

2008 - 2013

NEW HAMPSHIRE FIVE-YEAR PLAN
CAREER AND TECHNICAL EDUCATION
CARL D. PERKINS ACT OF 2006



NEW HAMPSHIRE DEPARTMENT OF EDUCATION
DIVISION OF CAREER TECHNOLOGY AND ADULT LEARNING
BUREAU OF CAREER DEVELOPMENT
JULY 1, 2008

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Section 504 of the Rehabilitation Act of 1973 (Section 504) - disability
The Americans with Disabilities Act of 1990 (ADA) - disability
NH Law against discrimination (RSA 354-A)

The following individual has been designated to handle inquiries regarding the nondiscrimination policies and laws above except Section 504:

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ADA/Title IX Coordinator
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101 Pleasant Street
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Robert Wells
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Inquiries regarding Title VI of the Civil Rights Act of 1964, the Age Discrimination Act of 1975, Title IX, Section 504, and/or Title II of the ADA also, or instead, may be directed to:

U.S. Department of Education
Office for Civil Rights
33 Arch Street, Suite 900
Boston, MA 02110-1491
(617) 289-0111
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EXECUTIVE SUMMARY

The reauthorized Carl D. Perkins Act of 2006 is an opportunity to follow the child, as students in career and technical education move from elementary school to postsecondary education, or as they transition into the workforce. New Hampshire's plan foresees a system that supports students in their career development, starting with career exploration in middle school and ending with rigorous, technical instruction for students about to enter the workforce.

The Five-Year Plan covers the final years of the reauthorized Perkins Act, from July 1, 2008 to June 30, 2013. A one-year transition plan was submitted and approved by the US Department of Education one year ago. During the transition year, planning input was received from stakeholders across the state: from employers, postsecondary institutions, and secondary educators in career and technical education and educators providing instruction in the core academic areas. The resulting Five-Year Plan proposes educational improvements in three areas: academic integration, accountability, and student transitions from secondary to postsecondary education.

Academic Integration—When drafting the Perkins Act, Congress gave high priority to integrating rigorous academic standards into career and technical education (CTE). New Hampshire's plan seeks to meet this challenge by bringing close alignment between CTE program competencies and the academic standards contained in New Hampshire's grade level expectations. Crosswalks will be developed to evaluate the degree of alignment between CTE content and core academic standards. Where necessary, the academic content of CTE program competencies will be strengthened. By the end of the first of the five years, a system will be in place to continually determine the academic rigor of CTE and to strengthen academic content where needed.

Results from the New England Common Assessment Program will serve as the measure of how well CTE students meet rigorous academic standards. Assessment results will be used to evaluate and improve CTE, and they will also become accountabilities under the Perkins Act.

Accountability—Performance accountability has become more stringent under the reauthorized Perkins Act. Previously, state-level accountability was a statutory requirement, but no such accountability extended to schools and colleges at the local level. The new Act extends accountability to the local level, with the imposition of required sanctions if local grantees cannot meet their performance goals.

In total, secondary schools and postsecondary colleges are accountable for performance in the 14 areas indicated below. Indicators with asterisks are also accountabilities under NCLB.

Secondary: English/Language Arts*, Math*, Technical Skills Attainment, Secondary School Completion, Graduation Rate*, Secondary Placement, Nontraditional Program Participation, Nontraditional Program Completion.

Postsecondary: Technical Skill Attainment, Credential/Certificate/Degree, Student Retention, Student Placement, Nontraditional Program Participation, Nontraditional Program Completion.

Secondary Postsecondary Transitions—New Hampshire will link secondary schools and postsecondary institutions much more closely to help students make seamless transitions between both levels of education. The Plan calls for an approach toward career and technical education that brings key stