Claremont				
	Respiratory Therapy	Joint Review Committee for Respiratory Therapy Education	2007	2017
	Medical Assistants	Accredited by the American Association of Medical Assistants Endowment	2005	2015
	Clinical Lab Technician	National Accrediting Agency for Clinical Laboratory Sciences	2004	2011
	Physical Therapy Assistant	Commission on Accreditation of Physical Therapy Education	2006	2016
	Occupational Therapy Assistant	Accreditation Council for the Occupational Therapy Education of the American Occupational Therapy Association, Inc.	2006	2011
	Nursing Assistant (Certificate) and Practical Nursing (Diploma)	Approved by the New Hampshire Board of Nursing	2005 2006	2010 2010
	Nursing	New Hampshire Board of Nursing and National League for Nursing Accrediting Commission		2010
	Respiratory Therapy	Commission on Accreditation of Allied Health Education Program		

Concord

Accounting	Association of Collegiate Business Schools and Programs	11/05	2015
Architectural Engineering Technology	TAC/ABET (Technology Accreditation Commission of Accreditation Board for Engineering Technology, Inc.	2006	TBA
Business Administration	Association of Collegiate Business Schools and Programs	11/05	2015
Computer Engineering	TAC/ABET	2006	TBA
Dental Assisting	Commission on Dental Accreditation of the American Dental Association.	1/2004	2011
Dental Hygiene	Commission on Dental Accreditation of the American Dental Association Graduates become registered as dental hygienists once they have completed a licensing process, a requirement for employment as a dental hygienist. This process includes passing the written National Board Dental Exam with a minimum grade of 75, passing a regional clinical examination and passing a jurisprudence examination in the state where a license is sought. Graduates of the dental assisting program are encouraged to become certified by completing all testing section of the Dental Assisting National Board exam. This exam is not required to work as a dental assistant. Dental assistants trained in dental radiology are required to complete Radiation, Health and Safety component of the Dental Assisting National Board exam.	1/2004	2011
Diagnostic Medical Sonography	Commission on Accreditation of Allied Health Education Programs with the Joint Review Committee on Education in Diagnostic Medical Sonography. Students are encouraged to take the national registry exam.	2006	2011

Education: Teacher Education Conversion Programs: General Special, Education, Biology Chemistry, General Science, Earth-Space Science, Physical Science, Physics 7-12, Middle School Math, Secondary Math	Council for Teacher Education Professional Preparation Program NH Department of Education	2005	2008
Electronic Engineering Technology	TAC/ABET	2006	TBA
Hotel Administration	Association of Collegiate Business Schools and Programs	11/2005	2015
Human Services	Council for Standards in Human Service Education	2005	TBA
Information Technology	CISCO Certified Academy	Annually	Annually
Manufacturing Engineering Technology	TAC/ABET	2006	TBA
Mechanical Engineering Technology	TAC/ABET	2006	TBA
Nursing (RN)	National League for Nursing Accrediting Commission (NLNAC)	2000	2008
Nursing (RN)	New Hampshire Board of Nursing	2007	2012
Nursing (PN)	National League for Nursing Accrediting Commission (NLNAC)	NA	2008
Nursing (PN)	New Hampshire Board of Nursing Once graduated from a Board of Nursing approved program, both the Practical Nursing and Registered Nursing programs write a separate national exam, the NCLEX, to become respectively registered as LPN and RN. This allows them to practice in any state contact each state's board of nursing to apply for individual licensure in that state.	2004	2009
Paralegal Studies	American Bar Association	2005	2007

Paramedic Emergency Medicine	Commission on Accreditation on Educational Programs of the Emergency Medical Services Professions (CoAEMSP)	11/2005	TBA
Paramedic Emergency Medicine	Commission on Accreditation of Allied Health Education Programs (CAAHP) with the Joint Review Committee on Educational Programs For EMT-Paramedic Students coming into the paramedic program must have a National Registry EMT basic certification. Mid-program they are eligible to challenge the National Registry EMT Intermediate Certification. At the completion of the program they take the National Registry of EMT Paramedic exam. They graduate with the following certification: American Heart Association Advanced Cardiac Life Support and American Heart Association Pediatric Life Support certification.	11/2005	TBA
Radiation Therapy	Commission on Accreditation of Allied Health Programs with the Joint Review Committee in Radiologic Technology	2006	2014
Radiologic Technology	Commission on Accreditation of Allied Health Programs with the Joint Review Committee in Radiologic Technology	2006	2014
Sports Management	Association of Collegiate Business Schools and Programs	11/2005	2015
Travel and Tourism	Association of Collegiate Business Schools and Programs	11/2005	2015

Laconia

Automotive (General Motors Automotive Program)	Certified by General Motors and National Automotive Technicians Education Foundation (NATEF) and the faculty must hold master technician certifications	2005	2010

	Electrical	Approved and certified by the New Hampshire Electrical Licensing Board. Students receive 2,000 hours of credit toward the licensure process.	On-Going	
	Marine Technology	Certified by Mercury Corporation and the faculty must be Mercury Certified Master Technicians	On-Going	
	Nursing	New Hampshire Board of Nursing	2006	2011
Manchester				
	Automotive	NATEF – National Automotive Technical Education Foundation Certification		
	Business Programs: Accounting Administrative Professional Management Marketing	Accredited by the Association of Collegiate Business Schools and Programs (ACBSP)		
	Early Childhood Education	National Association for the Education of Young Children		
	Exercise Science	ACE, American Council on Exercise through ACSM, The American College for Sports Medicine		
	Medical Assistant	Accredited by the Commission on Accreditation of Allied Health Education Programs upon the recommendation of the Curriculum Review Board of the American Association of Medical Assistants Endowment		
	Nursing	National League for Nursing Accrediting Commission, New Hampshire Board of Nursing and Nurse Registration		

Nashua	Automotive Technology and Collision Repair Technology	Certified by the National Automotive Technicians Education Foundation (NATEF).		2009
	Honda Automotive Technology	Certified by American Honda Motors		2008
		Program is certified by American Honda Motors. Instructors are certified by the National Institute for Automotive Service Excellence (ASE) certifications.		
	Aviation Technology	Federal Aviation Agency approval: Aircraft Mechanic Certificate, Airframe and Power Plant Certificates		2009
	Computer Engineering Technology	Technology Accreditation Commission/Accreditation Board for Engineering and Technology (TAC/ABET)		2009
	Computer Science Networking	Cisco Networking Certification		2008
	Electronic Engineering	Federal Aviation Agency, Certification in Electronic Technician Airway Safety		2009
	Nursing	Initial approval by the Board of Nursing on June 15, 2006.	2006	2009
	Nursing	Initial accreditation from the National League for Nursing Accreditation Commission is being sought this year.	2007	2012
Stratham				
	Automotive Technology (Toyota)	Certified with National Automotive Technician Education Foundation.		
		Toyota also requires student to pass 2 of 8 basic ASE (Automotive Service Excellence) written exams before they graduate. All students are encouraged to take all 8 ASE exams before graduation. Technicians who pass all 8 tests and complete a 2-year experience requirement are certified as Master Technicians.		
	Business Programs: Accounting Management Marketing	Accredited by the Association of Collegiate Business Schools and Programs (ACBSP)		

Nursing	National League for Nursing Accrediting Commission, New Hampshire Board of Nursing and Nurse Registration Program graduates who wish to work as a Registered nurse (RN), must pass the national certifying exam given by the National Council for the State Board of Nursing: NCLEX-RN exam after graduation.		
Information Systems Technology Program supports through training the following industry certifications:	Cisco CCNA (Cisco Certified Network Associate), Cisco CCNP (Cisco Certified Network Professional), Comp TIAA+, CompTIA Server+, Fiber Optic Association CFOT (Certified Fiber Optic Technician), Fiber Optic Association CFxT (Certified Fiber to the Premises), BICSI Technician, and Microsoft MCP		
Surgical Technology	Commission on Accreditation of Allied Health Education Programs (CAAHEP) Graduates who wish to become certified in Surgical Technology must pass the national certifying exam given by the National Board of Surgical Technologists and Surgical Assistants		
Veterinary Technology	Committee on Veterinary Technology Education and Activities (CVTEA/AVMA) American Veterinary Medical Association		

Thompson School

Dietetic Technician	American Dietetics Association	1998	2008
Forest Technician	Society of American Foresters	1998	2008

APPENDIX E:

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 Community College System of New Hampshire;
- 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: _____

>>>

Please attach a copy of this to your application

_____ _____

Signature: Guidance Counselor Date

School: _____

Address: _____

_____

Phone: _____

Email: _____

APPENDIX F:

SECONDARY APPLICATION

APPLICATION FOR SECONDARY

CAREER AND TECHNICAL EDUCATION

PROGRAM IMPROVEMENT GRANTS

SY 2007-08 TRANSITIONAL ONE-YEAR PLAN

under the
Carl D. Perkins
Career and Technical
Education Improvement Act of 2006

May 2007

New Hampshire Department of Education
Bureau of Career Development
21 S. Fruit Street, Suite 20
Concord, New Hampshire 03301

Statement of Nondiscrimination

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

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- C. Certifications and Assurance Form
- D. Active and Eligible Programs List
- E. Career Pathway Plan of Study Template (may be submitted as a separate spreadsheet.)
- F. Statutory Requirements Form
- G. SY 2007-08 Plan and Detailed Budget
- H. Reviewers' Checklist

I. INTRODUCTION

The Carl D. Perkins Career and Technical Education Improvement Act of 2006 (Perkins IV) holds all secondary Program Improvement Grantees accountable for improvements in selected areas of performance. As approved in the New Hampshire State Transition Plan for implementing Perkins IV, secondary grantees are accountable for improving performance on the following boldfaced indicators:

1. **Students assessed as advanced, proficient, or basic on the New England common Assessment Program in Reading/Language Arts**;

2. **Students assessed as advanced, proficient, or basic on the New England Common Assessment Program in Mathematics**;

3. Students attaining technical skills;

4. Students completing secondary school;

5. **Students graduating from high school**;

6. Students employed, in the military, and/or continuing their education after graduation from high school;

7. Students enrolled in programs nontraditional for either gender;

8. Students who complete programs that are nontraditional for either gender;

The rest of this document presents the requirements for secondary Program Improvement grant applications for School Year (SY) 2007-08. Starting with SY 2007-08, each grantee will be accountable for performance on all eight of the indicators listed above.

The deadline for submitting applications for SY 2007-08 Program Improvement Grants is:

SY 2007-08 Applications are due by 4:00 PM, Monday, August 6, 2007

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 SY 2007-08 evaluation and planning schedule include:

Event/task	Date
Release of SY 2007-08 Secondary Perkins Application Guide	May 7, 2007
Perkins Allocation Letters for SY 2007-08 Released	June 15, 2007
Deadline to Submit SY 2007-08 Secondary Perkins Applications	4:00 PM August 6, 2007
Applicants Notified of Approval Status	August 20, 2007
Grant Start Dates for SY 2007-08	August 22, 2007
Grant End Date for SY 2007-08	August 21, 2008

II. BASIC PROGRAM IMPROVEMENT GRANT APPLICATION

Instructions for completing the Basic Program Improvement Grant application for SY 2007-08 are provided on pages 2 through 6. Applicants must follow the ordering of sections below and paginate accordingly. More specific requirements for formats and order of pages are provided in the attachments to this document.

A. Certifications and Assurance: Attachments A-C

Must be completed by all applicants:

- Attachment A: Cover Page,
- Attachment B: Nondiscrimination Statement of Receiving District/RA,
- Attachment C: Certifications and Assurance

B. Plan for SY 2007-08: Attachments D-G

Attachment D: Active and Eligible Programs List:

Section #1: Complete as has been done in the past.

Section #2: List programs that are planned for development during SY 2007-08. *Funds authorized by Sections 135 (b)(7) and (c)(12) of Perkins IV may be available for one year to develop these programs, if a letter has been received from the State Director of CTE authorizing the use of the funds for this purpose*.

Section #3: Provide two (2) copies of the receiving district's/RA's high school Program of Studies Catalog and any other publication that describes regional career and technical programs offered by the region.

Section #4: Each applicant must provide two (2) copies of the Program of Studies Catalog for all participating sending districts or RAs within your region.

Attachment E: Career Pathway Plan of Study Template:

By the end of the SY 2007-08 grant period, each applicant must have implemented at least one Career Pathway Plan of Study as defined in Perkins IV. (Note: The Perkins Act refers to this as Program of Study; New Hampshire will call this a Career Pathway Plan of Study). An exemplary Career Pathway Plan of Study (CPPOS) should:

- Provide students and parents with information needed to make appropriate education and career decisions;
- Include a college preparatory core;
- Meet college entrance requirements;
- Allow the student to earn a high school diploma;
- Maximize dual credit options;
- Include industry and/or state-recognized credentials for students and teachers; and
- Show evidence of business and industry support.

Use the template provided in Attachment E to provide information on the program at your center that most closely meets the above criteria for a CPPOS. Leave blank any features of the CPPOS that remain undeveloped, unless all criteria are met. Undeveloped portions of your CPPOS must be in place by the end of the grant period (i.e., August 21, 2008). The information needed on the template includes:

Header: At the top of each page, provide the following:

- School: List the name of your center/school,
- Career Cluster: Indicate the appropriate Career Cluster *(e.g., Health Sciences).*
- Career Pathway: Indicate the appropriate Career Pathway *(e.g., Therapeutic Services).*
- Degree Plan: Indicate the postsecondary degree plan as identified through articulation *(e.g., Licensed Practical Nurse/Registered Nurse).*

Section I: Courses

Using the "Legend of Course Designation" at the top of the form as a guide, enter the following information about the selected Career Pathway Plan of Study:

- Show all courses at your high school that meet the NH State Minimum Graduation Requirements;

- Show additional district required graduation requirements;
- Show courses that are part of the career-area sequence;
- Identify courses that meet the college entrance requirements for this career area *(e.g., Nursing would need to include chemistry in the sequence);*
- Identify a sequence of at least 3 credits of math, including algebra, that can be earned through integrated and/or applied courses that meet the college entrance requirements for this career area; this sequence should identify a level needed to successfully enter the college career area program *(example: Nursing would need to include Algebra I and II);*
- Identify dual credit options *(example: the articulation might include English, science, or a introductory college level course for the program);*
- Describe how this program supports the Follow the Child Model;
- Describe how you are promoting career explorations and workplace skills for all students at middle-school level.

Section II: Labor Market Information:

Provide labor market information about this Career Pathway Plan of Study. Use the NH Employment Security, Economic and Labor Market Information website listed here and on the template (http://nhes.state.nh.us/elmi) click on NHCRN and then Job Outlook and Locator, Occupations by Industry 2005-2014. The labor market information should include:

- Average annual job openings in occupations for which this program prepares students;
- Average income for these occupations in 2005;
- Number of jobs projected to exist in 2014 in occupations for which this program prepares students.

Section III: Partners involved with your Career Pathway Plan of Study:

- Identify the state-recognized Career and Technical Student Organization(s) (CTSOs) appropriate for the program area *(e.g., Nursing is HOSA);*
- List business and industry partners providing support for this Career Pathway Plan of Study *(e.g., For Nursing, this might be a local hospital representative or other health professional);*

- Identify all appropriate articulation agreement(s) on file with the Department of Education. *Do not attach copies.*

Section IV: Certificates and Certifications:

- Identify industry recognized credentials held by the secondary teacher(s) *(example: Nursing Instructors must be a RN)*;
- Identify industry or state-recognized credentials/certificates available for secondary students in this area *(example: For nursing these might include First Aid, CPR, and/or LNA).*

Attachment F: Statutory Requirements Form:

Perkins IV requires six additional elements of a local plan (Sec. 134(b)). In addition, an equity plan is required. Applicants must describe strategies for meeting each of the following requirements:

1. How will CTE programs be carried out?
2. How will comprehensive professional development (including initial teacher preparation) for CTE, academic, guidance, and administrative personnel be provided that promotes the integration of coherent and rigorous content aligned with challenging academic standards and relevant CTE (including curriculum development)?
3. How will a wide variety of stakeholders be involved in the development, implementation, and evaluation of CTE programs, and how will such individuals and entities be informed about, and assisted in understanding, the requirements of Perkins IV, including the CPPOS?
4. What process will be used to evaluate and continuously improve performance?
5. How will funds be used to promote preparation for nontraditional fields?
6. What will be accomplished to improve the recruitment and retention of CTE teachers, faculty, and career guidance and academic counselors, including underrepresented groups, and the transition to teaching from business?
7. How will strategies to overcome barriers to access and success for students from special populations be implemented? How will these students be protected from discrimination based on their

status? How will programs be designed to enable special populations to meet performance goals? How will special populations be prepared for high-skill, high-wage, or high-demand occupations?

The format for providing information on each requirement is illustrated in Attachment F. All requirements must be addressed. As the attachment indicates, each requirement must be listed, with a table that provides the following information:

- Column 1—describe the strategies for SY 2007-08 that address the requirement;
- Column 2—list by number the activities described in the next section of the application that correspond to each strategy listed in column 1 of Attachment F.

Attachment G: SY 2007-08 Plan and Detailed Budget Form:

The SY 2007-08 Plan and Detailed Budget Form aligns each activity with the detailed budget for that activity. Two examples of how to use this form are provided in Attachment G. The SY 2007-08 plan must address improvements in the three performance indicators required for the transition year of Perkins IV: academic attainment in English/language arts, academic attainment in mathematics, and high school graduation rates.

Activity description: Must include the following detail on each of the planned activities:

- Column 1, Planned PI Impact—By PI number, list which of the three performance indicators that the activity is planned to impact. All indicators must be treated equally in terms of need for improvement during this year as there is no performance data to use in establishing a priority for improvements in performance.
- Column 2, Rationale and Description of Activity—Briefly describe the activity and how it is expected to affect the performance indicators listed in Column 1.
- Column 3, Perkins Citation—Cite Sect. 135 of Perkins IV, indicating whether the activity is Required or Permitted, or some combination thereof. All required activities must be accomplished, but they need not all be funded with Perkins funds.

Detail budget information: Provide all information necessary to estimate line-item amounts.

Subsequent pages: All additional planned activities must be described in subsequent pages, following the example on page 2 in Attachment G.

.

ATTACHMENTS

A. COVER PAGE

B. NONDISCRIMINATION STATEMENT OF RECEIVING DISTRICT/RA

C. CERTIFICATIONS AND ASSURANCE FORM

D. ACTIVE AND ELIGIBLE PROGRAMS LIST

E. CAREER PATHWAY PLAN OF STUDY TEMPLATE

F. STATUTORY REQUIREMENTS FORM

G. SY 2007-08 PLAN AND DETAILED BUDGET FORM

H. REVIEWERS' CHECKLIST

COVER PAGE

SECONDARY CAREER TECHNICAL EDUCATION PROGRAM IMPROVEMENT GRANT APPLICATION SY 2007-08

1. School District/RA Name	**SAU/RA #**
2. Signature of Superintendent or Person Legally Authorized by District/RA	
3. Printed Name of Superintendent or Person Legally Authorized by District/RA	**Date**
4. Project Manager (please print or type)	**Title**
5. Project Manager's Address:	
	Telephone
	E-mail Address

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

Submit an **original and two (2)** copies by 4:00 PM, Monday, August 6, 2007 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 OF RECEIVING DISTRICT/RA

Please provide the receiving district's/RA's Statement of Nondiscrimination in this space, or use a separate sheet if this space is insufficient.

Recommended wording for Nondiscrimination Statement:

The [name] School district/RA 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/RA 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, 33 Arch St. Suite 900 Boston MA 02110-1491 (617-289-0111);
- 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)

CERTIFICATIONS AND ASSURANCE

I, _____ Superintendent of Schools, or the person authorized to sign, for the _____ School District/RA, certify and assure that:

Certificate of Regional Advisory Committee:

1. The Regional Advisory Committee, having a designated regional career and technical education center, meets at least quarterly each year.

2. The Advisory Committee includes:

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

Certificate of Responsibility:

1. The programs, services, and activities designated to be supported by funds through this application will be conducted in accordance with Perkins IV (P.L. 109-270), 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. 109-270 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. 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(5) of P.L. 109-270.

Assurance of Size, Scope, and Quality

Programs will be provided that are of such size, scope, and quality as to bring about improvement in the quality of career and technical education (Sec. 134(b)(6) of P.L. 109-270).

_____ _____

(Signature of person authorized to sign for receiving district/RA) Date

SCHOOL YEAR 2007-08
ACTIVE AND ELIGIBLE PROGRAMS LIST

1. List all CTE programs at your center that are active and eligible to receive funding.

Program	CIP Code

2. List all CTE programs at your center that are planned for development during SY 2007-08.

Planned Program(s)	CIP Code

3. Each applicant must provide **two copies** of the district's/RA's high school Program of Studies Catalog, and any other publication that describes regional career and technical programs offered by the district/RA.

4. Each applicant must provide **two copies** of the Program of Studies Catalog for all participating sending districts'/RAs' high schools within your region.

Career Pathway Plan of Study template to be inserted here (hard copy) or as a separate electronic file (Excel or other spreadsheet).

STATUTORY REQUIREMENTS FORM

Requirement: 1. How will career and technical education programs be carried out?

1. Strategy(ies)	2. Corresponding Activity(ies)
1. The regional advisory committee will oversee center/regional activities.	None
2. Fifteen programs will be offered during the transition year at the XXXXX regional CTE center. An additional program in XXXXXX area will be explored and an application may be submitted for certification, if seen as valuable by the regional advisory committee.	#4, #6, and #9
3. (etc.).	
4.	

Requirement: 2. How will comprehensive professional development (including initial teacher preparation) for CTE, academic, guidance, and administrative personnel be provided that promotes the integration of coherent and rigorous content aligned with challenging academic standards and relevant CTE (including curriculum development)?

1. Strategy(ies)	2. Corresponding Activity(ies)
1. CTE instructors will team teach with academic instructors to raise the rigor of programs.	#1
2. Guidance staff at the sending schools will support students in enrolling in CTE programs.	#5 and #9
3. (etc.)	
4.	

SY 2007-08 PLAN AND DETAILED BUDGET FORM

Activity #1, Professional Development

All CTE programs in Center **CIP Codes:**

1. Planned PI Impact	2. Rationale and Description of Activity	3. Perkins Citation
1 & 2	Region XX will have provided competency based instruction training for instructors in all programs by the end of SY 2007-08. The training will focus on three areas: • Designing competency statements for classroom use; • Facilitating student use of competency statements; • Assessing student competency gains. This training has yielded significant improvements in PI's 1, 2, 3, & 4 during SY 2006-07 and similar benefits are expected for SY 2007-08.	**Required** 135(b)(4)(A)

4. Detail Budget

Function Code	Object Code	Description	Federal Funds	District Funds
2222	111	Professional Development	$1,900.00	$250.00
1111	222	Training facility	$0	$250.00

Budget Notes:

1. Professional Development: Services of Jones-Smith @ $268.75/hour for 8 hours.
2. XX Hotel function room rental, @$250.00/day.

(Example, page 2)

Activity #2, Computer Upgrades

Graphic Art and Printing, Culinary Arts and Biotechnology

CIP Codes: 480201, 120500, 281201

Planned PI Impact	Rationale and Description of Activity	Perkins Citation
2, 4 & 5	The processing capacity of our computer system supporting Graphic Art and Printing is not up to the graphics-intense requirements of today's industry standards. These limitations are reducing students' chances of continuing on to postsecondary programs or entry-level positions. Two more computers and a router are needed to help students complete the program, gain all competencies, and transition to postsecondary as a result of this activity. The BioTech program needs a computer capable of connection to an electron microscope. Culinary Arts needs a new computer to bring facilities to state-of-the art standards, with touch-screen technology for placing orders and cash register functions.	**Required** 135(b)(3)(B) 135(b)(6) **Permitted** 135(c)(8)

Detail Budget

Item #	Function Code	Object Code	Description	Federal Funds	District Funds
	1300	567	Four wiz-bang, big processor computers, including high-definition, touch-screen monitors	$6,000	$0
	4321	765	A router to upgrade the program's system	$900	$0

Budget Notes:

1. 4 Dell, 1.5g Celeron-processor computers, including high definition monitors @ $1500 ea.
2. One Symantec 3300 router, model ABCD, @ $900 for graphic arts.

REVIEWERS' CHECKLIST

Secondary Applicant: _____

Reviewer/State Liaison: _____ **Date:** _____

Approval Status:

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

Applicant instructions: Please use the left-hand column of the chart below to inform reviewers where in your 2007-08 application they can find the required contents listed in the middle column. Please leave right-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. **If any boldfaced item is missing or not completed satisfactorily, the application can not be approved.**

Reviewer instructions: The left-hand column asks applicants to give a page reference to the 2007-08 application where each requirement is discussed. Place a check in the second-to-the-left column if a requirement has been satisfactorily addressed. The middle column describes the required content of the application. The right-hand column is reserved for the reviewer's notes.

Page(s)	Requirement Met	Required Content	Reviewer's Notes
		CERTIFICATIONS AND ASSURANCES	
		Cover Page (Attachment A):	
	____	Is the Applicant Name provided?	
		Is the Cover Page:	
	____	**Signed by Superintendent (original signature) or person legally authorized by district/RA?**	
	____	Dated?	
	____	Is the contact information of Project Manager complete?	
_____	____	Is the date of State Board approval provided and accurate?	

Page(s)	Requirement Met	Required Content	Reviewer's Notes
_____	____ ____	*Nondiscrimination Statement (Attachment B):* Is the full text and contact information provided in the statement? Does the statement include all of the content illustrated in the model statement?	
_____	_____	*Certifications and Assurance (Attachment C):* **Is the superintendent/authorized agent identified at top of the form the same person as the superintendent/authorized agent for the receiving school district/RA identified at the bottom?**	

		SY 2007-08 PLAN	
_____	____ ____ ____ ____	*Active and Eligible Programs (Attachment D):* Are the programs listed actually eligible to receive Perkins funds? Are any eligible programs missing? Does each eligible program have a corresponding CIP code, including the planned programs? Are two copies of Course Catalogues from all district/RA high schools provided?	
	_____ _____ _____ _____	*Career Pathway Plan of Study Template (Attachment E):* Header: Is the header information provided at the top of each page? Section I, Courses: Are all eight items about courses provided? Section II, Labor Market Information: Is the information on job openings, average incomes, and occupational projections provided? Section III, Partners: Are the appropriate CTSO(s) identified? Are business and	

Page(s)	Requirement Met	Required Content	Reviewer's Notes
_____	_____ _____ _____ _____	industry partners identified and are they relevant to the pathway? Are appropriate articulation agreements/MOS(s) listed? Section IV, Certificates and Certifications: Are appropriate credentials held by instructors of courses? Are available and appropriate student credentials listed?	
_____	_____ _____ _____ _____	*Statutory Requirements (Attachment F):* Have all requirements been addressed? Have strategies been described for meeting all statutory requirements described (including equity)? Are activities associated with each strategy listed in column two? Are these activities all listed in the Annual Plan and Detailed Budget Form?	
	____ ____ ____ ____ ____ ____ ____	*SY 2007-08 Annual Plan and Detail Budget Form (Attachment G):* Is each activity identified by: • Name and number? • List of program(s) affected? • CIP codes of programs to be affected? Is the following detail provided for each activity: • List of performance indicators to be affected by the activity? • A brief rationale and description for how performance indicators will be affected by the activity? • A citation to Sect. 135 of the Perkins Act, indicating a required or permitted activity? Does each activity listed in the Plan have a single, separate detailed budget? Are line items identified by proper object and	

Page(s)	Requirement Met	Required Content	Reviewer's Notes
	____	function codes?	
____	____	Do the Budget Notes document and agree with dollar amounts in the Federal and District Funds columns?	

FORM 1			
	____	Is the Project Start Date August 22, 2007?	
	____	Is the Project End Date August 21, 2008?	
	____	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%?	
____	____	**Are all boldfaced items on the attached Form 1 Checklist included and correct?**	

Has the following been included in the application?

____ Completed SY 2007-08 Reviewers' Checklist and Form 1 Checklist

Form 1 Checklist – SY 2007-08
Secondary

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 applicable, place a check mark in the "n/a" (not applicable) column, with comments in the right hand column.

CTE Center _____

Form 1 item	Y	n/a	Comments
Original Form 1 has been submitted (either double sided or multiple single-sided sheets),			
Original Form 1 submitted is the most current version dated September 2005.			
Each separate sheet of Form 1 is signed with original signature of superintendent or authorized agent			
Project Manager information is complete.			
Financial contact information is complete.			
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 FY07 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			

Form 1 item	Y	n/a	Comments
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 Department of Education, Office of Audit and Technical Assistance from the SAU/district/RA.			

APPENDIX G:

POSTSECONDARY APPLICATION

APPLICATION FOR

POSTSECONDARY

CAREER TECHNICAL EDUCATION

PROGRAM IMPROVEMENT GRANTS

AND

FY 2008 ONE YEAR TRANSITION PLAN

under the
Carl D. Perkins
Career and Technical
Education Act of 2006

New Hampshire State Department of Education
Bureau of Career Development
21 South Fruit St., Suite 20
Concord, New Hampshire 03301

FY2008 Postsecondary Transition Application for Funding under Perkins IV
May 2007

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 Career and Technical Education Act of 2006 (Perkins IV) holds all postsecondary Program Improvement grantees accountable for improving Career and Technical Education as measured by student performance. For Fiscal Year (FY) 2008 Transition year, postsecondary grantees in New Hampshire are not accountable for meeting performance goals.

This document provides guidance for submitting a successful application for FY 2008 Postsecondary Program Improvement Grants.

APPLICATION GUIDELINES

I. Deadline: July 16, 2007

II. Submit one (1) unbound original and one (1) copy 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 2008 planning schedule are:

Task	Date
Release of FY 2008 Application	May 3, 2007
Deadline for submitting FY 2008 Applications	July 16, 2007
Notification of approval status	August 1, 2007
FY 2007 Grant End Date	August 31, 2007
FY 2008 Grant Start Date	August 15, 2007
FY 2008 Grant End Date	August 14, 2008

A complete application will include the following forms and sections, in the order shown below:

- **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 Programs Eligible to Receive Support** (See Attachment E)
- **FY 2008 Plan** (unlimited pages)
- **New Hampshire Office of Business Management (OBM) Form 1** (September 2005 version)
- **Budget Narrative** (Ten pages in outline format, single-spaced, maximum)
- **Completed Application Checklist** (See Attachment F)

FY 2008 PLAN

The FY 2008 Transition Plan must describe activities to be accomplished in three areas during the transition year:

- Statutory requirements for local plans—the consortium must provide a plan for accomplishing activities listed in Sect 134 (b) of Perkins IV.

- Baselines and performance goals for two years--although responsibility for establishing the baselines and goals is primarily a state task, the consortium must describe how it will work with the state in developing these measures and performance goals. Most importantly, the consortium must describe how it will aid the state in identifying baselines and goals for the Technical Skills Attainment (1P1) indicator and for the indicator of student attainment of Credentials, Certificates, or Degrees (2P1).

- Required activities—describe how all of the required activities listed in Sec. 135 (b) will be accomplished.

Further detail on these requirements is provided in the Reviewer's Checklist in Attachment F.

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. Permissible activities listed in Section 135(c) may be supported with Perkins funds only if all required activities are already planned for FY 2008.

Please submit a completed OBM Form 1 (September 2005 version) for the period starting August 15, 2007, 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. Please contact the Office of Audit and Technical Assistance at the Department at 271-3837 to obtain a copy of the General Assurances document.

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. Any instances where these formats are not used will be grounds for rejecting the application.

ATTACHMENTS

I. COVER PAGE

J. NONDISCRIMINATION STATEMENT AND ASSURANCE OF REQUIRED ACTIVITIES

K. CERTIFICATE OF INSTITUTIONAL ADVISORY COMMITTEE

L. CERTIFICATE OF RESPONSIBILITY

M. LIST OF PROGRAMS ELIGIBLE TO RECEIVE SUPPORT

N. APPLICATION CHECKLIST

COVER PAGE

POSTSECONDARY CAREER AND TECHNICAL EDUCATION PROGRAM IMPROVEMENT GRANT APPLICATION ONE-YEAR TRANSITION PLAN, FY 2008

_____

1. Applicant

_____ _____

2. Signature of Chief Administrative Officer **Date**

_____ _____

3. Name of Project Manager **Title**

Project Manager Address:

_____ _____

Telephone

_____

_____ _____

E-mail Address

Submit one (1) original and one (1) copy by July 16, 2007 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 (Use a separate sheet if the space provided here is inadequate.)

II. Assurance of Required Activities

The applicant assures that all activities authorized in Section 135 (b) of the Carl D. Perkins Career and Technical Education Act of 2006 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

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)

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

6. The programs, services, and activities designated to be supported by funds through this application will be conducted in accordance with the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV) New Hampshire Statutes, and the New Hampshire Administrative Rules.

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

8. Supplemental funds granted to the agency under the provisions of Perkins IV 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.

9. 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.

10. 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.

11. All career and technical education programs offered by the eligible institution will conform to the definition of career and technical education stated in Sec. 3(5) of Perkins IV.

12. Students who are members of special populations will have equal access to and equal opportunities for success in CTE programs, consistent with 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

PROGRAMS ELIGIBLE TO RECEIVE SUPPORT

2. List all CTE programs at the consortium institutions that are eligible to receive funding under Sec. 3(13) of the Carl D. Perkins Act of 2006.

CIP Code	Program

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

APPLICATION CHECKLIST

Postsecondary Applicant: _____

Reviewer/State Liaison: _____ **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 08 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. **If any boldfaced item is missing or not satisfactorily addressed, including items that are boldfaced in the attached Form 1 Checklist, the application will not be approved.**

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 08 application.

Requirement Met?	Required Content	Page(s)
	CERTIFICATIONS AND ASSURANCES	
	Cover Page:	
___	Is the Applicant Name provided?	
	Is the Cover Sheet:	
___	**Signed by Chief Administrative Officer?**	
___	Dated?	
___	Is the contact information of Project Manager complete? (See Attachment A)	_____

Requirement Met?	Required Content	Page(s)
____ ____	<u>Nondiscrimination Statement and Assurance of Required Activities:</u> Is the text inclusive of all federal and state laws, as well as consortium members' individual policies, including the name, address, and phone number of appropriate contact personnel? **Is the Assurance signed by Chief Administrative Officer** (See Attachment B)	_____
_____ _____	<u>Certificate of Institutional Advisory Committee:</u> Is the Chief Administrative Officer/Consortium Chair identified at top of the certificate the same as the signatory? **Is the Certificate signed by Chief Administrative Officer** (See Attachment C)	_____
_____ _____ ____	<u>Certificate of Responsibility:</u> Is the typed name and title of Chief Administrative Officer 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 at bottom the same person listed at the top of the Certificate?** (See Attachment D)	_____
_____ _____ _____ _____	<u>Programs Eligible To Receive Support:</u> 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 two copies of Course Catalogues from all consortium institutions provided?	_____

Requirement Met?	Required Content	Page(s)
	FY 2008 PLAN	
	Has the plan adequately addressed: I. Statutory Requirements:	
_____	A. How the career and technical education programs required under section 135(b) will be carried out with funds received under this title;	
_____	B. How the consortium will – • Offer at least one (1) career and technical program of study as described in section 122 (C)(1)(A);	
_____	• Strengthen academic and career and technical education through the integration of coherent and rigorous content aligned with challenging academic standards;	
_____	• Describe how students will receive strong experience in, and understanding of, all aspects of an industry;	
_____	• Teach students in career and technical education programs to the same coherent and rigorous content aligned with challenging academic standards as are taught to all other students; and	
_____	• Describe How postsecondary consortium members will encourage CTE students at the secondary level to enroll in rigorous and challenging courses in core academic subjects;	
_____	C. How comprehensive professional development for career and technical education, academic, guidance, and administrative personnel will be provided that promotes the integration of coherent and rigorous content aligned with challenging academic standards and relevant career and technical education;	
_____	D. How the parties named in Sec.134(b)(5) are involved in the development, implementation, and evaluation of career and technical education programs;	

E. How the consortium will assure that career and technical education programs are of such size, scope, and quality to bring about improvement in the quality of career and technical education programs;

F. How the consortium will –

- review career and technical education programs, and identify and adopt strategies to overcome barriers that result in lowering rates of access to or lowering success in the programs, for special populations;
- provide activities to prepare special populations, including single parents and displaced homemakers, for high-skill, high-wage, or high-demand occupations that will lead to self-sufficiency;

G. How individuals who are members of special populations will not be discriminated against on the basis of their status as members of the special populations;

H. How funds will be used to promote preparation of career and technical student (enrollment and retention) for non-traditional fields;

I. How career guidance and academic counseling will be provided to career and technical education students, including linkages to future education and training opportunities;

J. How the consortium will improve-

- the recruitment and retention of career and technical education teachers, faulty, and career guidance and academic counselors, including individuals from groups underrepresented in the teaching profession; and
- the transition to teaching from business and industry;

K. How the consortium will offer one degree program per college/institute that has created or will create links from secondary to sub-baccalaureate to baccalaureate programs [Section 134 (b) (3) (A) and (E) and 134(b) (11)];

	L. How the consortium will generate a list of specialized accreditations and industry standard tests that are available for consortium member programs; a. How the consortium will collaborate with the state to review and identify options for the following performance indicators: • Assessing Technical Skills Attainment, • Determining Student attainment of Credentials, Certificates, or Degrees; b. How the consortium will ensure equal access and success for students who are members of special populations through either of the following means: • Equity committees, including the names and email addresses of committee chairpersons for each member of the consortium, along with minutes of meetings of the Equity Committee; • A plan to ensure equality for special populations of students, including details such as personnel responsibilities and activities to be accomplished during the transition year.	

Requirement Met?	Required Content	Page(s)
	OBM FORM 1 AND BUDGET NARRATIVE	
_____	Is the Project Start Date August 15, 2007?	
_____	Is the Project End Date August 14, 2008?	
_____	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%?	
_____	Does the narrative describe the assumptions and logic used in arriving at a total for each line item?	
_____	**Are any of the boldfaced items on the attached Form 1 Checklist missing or incorrect?**	_____

Attached Documents:

Please check below whether 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 2008 Application Checklist and Form 1 Checklist

Form 1 Checklist – 2007-08
Postsecondary

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 applicable, place a check mark in the "n/a" (not applicable) column, with comments in the right hand column.

Form 1 item	Y	n/a	Comments
Original Form 1 has been submitted (either double sided or multiple single-sided sheets), with an original signature of the chief administrative officer or person legally authorized by the consortium.			
Original Form 1 submitted is the most current version (September 2005)			
Project manager information is complete			
Financial contact information is complete			
"Fiscal agent – make checks payable to" is identified as "Treasurer – State of New Hampshire."			
Indirect cost rate does not exceed the approved FY07 rate for the NHCTC System			
Indirect cost amount is equal to or less than the maximum amount allowable for the allocation			
Indirect cost function and object code is 5220 930			
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 for FY08 have been submitted to the Department of Education, Office of Audit and Technical Assistance.			

APPENDIX H:

OVERALL CTE PERFORMANCE TRENDS

Performance Indicators
Baselines through Year Seven Projections
January 2008

Performance Indicators		y2000	y2003				y2004				y2005				y2006				y2007				y2000 - y2007
		1st Year Baseline %	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	6th Year Goal %	6th Year Actual	Percent +/- Goal	Percent +/- y2006	Total 8-Year Gain/Loss
Secondary																							
1S1	Academic Skills	6.87	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	17.75	32.04	14.29	16.32	25.17
1S2	Vocational Skills	66.90	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	79.83	92.54	12.71	13.87	25.64
2S1	HS Completion Status	87.09	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	93.37	97.38	4.01	5.15	10.29
2S2	Program Completers (New 2001)	NA	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)	88.88	81.68	(7.20)	(5.83)	NA
3S1	Placement (PS or Emp)	89.73	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	95.00	96.11	1.11	1.11	6.38
4S1	Non-Trad Participants	25.38	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)	26.30	25.22	(1.08)	(0.60)	-0.16
4S2	Non-Trad Completers	21.54	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)	21.72	21.33	(0.39)	0.11	-0.21
Postsecondary																							
1P1	Academic Skills	54.74	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)	60.40	21.92	(38.48)	(37.59)	-32.82
1P2	Skill Proficiencies	54.74	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)	60.40	21.92	(38.48)	(37.59)	-32.82
2P1	Completion	54.74	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)	60.40	21.92	(38.48)	(37.59)	-32.82
3P1	Placement	91.72	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)	91.26	68.75	(22.51)	(23.86)	-22.97
3P2	Retention (New 2001)	NA	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)	91.61	86.51	(5.10)	(6.65)	NA
4P1	NT Participation	27.97	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)	20.65	20.72	0.07	(1.14)	-7.25
4P2	NT Completion	17.57	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)	18.83	15.71	(3.12)	(2.63)	-1.86

APPENDIX I:

SECONDARY PERFORMANCE BROKEN OUT BY CTE CENTERS AND CAREER CLUSTERS

Academic Attainment
(NHEIAP Scores -- PI #1)
School Year 2006-2007

Reg #	Sch #	School Name	2000 Percent	2001 Percent	2002 Percent	2003 Percent	2004 Percent	2005 Percent	2006 Percent	2007 Percent	State Goal +/-	State Goal	Status
06	011	Mt. Washington Valley Career Tech Ctr.	12.93%	18.75%	15.70%	15.52%	25.97%	27.36%	39.51%	54.14%	36.39%	17.75%	EXCEEDED STATE GOAL
16	043	Milford HS & Applied Technology Center	9.77%	9.30%	19.01%	22.59%	22.59%	19.41%	27.68%	49.49%	31.74%		
12	059	Creteau Regional Technology Center	1.35%	4.84%	15.06%	17.15%	16.95%	26.07%	28.43%	47.80%	30.05%		
18	015	Seacoast School of Technology	1.57%	2.39%	8.56%	8.01%	14.40%	16.49%	34.64%	39.84%	22.09%		
14	053	Con-Val High School, Region 14 ATC	9.38%	15.88%	23.46%	29.72%	31.14%	24.25%	40.00%	39.75%	22.00%		
17	060	Salem High School Vocational Center	10.52%	13.00%	26.25%	26.37%	28.56%	29.49%	40.40%	38.42%	20.67%		
05	057	Plymouth Regional Technical Ctr	1.28%	1.82%	6.96%	6.86%	8.33%	10.47%	22.73%	38.22%	20.47%		
03	068	White Mountain Regional High School	8.00%	13.02%	15.00%	9.33%	12.16%	17.21%	29.17%	36.67%	18.92%		
16	027	Wilbur H. Palmer Voc. Tech. Center	7.68%	7.49%	17.51%	21.10%	25.34%	19.27%	34.36%	35.96%	18.21%		
17	012	Pinkerton Academy	6.33%	6.72%	12.84%	10.95%	17.18%	17.43%	32.23%	35.81%	18.06%		
16	044	Nashua Senior High School	5.08%	5.60%	18.44%	18.86%	20.56%	24.58%	31.94%	35.44%	17.69%		
19	058	Portsmouth Senior High School	14.39%	18.69%	30.00%	43.55%	28.75%	25.00%	21.62%	34.29%	16.54%		
02	004	Berlin Vocational Center	4.29%	2.81%	8.77%	8.88%	17.49%	13.65%	31.51%	32.00%	14.25%		
09	071	Region 9 Vocational Technical Center	12.58%	17.98%	21.83%	20.17%	20.74%	15.41%	35.58%	31.32%	13.57%		
10	048	Sugar River Valley RTC-Newport	1.54%	9.50%	16.88%	20.39%	19.79%	17.46%	18.75%	30.88%	13.13%		
10	008	Sugar River Valley RTC-Claremont	1.01%	1.70%	9.94%	8.72%	21.20%	9.42%	25.00%	29.76%	12.01%		
13	029	The Cheshire Career Center	12.72%	4.46%	9.48%	7.24%	17.18%	14.81%	27.91%	28.67%	10.92%		
08	066	Winnisquam Regional High School	3.57%	7.50%	3.85%	2.78%	2.50%	10.00%	6.25%	25.00%	7.25%		
12	061	Somersworth Regional Vocational Ctr.	1.01%	1.79%	8.90%	4.84%	5.70%	7.42%	18.18%	24.69%	6.94%		
03	036	Hugh Gallen Regional Vocational Center	2.98%	16.59%	16.45%	11.07%	11.98%	22.84%	30.33%	24.39%	6.64%		
08	031	J. Oliva Huot Technical Center	4.39%	2.91%	10.98%	13.46%	10.88%	13.60%	18.38%	23.03%	5.28%		
15	084	Manchester School of Technology	No Data Reported	1.40%	3.08%	2.12%	7.70%	67.98%	14.67%	17.61%	-0.14%	17.75%	STATE GOAL NOT MET
12	013	Dover Vocational Center	1.98%	3.03%	8.38%	4.70%	10.54%	6.47%	13.89%	16.87%	-0.88%		
11	010	Concord Regional Technology Center	2.95%	3.60%	12.18%	9.84%	12.20%	18.69%	22.51%	12.89%	-4.86%		
13	032	Fall Mountain Regional High School	7.14%	3.61%	4.69%	5.77%	0.00%	8.33%	0.00%	12.50%	-5.25%		
		STATE TOTALS	**6.78%**	**7.96%**	**14.23%**	**15.01%**	**17.93%**	**20.30%**	**29.92%**	**32.04%**	14.29%		

Vocational Skills Attainment
PI #2
School Year 2006-2007

Reg #	Sch #	School Name	2000 Percent	2001 Percent	2002 Percent	2003 Percent	2004 Percent	2005 Percent	2006 Percent	2007 Percent	State Goal +/-	State Goal	Status
10	048	Sugar River Valley RTC-Newport	75.86%	100.00%	100.00%	94.74%	90.91%	100.00%	100.00%	100.00%	20.17%	79.83%	EXCEEDED STATE GOAL
14	053	Con-Val High School, Region 14 ATC	57.14%	66.67%	77.78%	81.61%	83.33%	97.18%	96.85%	99.26%	19.43%		
12	013	Dover Vocational Center	33.33%	28.21%	97.35%	92.11%	96.26%	97.32%	92.77%	99.22%	19.39%		
12	059	Creteau Regional Technology Center	61.36%	75.28%	97.59%	81.44%	90.53%	78.07%	98.08%	98.82%	18.99%		
17	060	Salem High School Vocational Center	71.35%	77.93%	73.82%	74.02%	80.00%	82.16%	80.39%	97.72%	17.89%		
02	004	Berlin Vocational Center	88.37%	64.29%	91.49%	84.62%	100.00%	96.05%	97.53%	97.53%	17.70%		
17	012	Pinkerton Academy	81.58%	83.89%	96.72%	94.24%	91.33%	91.28%	86.30%	97.03%	17.20%		
11	010	Concord Regional Technology Center	94.89%	76.30%	69.63%	69.02%	63.23%	61.50%	94.71%	95.58%	15.75%		
10	008	Sugar River Valley RTC-Claremont	81.82%	55.26%	85.71%	90.63%	63.93%	85.71%	92.11%	95.56%	15.73%		
16	043	Milford HS & Applied Technology Center	40.74%	61.29%	78.33%	97.06%	93.33%	91.03%	96.46%	95.15%	15.32%		
16	027	Wilbur H. Palmer Voc. Tech. Center	87.10%	64.52%	74.51%	100.00%	96.91%	84.73%	86.96%	95.05%	15.22%		
18	015	Seacoast School of Technology	42.47%	41.18%	96.30%	88.00%	73.91%	91.62%	90.23%	94.87%	15.04%		
08	031	J. Oliva Huot Technical Center	16.39%	100.00%	76.19%	69.33%	92.68%	94.81%	82.72%	93.62%	13.79%		
06	011	Mt. Washington Valley Career Tech Ctr.	73.08%	32.05%	48.00%	59.09%	58.90%	53.62%	76.09%	91.67%	11.84%		
05	057	Plymouth Regional Technical Ctr	36.67%	65.12%	51.52%	64.71%	47.89%	65.33%	89.87%	91.14%	11.31%		
13	029	The Cheshire Career Center	100.00%	61.96%	74.56%	85.91%	91.41%	96.75%	96.93%	90.48%	10.65%		
19	058	Portsmouth Senior High School	46.88%	56.00%	86.21%	92.00%	91.67%	90.00%	100.00%	88.57%	8.74%		
09	071	Region 9 Vocational Technical Center	81.63%	64.38%	57.97%	90.28%	81.40%	67.11%	87.39%	88.00%	8.17%		
16	044	Nashua Senior High School	56.12%	55.74%	69.29%	56.04%	59.33%	56.40%	70.30%	85.87%	6.04%		
03	036	Hugh Gallen Regional Vocational Center	77.27%	95.83%	89.47%	95.24%	100.00%	97.14%	100.00%	85.37%	5.54%		
15	084	Manchester School of Technology	49.13%	75.31%	79.56%	87.38%	78.90%	91.37%	85.23%	83.45%	3.62%		
08	066	Winnisquam Regional High School	22.22%	60.00%	66.67%	71.43%	85.71%	50.00%	81.25%	83.33%	3.50%		
12	061	Somersworth Regional Vocational Ctr.	91.94%	52.78%	64.29%	86.15%	56.52%	54.79%	94.74%	82.61%	2.78%		
03	068	White Mountain Regional High School	88.89%	84.85%	78.85%	63.64%	81.08%	90.63%	100.00%	73.53%	-6.30%	79.83%	GOAL NOT MET
13	032	Fall Mountain Regional High School	25.00%	100.00%	100.00%	100.00%	75.00%	90.00%	50.00%	66.67%	-13.16%		
		STATE TOTALS	**67.06%**	**67.39%**	**77.96%**	**80.50%**	**78.75%**	**80.25%**	**87.66%**	**92.54%**	12.71%		

High School Completion Status
PI #3
School Year 2006-2007

Reg #	Sch #	School Name	2000 Percent	2001 Percent	2002 Percent	2003 Percent	2004 Percent	2005 Percent	2006 Percent	2007 Percent	State Goal +/-	State Goal	Status
03	068	White Mountain Regional High School	77.78%	88.24%	94.05%	90.54%	94.74%	96.97%	100.00%	100.00%	6.63%	93.37%	EXCEEDED STATE GOAL
06	011	Mt. Washington Valley Career Tech Ctr.	100.00%	94.87%	76.52%	84.54%	96.77%	88.10%	100.00%	100.00%	6.63%		
09	071	Region 9 Vocational Technical Center	97.96%	97.26%	98.85%	98.90%	98.96%	92.63%	100.00%	100.00%	6.63%		
10	048	Sugar River Valley RTC-Newport	96.55%	97.62%	91.67%	97.50%	92.11%	94.09%	100.00%	100.00%	6.63%		
15	084	Manchester School of Technology	79.19%	86.05%	83.44%	95.17%	88.49%	98.06%	98.46%	100.00%	6.63%		
16	043	Milford HS & Applied Technology Center	86.49%	96.77%	93.67%	96.94%	96.51%	96.49%	97.35%	99.03%	5.66%		
16	044	Nashua Senior High School	90.71%	90.63%	88.00%	84.42%	84.33%	98.37%	95.45%	98.91%	5.54%		
17	060	Salem High School Vocational Center	97.09%	97.21%	93.92%	97.13%	97.60%	97.40%	97.06%	98.86%	5.49%		
14	053	Con-Val High School, Region 14 ATC	65.63%	98.25%	96.34%	96.94%	99.14%	96.91%	100.00%	98.52%	5.15%		
10	008	Sugar River Valley RTC-Claremont	90.63%	89.47%	95.45%	93.33%	81.94%	74.60%	92.11%	97.78%	4.41%		
02	004	Berlin Vocational Center	73.68%	100.00%	92.16%	94.20%	96.67%	86.84%	95.06%	97.53%	4.16%		
05	057	Plymouth Regional Technical Ctr	96.67%	100.00%	95.59%	96.43%	87.65%	88.51%	93.67%	97.47%	4.10%		
18	015	Seacoast School of Technology	81.08%	80.00%	86.18%	91.79%	85.00%	96.43%	97.13%	97.44%	4.07%		
10	010	Concord Regional Technology Center	78.47%	96.55%	93.62%	97.34%	94.51%	83.72%	97.12%	97.35%	3.98%		
19	058	Portsmouth Senior High School	100.00%	96.15%	94.59%	96.97%	87.80%	94.29%	100.00%	97.14%	3.77%		
13	029	The Cheshire Career Center	94.39%	97.83%	98.29%	94.82%	94.59%	97.12%	95.09%	96.43%	3.06%		
12	013	Dover Vocational Center	84.69%	98.72%	94.83%	97.50%	98.13%	100.00%	97.59%	96.09%	2.72%		
12	059	Creteau Regional Technology Center	88.24%	97.75%	94.38%	95.00%	89.42%	92.36%	98.08%	95.29%	1.92%		
03	036	Hugh Gallen Regional Vocational Center	72.73%	96.00%	89.36%	86.30%	98.21%	97.87%	100.00%	95.12%	1.75%		
08	031	J. Oliva Huot Technical Center	95.16%	97.78%	95.65%	84.21%	82.83%	92.50%	100.00%	94.68%	1.31%		
17	012	Pinkerton Academy	81.25%	84.56%	89.12%	87.64%	83.15%	95.57%	91.78%	94.55%	1.18%		
16	027	Wilbur H. Palmer Voc. Tech. Center	86.02%	100.00%	91.05%	92.91%	99.33%	96.27%	94.69%	94.51%	1.14%		
08	066	Winnisquam Regional High School	88.89%	80.00%	60.00%	100.00%	100.00%	100.00%	100.00%	91.67%	-1.70%	93.37%	GOAL NOT MET
13	032	Fall Mountain Regional High School	100.00%	100.00%	77.78%	61.54%	66.67%	80.00%	83.33%	91.67%	-1.70%		
12	061	Somersworth Regional Vocational Ctr.	96.77%	93.06%	95.31%	98.53%	97.83%	100.00%	98.25%	86.96%	-6.41%		
		STATE TOTAL	**87.25%**	**93.82%**	**92.56%**	**92.95%**	**90.90%**	**95.15%**	**96.80%**	**97.38%**	4.01%		

CTE Program Completion Rate of High School Senior Concentrators
PI #4
School Year 2006-2007

Reg #	Sch #	School Name	2000 Percent	2001 Percent	2002 Percent	2003 Percent	2004 Percent	2005 Percent	2006 Percent	2007 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%	100.00%	11.12%	88.88%	EXCEEDED STATE GOAL
02	004	Berlin Vocational Center	84.21%	95.24%	98.11%	94.20%	95.00%	96.05%	79.01%	96.30%	7.42%		
12	013	Dover Vocational Center	82.65%	100.00%	96.55%	95.00%	99.07%	100.00%	86.75%	96.09%	7.21%		
10	008	Sugar River Valley RTC-Claremont	93.75%	89.47%	97.96%	84.44%	58.33%	61.90%	78.95%	95.56%	6.68%		
12	059	Creteau Regional Technology Center	88.24%	97.75%	94.51%	93.00%	93.27%	92.36%	96.15%	94.12%	5.24%		
17	012	Pinkerton Academy	86.72%	87.92%	92.05%	75.84%	76.40%	95.07%	73.52%	94.06%	5.18%		
18	015	Seacoast School of Technology	82.43%	87.06%	88.98%	93.28%	91.43%	93.88%	87.93%	93.85%	4.97%		
06	011	Mt. Washington Valley Career Tech Ctr.	92.86%	55.13%	55.21%	55.67%	65.59%	72.62%	67.39%	90.28%	1.40%		
16	027	Wilbur H. Palmer Voc. Tech. Center	83.87%	20.63%	80.30%	91.34%	99.33%	97.52%	77.29%	90.11%	1.23%		
13	029	The Cheshire Career Center	80.37%	96.74%	96.61%	90.16%	95.27%	97.84%	96.93%	89.88%	1.00%		
17	060	Salem High School Vocational Center	100.00%	96.74%	88.21%	95.34%	98.00%	94.05%	43.79%	89.35%	0.47%		
08	031	J. Oliva Huot Technical Center	91.94%	88.89%	98.55%	85.26%	87.88%	100.00%	71.60%	88.30%	-0.58%	88.88%	GOAL NOT MET
15	084	Manchester School of Technology	92.49%	80.23%	78.48%	84.39%	84.92%	96.51%	84.00%	82.75%	-6.13%		
11	010	Concord Regional Technology Center	81.94%	89.60%	92.91%	88.30%	85.98%	92.27%	81.73%	78.32%	-10.56%		
12	061	Somersworth Regional Vocational Ctr.	90.32%	84.72%	92.31%	91.18%	95.65%	100.00%	94.74%	78.26%	-10.62%		
16	043	Milford HS & Applied Technology Center	83.78%	96.77%	98.85%	95.92%	96.51%	97.37%	92.92%	74.76%	-14.12%		
05	057	Plymouth Regional Technical Ctr	96.67%	83.67%	94.81%	96.43%	77.78%	81.61%	83.54%	74.68%	-14.20%		
09	071	Region 9 Vocational Technical Center	100.00%	95.89%	96.91%	92.31%	92.71%	81.05%	65.77%	70.00%	-18.88%		
19	058	Portsmouth Senior High School	78.79%	84.62%	92.68%	87.88%	87.80%	91.43%	92.11%	62.86%	-26.02%		
16	044	Nashua Senior High School	82.86%	96.88%	97.21%	91.96%	78.00%	85.33%	45.15%	60.14%	-28.74%		
03	036	Hugh Gallen Regional Vocational Center	77.27%	92.00%	69.64%	68.49%	89.29%	97.87%	96.97%	58.54%	-30.34%		
08	066	Winnisquam Regional High School	55.56%	80.00%	87.50%	91.67%	63.64%	100.00%	50.00%	58.33%	-30.55%		
13	032	Fall Mountain Regional High School	50.00%	50.00%	83.33%	53.85%	50.00%	70.00%	33.33%	58.33%	-30.55%		
14	053	Con-Val High School, Region 14 ATC	50.00%	49.12%	77.27%	82.65%	79.31%	95.88%	69.29%	51.11%	-37.77%		
03	068	White Mountain Regional High School	11.11%	61.76%	64.55%	74.32%	94.74%	96.97%	73.33%	47.06%	-41.82%		
		STATE TOTAL	**85.76%**	**85.31%**	**87.26%**	**87.33%**	**87.25%**	**92.06%**	**74.28%**	**81.68%**	-7.20%		

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

Placement of Class of 2006 Program Completers
Continuing Education and/or Employed (PI #5)
School Year 2006-2007

Reg #	Sch #	School Name	2000 Percent	2001 Percent	2002 Percent	2003 Percent	2004 Percent	2005 Percent	2006 Percent	2007 Percent	State Goal +/-	State Goal	Status
03	068	White Mountain Regional High School	100.00%	96.77%	92.31%	73.08%	95.24%	97.14%	96.30%	100.00%	5.00%	95.00%	EXCEEDED STATE GOAL
06	011	Mt. Washington Valley Career Tech Ctr.	93.75%	94.44%	100.00%	100.00%	100.00%	93.88%	96.23%	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%	100.00%	5.00%		
12	013	Dover Vocational Center	91.89%	82.76%	100.00%	100.00%	99.12%	100.00%	98.15%	100.00%	5.00%		
13	032	Fall Mountain Regional High School	66.67%	100.00%	100.00%	100.00%	100.00%	100.00%	50.00%	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%	100.00%	5.00%		
16	044	Nashua Senior High School	86.76%	89.29%	97.56%	98.48%	100.00%	97.80%	97.47%	100.00%	5.00%		
11	010	Concord Regional Technology Center	87.84%	95.18%	92.37%	96.47%	100.00%	86.75%	93.71%	99.20%	4.20%		
18	015	Seacoast School of Technology	88.10%	87.27%	95.16%	97.92%	100.00%	94.21%	98.11%	98.59%	3.59%		
05	057	Plymouth Regional Technical Ctr	89.47%	87.50%	97.56%	98.25%	97.78%	98.36%	98.18%	98.15%	3.15%		
14	053	Con-Val High School, Region 14 ATC	93.33%	86.36%	96.30%	96.88%	100.00%	92.41%	100.00%	97.70%	2.70%		
12	059	Creteau Regional Technology Center	93.75%	90.48%	97.30%	100.00%	100.00%	93.51%	97.12%	97.67%	2.67%		
17	012	Pinkerton Academy	95.45%	90.59%	95.24%	99.11%	99.04%	97.14%	97.06%	97.27%	2.27%		
17	060	Salem High School Vocational Center	92.86%	93.58%	98.90%	98.64%	99.22%	97.24%	100.00%	96.99%	1.99%		
16	027	Wilbur H. Palmer Voc. Tech. Center	87.63%	91.22%	100.00%	98.13%	100.00%	95.16%	94.12%	95.97%	0.97%		
13	029	The Cheshire Career Center	92.31%	96.36%	97.01%	98.97%	100.00%	97.80%	98.46%	95.08%	0.08%		
09	071	Region 9 Vocational Technical Center	78.95%	78.69%	100.00%	98.46%	97.87%	83.72%	100.00%	94.87%	-0.13%	95.00%	NOT MET GOAL
02	004	Berlin Vocational Center	90.32%	94.12%	89.19%	90.91%	100.00%	96.36%	100.00%	93.75%	-1.25%		
08	031	J. Oliva Huot Technical Center	90.77%	94.55%	96.67%	98.46%	100.00%	89.53%	92.00%	93.10%	-1.90%		
15	084	Manchester School of Technology	94.29%	91.01%	95.38%	100.00%	100.00%	95.65%	93.75%	92.62%	-2.38%		
19	058	Portsmouth Senior High School	72.22%	90.91%	94.44%	94.12%	95.00%	96.55%	100.00%	91.18%	-3.82%		
03	036	Hugh Gallen Regional Vocational Center	83.33%	93.33%	86.96%	93.10%	97.87%	97.92%	95.56%	87.93%	-7.07%		
08	066	Winnisquam Regional High School	Not Included in Baseline	75.00%	100.00%	50.00%	100.00%	100.00%	80.00%	87.50%	-7.50%		
10	008	Sugar River Valley RTC-Claremont	92.86%	81.25%	93.55%	97.22%	100.00%	100.00%	100.00%	86.21%	-8.79%		
12	061	Somersworth Regional Vocational Ctr.	93.33%	94.00%	95.00%	100.00%	100.00%	85.29%	86.21%	78.00%	-17.00%		
		STATE TOTAL	**89.73%**	**90.34%**	**96.36%**	**96.98%**	**99.46%**	**94.93%**	**96.83%**	**96.11%**	1.11%		

Non-Traditional Participation
PI #6
School Year 2006-2007

Reg #	Sch #	School Name	2000 Percent	2001 Percent	2002 Percent	2003 Percent	2004 Percent	2005 Percent	2006 Percent	2007 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%	58.33%	32.03%	26.30%	EXCEEDED STATE GOAL
08	066	Winnisquam Regional High School	35.10%	30.67%	19.75%	25.49%	20.00%	31.40%	35.71%	52.38%	26.08%		
12	059	Creteau Regional Technology Center	16.37%	18.84%	34.78%	20.00%	42.45%	41.02%	40.99%	42.76%	16.46%		
12	061	Somersworth Regional Vocational Ctr.	31.41%	27.19%	37.95%	41.04%	33.33%	38.05%	36.01%	36.63%	10.33%		
03	068	White Mountain Regional High School	42.61%	39.42%	45.22%	44.16%	47.14%	35.87%	36.52%	33.94%	7.64%		
16	027	Wilbur H. Palmer Voc. Tech. Center	44.26%	51.70%	54.43%	44.42%	44.38%	46.65%	41.14%	33.86%	7.56%		
17	012	Pinkerton Academy	22.68%	34.06%	32.35%	32.10%	35.10%	29.07%	27.99%	30.19%	3.89%		
10	048	Sugar River Valley RTC-Newport	13.40%	14.90%	19.13%	19.12%	21.49%	22.41%	26.23%	28.90%	2.60%		
11	010	Concord Regional Technology Center	20.67%	22.54%	17.84%	20.50%	28.43%	27.60%	29.51%	28.47%	2.17%		
16	043	Milford HS & Applied Technology Center	25.53%	22.09%	25.25%	24.94%	25.74%	27.95%	27.48%	28.04%	1.74%		
19	058	Portsmouth Senior High School	32.70%	25.74%	29.17%	31.34%	32.26%	23.74%	34.75%	25.87%	-0.43%	26.30%	DID NOT MEET STATE GOAL
14	053	Con-Val High School, Region 14 ATC	16.75%	21.03%	18.56%	23.73%	23.34%	25.04%	23.13%	24.85%	-1.45%		
17	060	Salem High School Vocational Center	20.97%	20.03%	22.93%	23.72%	26.85%	27.22%	24.73%	22.13%	-4.17%		
12	013	Dover Vocational Center	35.93%	33.59%	29.66%	26.99%	27.32%	22.22%	21.32%	21.98%	-4.32%		
08	031	J. Oliva Huot Technical Center	14.30%	14.75%	12.34%	13.87%	22.27%	19.21%	20.33%	21.78%	-4.52%		
18	015	Seacoast School of Technology	16.54%	15.19%	14.04%	16.72%	20.91%	24.30%	21.16%	21.28%	-5.02%		
09	071	Region 9 Vocational Technical Center	25.13%	22.52%	24.92%	25.40%	22.67%	25.00%	20.58%	20.38%	-5.92%		
10	008	Sugar River Valley RTC-Claremont	15.64%	14.10%	17.62%	17.72%	22.37%	17.51%	23.18%	19.89%	-6.41%		
16	044	Nashua Senior High School	35.87%	19.42%	23.06%	18.54%	22.35%	23.64%	23.37%	18.25%	-8.05%		
05	057	Plymouth Regional Technical Ctr	22.19%	20.13%	13.82%	14.62%	16.67%	17.79%	19.76%	16.67%	-9.63%		
06	011	Mt. Washington Valley Career Tech Ctr.	27.25%	26.00%	22.02%	17.97%	16.23%	28.09%	24.65%	16.50%	-9.80%		
15	084	Manchester School of Technology	15.30%	14.30%	12.79%	14.62%	16.68%	13.89%	14.17%	16.46%	-9.84%		
02	004	Berlin Vocational Center	12.37%	16.95%	18.78%	17.06%	18.34%	14.95%	14.59%	15.86%	-10.44%		
13	029	The Cheshire Career Center	18.39%	13.49%	21.43%	17.26%	19.52%	17.43%	16.10%	14.49%	-11.81%		
03	036	Hugh Gallen Regional Vocational Center	23.48%	14.22%	15.00%	13.92%	18.05%	7.82%	5.39%	9.00%	-17.30%		
		STATE TOTAL	**25.37%**	**24.70%**	**27.48%**	**24.14%**	**27.35%**	**27.42%**	**25.16%**	**25.22%**	-1.08%		

Non-Traditional Program Completion Rates
PI #7
School Year 2006-2007

Reg #	Sch #	School Name	2000 Percent	2001 Percent	2002 Percent	2003 Percent	2004 Percent	2005 Percent	2006 Percent	2007 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%	83.33%	61.61%	21.72%	EXCEEDED STATE GOAL
19	058	Portsmouth Senior High School	31.71%	27.27%	21.05%	27.59%	41.67%	25.00%	34.29%	50.00%	28.28%		
16	027	Wilbur H. Palmer Voc. Tech. Center	45.48%	58.33%	45.24%	44.44%	41.51%	41.74%	48.41%	38.35%	16.63%		
10	048	Sugar River Valley RTC-Newport	21.67%	3.70%	18.37%	17.14%	13.89%	16.67%	19.51%	34.21%	12.49%		
16	043	Milford HS & Applied Technology Center	12.73%	11.76%	28.57%	25.61%	21.62%	28.85%	25.56%	32.08%	10.36%		
12	061	Somersworth Regional Vocational Ctr.	24.79%	38.00%	27.54%	36.36%	38.10%	40.35%	14.89%	27.59%	5.87%		
11	010	Concord Regional Technology Center	19.19%	17.91%	13.27%	16.99%	26.45%	29.67%	27.89%	27.04%	5.32%		
17	060	Salem High School Vocational Center	18.76%	19.37%	22.58%	22.32%	28.18%	26.20%	26.32%	26.79%	5.07%		
12	013	Dover Vocational Center	35.17%	32.26%	39.58%	38.10%	30.93%	31.78%	20.83%	26.67%	4.95%		
14	053	Con-Val High School, Region 14 ATC	12.36%	15.79%	16.67%	20.59%	16.87%	15.66%	16.67%	25.40%	3.68%		
18	015	Seacoast School of Technology	15.24%	11.54%	11.24%	13.68%	24.14%	23.81%	25.96%	22.06%	0.34%		
16	044	Nashua Senior High School	39.13%	22.50%	23.57%	19.19%	17.19%	20.53%	16.33%	19.46%	-2.26%	21.72%	DID NOT MEET STATE GOAL
10	008	Sugar River Valley RTC-Claremont	11.82%	8.82%	12.50%	13.16%	16.67%	10.26%	26.67%	18.60%	-3.12%		
15	084	Manchester School of Technology	12.34%	8.94%	14.41%	12.39%	13.73%	15.42%	8.65%	18.50%	-3.22%		
08	031	J. Oliva Huot Technical Center	14.15%	12.50%	7.35%	6.17%	22.99%	22.50%	17.24%	15.66%	-6.06%		
06	011	Mt. Washington Valley Career Tech Ctr.	45.54%	16.67%	16.67%	20.93%	7.02%	20.37%	21.43%	15.38%	-6.34%		
12	059	Creteau Regional Technology Center	11.47%	8.05%	10.47%	19.35%	19.59%	18.05%	16.00%	15.00%	-6.72%		
13	029	The Cheshire Career Center	11.74%	13.92%	15.89%	10.98%	17.29%	11.97%	11.35%	13.95%	-7.77%		
09	071	Region 9 Vocational Technical Center	20.00%	26.98%	13.25%	23.38%	17.50%	23.53%	18.75%	13.24%	-8.48%		
05	057	Plymouth Regional Technical Ctr	13.10%	22.22%	12.73%	18.75%	19.05%	15.69%	17.95%	12.50%	-9.22%		
02	004	Berlin Vocational Center	8.23%	10.00%	9.62%	12.31%	17.54%	15.07%	10.94%	10.26%	-11.46%		
17	012	Pinkerton Academy	11.05%	11.88%	18.18%	20.51%	19.83%	22.86%	16.44%	10.24%	-11.48%		
03	068	White Mountain Regional High School	45.31%	36.84%	50.79%	41.18%	38.71%	18.75%	19.05%	6.67%	-15.05%		
03	036	Hugh Gallen Regional Vocational Center	16.30%	17.39%	11.11%	6.38%	23.81%	8.89%	4.69%	0.00%	-21.72%		
08	066	Winnisquam Regional High School	42.86%	75.00%	0.00%	18.18%	28.57%	20.00%	16.67%	0.00%	-21.72%		
		STATE TOTAL	**21.54%**	**17.79%**	**20.81%**	**20.23%**	**22.40%**	**22.52%**	**19.74%**	**21.33%**	-0.39%		

Academic Attainment (PI #1)
by Career Cluster
FSY 2007

Description	2007 Den	2007 Num	2007 Goal	2007 Actual
Agriculture, Food and Natural Resources	375	77	17.75%	20.53%
Architecture and Construction	711	174	17.75%	24.47%
Arts, Audio Visual Technology and Communications	356	152	17.75%	42.70%
Business, Management and Administration	365	156	17.75%	42.74%
Education and Training	457	122	17.75%	26.70%
Finance	70	50	17.75%	71.43%
Government and Public Admiistration	N/O	N/O	N/O	N/O
Health Services	663	275	17.75%	41.48%
Hospitality and Tourism	506	141	17.75%	27.87%
Human Services	203	36	17.75%	17.73%
Information Technology	188	82	17.75%	43.62%
Law, Public Safety, and Security	84	10	17.75%	11.90%
Manufacturing	181	52	17.75%	28.73%
Marketing, Sales and Service	409	137	17.75%	33.50%
Science, Technology, Engineering and Mathematics	240	160	17.75%	66.67%
Transportation, Distribution and Logistics	589	105	17.75%	17.83%
Total	**5397**	**1729**	**17.75%**	**32.04%**

Vocational Skills Attainment (PI #2)
by Career Cluster
FSY 2007

Description	2007 Den	2007 Num	2007 Goal	2007 Actual
Agriculture, Food and Natural Resources	217	202	79.83%	93.09%
Architecture and Construction	385	355	79.83%	92.21%
Arts, Audio Visual Technology and Communications	197	192	79.83%	97.46%
Business, Management and Administration	196	189	79.83%	96.43%
Education and Training	246	227	79.83%	92.28%
Finance	36	35	79.83%	97.22%
Government and Public Admiistration	N/O	N/O	N/O	N/O
Health Services	347	327	79.83%	94.24%
Hospitality and Tourism	283	248	79.83%	87.63%
Human Services	118	113	79.83%	95.76%
Information Technology	96	90	79.83%	93.75%
Law, Public Safety, and Security	43	39	79.83%	90.70%
Manufacturing	101	90	79.83%	89.11%
Marketing, Sales and Service	222	202	79.83%	90.99%
Science, Technology, Engineering and Mathematics	128	122	79.83%	95.31%
Transportation, Distribution and Logistics	321	286	79.83%	89.10%
Total	**2936**	**2717**	79.83%	**92.54%**

High School Completion Status (PI #3)
by Career Clusters
FSY 2007

Description	2007 Den	2007 Num	2007 Goal	2007 Actual
Agriculture, Food and Natural Resources	217	207	93.37%	95.39%
Architecture and Construction	385	379	93.37%	98.44%
Arts, Audio Visual Technology and Communications	197	196	93.37%	99.49%
Business, Management and Administration	196	188	93.37%	95.92%
Education and Training	246	242	93.37%	98.37%
Finance	36	35	93.37%	97.22%
Government and Public Admiistration	N/O	N/O	N/O	N/O
Health Services	347	342	93.37%	98.56%
Hospitality and Tourism	283	274	93.37%	96.82%
Human Services	118	117	93.37%	99.15%
Information Technology	96	93	93.37%	96.88%
Law, Public Safety, and Security	43	43	93.37%	100.00%
Manufacturing	101	92	93.37%	91.09%
Marketing, Sales and Service	222	216	93.37%	97.30%
Science, Technology, Engineering and Mathematics	128	127	93.37%	99.22%
Transportation, Distribution and Logistics	321	308	93.37%	95.95%
Total	**2936**	**2859**	**93.37%**	**97.38%**

CTE Program Completion Rate of High School Senior Concentrators (PI #4)
by Career Cluster
FSY 2007

Description	2007 Den	2007 Num	2007 Goal	2007 Actual
Agriculture, Food and Natural Resources	217	178	88.88%	82.03%
Architecture and Construction	385	308	88.88%	80.00%
Arts, Audio Visual Technology and Communications	197	169	88.88%	85.79%
Business, Management and Administration	196	159	88.88%	81.12%
Education and Training	246	211	88.88%	85.77%
Finance	36	34	88.88%	94.44%
Government and Public Admiistration	N/O	N/O	N/O	N/O
Health Services	347	281	88.88%	80.98%
Hospitality and Tourism	283	208	88.88%	73.50%
Human Services	118	108	88.88%	91.53%
Information Technology	96	61	88.88%	63.54%
Law, Public Safety, and Security	43	39	88.88%	90.70%
Manufacturing	101	87	88.88%	86.14%
Marketing, Sales and Service	222	191	88.88%	86.04%
Science, Technology, Engineering and Mathematics	128	106	88.88%	82.81%
Transportation, Distribution and Logistics	321	258	88.88%	80.37%
Total	**2936**	**2398**	**88.88%**	**81.68%**

Placement of Class of 2006 Program Completers
Continuing Education and/or Employed (PI #5)
by Career Cluster

Description	2007 Den	2007 Num	2007 Goal	2007 Actual
Agriculture, Food and Natural Resources	153	144	95.00%	94.12%
Architecture and Construction	216	204	95.00%	94.44%
Arts, Audio Visual Technology and Communications	98	96	95.00%	97.96%
Business, Management and Administration	127	124	95.00%	97.64%
Education and Training	186	177	95.00%	95.16%
Finance	16	16	95.00%	100.00%
Government and Public Admiistration	N/O	N/O	N/O	N/O
Health Services	223	221	95.00%	99.10%
Hospitality and Tourism	185	168	95.00%	90.81%
Human Services	70	67	95.00%	95.71%
Information Technology	81	81	95.00%	100.00%
Law, Public Safety, and Security	21	21	95.00%	100.00%
Manufacturing	85	82	95.00%	96.47%
Marketing, Sales and Service	119	117	95.00%	98.32%
Science, Technology, Engineering and Mathematics	67	66	95.00%	98.51%
Transportation, Distribution and Logistics	180	172	95.00%	95.56%
Total	**1827**	**1756**	**95.00%**	**96.11%**

Non-Traditional Program Participation (PI #6)
by Career Cluster
FSY 2007

Description	2007 Den	2007 Num	2007 Goal	2007 Actual
Agriculture, Food and Natural Resources	1043	517	26.30%	49.57%
Architecture and Construction	1372	86	26.30%	6.27%
Arts, Audio Visual Technology and Communications	649	280	26.30%	43.14%
Business, Management and Administration	1677	791	26.30%	47.17%
Education and Training	908	44	26.30%	4.85%
Finance	79	43	26.30%	54.43%
Government and Public Admiistration	N/O	N/O	N/O	N/O
Health Services	1001	132	26.30%	13.19%
Hospitality and Tourism	985	514	26.30%	52.18%
Human Services	437	18	26.30%	4.12%
Information Technology	314	29	26.30%	9.24%
Law, Public Safety, and Security	121	60	26.30%	49.59%
Manufacturing	335	16	26.30%	4.78%
Marketing, Sales and Service	N/O	N/O	N/O	N/O
Science, Technology, Engineering and Mathematics	588	65	26.30%	11.05%
Transportation, Distribution and Logistics	1092	79	26.30%	7.23%
Total	**10601**	**2674**	**26.30%**	**25.22%**

Non-Traditional Program Completion Rates (PI #7)
by Career Cluster
FSY 2007

Description	2007 Den	2007 Num	2007 Goal	2007 Actual
Agriculture, Food and Natural Resources	160	79	21.72%	49.38%
Architecture and Construction	308	17	21.72%	5.52%
Arts, Audio Visual Technology and Communications	148	64	21.72%	43.24%
Business, Management and Administration	159	71	21.72%	44.65%
Education and Training	211	8	21.72%	3.79%
Finance	34	23	21.72%	67.65%
Government and Public Admiistration	N/O	N/O	N/O	N/O
Health Services	281	21	21.72%	7.47%
Hospitality and Tourism	208	126	21.72%	60.58%
Human Services	108	4	21.72%	3.70%
Information Technology	33	0	21.72%	0.00%
Law, Public Safety, and Security	39	20	21.72%	51.28%
Manufacturing	87	2	21.72%	2.30%
Marketing, Sales and Service	N/O	N/O	N/O	N/O
Science, Technology, Engineering and Mathematics	76	3	21.72%	3.95%
Transportation, Distribution and Logistics	258	12	21.72%	4.65%
Total	**2110**	**450**	**21.72%**	**21.33%**

APPENDIX J:

POSTSECONDARY PERFORMANCE BROKEN OUT BY CAMPUSES/COLLEGES

Postsecondary Performance Indicators by College and Campus

COLLEGE	PERFORMANCE INDICATOR	GOAL FY 05	ACTUAL FY 05 by Campus and College	GOAL FY 06	ACTUAL FY 06 By Campus and College	GOAL FY 07	ACTUAL FY 07 By Campus And College
Berlin Laconia	Academic Attainment (1-2P)	56.74	57.28 / 56.57 56.88	59.51	17.16 / 21.57	60.40	22.57 23.60
	Placement (3P1)	90.00	90.84 / 93.56 92.54	92.16	97.0/ 87.0	91.26	68.40 66.03
	Retention (3P2)	90.00 or NP	93.28 / 93.22 93.24	93.16	94 / 80.4	91.61	91.91 91.91
	Nontraditional Participation (4P1)	22.59	17.01 / 19.24 18.28	21.86	21.41 / 15.27	20.65	20.51 20.45
	Nontraditional Completion (4P2)	18.82	15.90 / 15.71 15.82	18.34	17.58 / 18.6	18.83	20.83 29.23
Claremont Nashua	Academic Attainment (1-2P)	56.74	73.14 / 52.79 60.49	59.51	33.59 / 17.51	60.40	22.54 22.13
	Placement (3P1)	90.00	92.17 / 93.86 92.98	92.16	85.0 / 95.0	91.26	71.01 68.63
	Retention (3P2)	90.00 or NP	94.71 / 92.43 93.28	93.16	83.0 / 92.9	91.61	93.20 93.47
	Nontraditional Participation (4P1)	22.59	12.99 / 18.76 16.94	21.86	12.41 / 16.98	20.65	16.49 17.32
	Nontraditional Completion (4P2)	18.82	18.82 / 13.14 15.88	18.34	11.18 / 14.62	18.83	3.27 24.56
Concord NHTI	Academic Attainment (1-2P)	56.74	64.10	59.51	23.09	60.40	22.15
	Placement (3P1)	90.00	96.48	92.16	93.5	91.26	77.43
	Retention (3P2)	90.00 or NP	94.89	93.16	98.2	91.61	95.02
	Nontraditional Participation (4P1)	22.59	21.84	21.86	27.86	20.65	3.34
	Nontraditional Completion (4P2)	18.82	19.22	18.34	13.54	18.83	11.40
Manchester Stratham	Academic Attainment (1-2P)	56.74	52.90 / 54.90 53.72	59.51	16.12 / 17.28	60.40	18.26 17.36
	Placement (3P1)	90.00	92.89 / 96.72 94.71	92.16	97.5 / 100	91.26	57.71 67.40
	Retention (3P2)	90.00 or NP	93.32 / 91.41 92.41	93.16	100 / 96.8	91.61	94.01 92.68
	Nontraditional Participation (4P1)	22.59	20.99 / 23.45 22.05	21.86	15.82 / 17.12	20.65	18.63 18.48
	Nontraditional Completion (4P2)	18.82	14.23 / 18.83 16.17	18.34	14.12 / 16.92	18.83	19.30 17.88
Thompson School	Academic Attainment (1-2P)	56.74	71.89	59.51	74.1	60.40	77.83
	Placement (3P1)	90.00	83.89	92.16	97.6	91.26	74.0
	Retention (3P2)	90.00 or NP	87.63	93.16	100	91.61	92.34
	Nontraditional Participation(4P1)	22.59	48.24	21.86	49.15	20.65	35.09
	Nontraditional Completion (4P2)	18.82	43.33	18.34	50.32	18.83	37.12
NH TOTALS	Academic Attainment (1-2P)	56.74	59.51	59.51	20.56	60.40	21.92
	Placement (3P1)	90.00	92.61	92.16	33.0	91.26	68.75
	Retention (3P2)	90.00 or NP	93.16	93.16	32.81	91.61	86.51
	Nontraditional Participation (4P1)	22.59	21.86	21.86	17.86	20.65	20.72
	Nontraditional Completion (4P2)	18.82	18.34	18.34	15.74	18.83	15.17

3P1 and 3P2 based on NHDES UI Wage Data on 2006-2007 Graduates 6 and 12 months post-graduation exclusively.

APPENDIX K:

APPROACHES AND NUMERATOR-DENOMINATOR DEFINITIONS

PY 2007
Secondary Performance Indicators

Indicator & Citation	Measurement Approach	Numerator	Denominator
1S1 Academic Attainment – Reading/Language Arts 113(b)(2)(A)(i)	State and Local Administrative Records	Numerator: Number of CTE concentrators who have met the proficient or advanced level on the Statewide high school reading/language arts assessment administered by the State under Section 1111(b)(3) of the Elementary and Secondary Education Act (ESEA) as amended by the No Child Left Behind Act based on the scores that were included in the State's computation of adequate yearly progress (AYP) and who, in the reporting year, left secondary education.	Denominator: Number of CTE concentrators who took the ESEA assessment in reading/language arts whose scores were included in the State's computation of AYP and who, in the reporting year, left secondary education.
1S2 Academic Attainment – Mathematics 113(b)(2)(A)(i)	State and Local Administrative Records	Numerator: Number of CTE concentrators who have met the proficient or advanced level on the Statewide high school mathematics assessment administered by the State under Section 1111(b)(3) of the (ESEA) as amended by the No Child Left Behind Act based on the scores that were included in the State's computation of adequate yearly progress (AYP) and who, in the reporting year, left secondary education.	Denominator: Number of CTE concentrators who took the ESEA assessment in mathematics whose scores were included in the State's computation of AYP and who, in the reporting year, have left secondary education.
2S1 Technical Skill Attainment 113(b)(2)(A)(ii)	National/State Standards and Local Assessment Systems	Numerator: Number of CTE concentrators who passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, during the reporting year.	Denominator: Number of CTE concentrators who took the assessments during the reporting year.

3S1 Secondary School Completion 113(B)(2)(A)(III)(I-III)	State/Local Administered Data	Numerator: Number of CTE concentrators who earned a regular secondary school diploma, earned a General Education Development (GED) credential as a State-recognized equivalent to a regular high school diploma (if offered by the State) or other State-recognized equivalent (including recognized alternative standards for individuals with disabilities), or earned a proficiency credential, certificate, or degree, in conjunction with a secondary school diploma (if offered by the State) during the reporting year.	Denominator: Number of CTE concentrators who left secondary education during the reporting year.
4S1 Student Graduation Rates 113(b)(2)(A)(iv)	State and Local Administrative Records	Numerator: Number of CTE concentrators who, in the reporting year, were included as graduated in the State's computation of its graduation rate as described in Section 1111(b)(2)(C)(vi) of the ESEA.	Denominator: Number of CTE concentrators who, in the reporting year, were included in the State's computation of its graduation rate as defined in the State's Consolidated Accountability Plan pursuant to Section 1111(b)(2)(C)(vi) of the ESEA.
5S1 Secondary Placement 113(b)(2)(A)(v)	State-Developed, School-Administered Surveys/Placement Records	Numerator: Number of CTE concentrators who completed secondary career and technical education and left secondary education and were placed in postsecondary education or advanced training, in the military service, or employment in the second quarter following the program year in which they left secondary education (i.e., unduplicated placement status for CTE concentrators who graduated by June 30, 2007 would be assessed between October 1, 2007 and December 31, 2007).	Denominator: Number of CTE concentrators who left secondary education during the reporting year.
6S1 Nontraditional Participation 113(b)(2)(A)(vi)	State/Local Administrative Records	Numerator: Number of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.	Denominator: Number of CTE participants who participated in a program that leads to employment in nontraditional fields during the reporting year.
6S2 Nontraditional Completion 113(b)(2)(A)(vi)	State/Local Administrative Records	Numerator: Number of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.	Denominator: Number of CTE concentrators who completed a program that leads to employment in nontraditional fields during the reporting year.

PY 2007
Postsecondary/Adult Level Performance Indicators

Indicator & Citation	Measurement Approach	Numerator	Denominator
1P1 Technical Skill Attainment 113(b)(2)(B)(i)	National/State Standards and Assessment System (where available) or Program Completion	Numerator: Number of CTE concentrators who passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, during the reporting year.	Denominator: Number of CTE concentrators who took technical skill assessments during the reporting year.
2P1 Credential, Certificate, or Degree 113(b)(2)(B)(ii)	State/Local Administrative Data	Numerator: Number of CTE concentrators who received an industry-recognized credential, a certificate, or a degree during the reporting year.	Denominator: Number of CTE concentrators who left postsecondary education during the reporting year.
3P1 Student Retention or Transfer 113(b)(2)(B)(iii)	Administrative Record Exchanges/ Matching of Administrative Records	Numerator: Number of CTE concentrators who remained enrolled in their original postsecondary institution or transferred to another 2- or 4-year postsecondary institution during the reporting year and who were enrolled in postsecondary education in the fall of the previous reporting year.	Denominator: Number of CTE concentrators who were enrolled in postsecondary education in the fall of the previous reporting year and who did not earn an industry-recognized credential, a certificate, or a degree in the previous reporting year.
4P1 Student Placement 113(b)(2)(B)(iv)	Administrative Record Exchanges/ Matching of Administrative Records	Numerator: Number of CTE concentrators who were placed or retained in employment, or placed in military service or apprenticeship programs in the 2nd quarter following the program year in which they left postsecondary education (i.e., unduplicated placement status for CTE concentrators who graduated by June 30, 2007 would be assessed between October 1, 2007 and December 31, 2007).	Denominator: Number of CTE concentrators who left postsecondary education during the reporting year.
5P1 Nontraditional Participation 113(b)(2)(B)(v)	Administrative Record Exchanges/ Matching of Administrative Records	Numerator: Number of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.	Denominator: Number of CTE participants who participated in a program that leads to employment in nontraditional fields during the reporting year.
5P2 Nontraditional Completion 113(b)(2)(B)(v)	Administrative Record Exchanges/ Matching of Administrative Records	Numerator: Number of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.	Denominator: Number of CTE concentrators who completed a program that leads to employment in nontraditional fields during the reporting year.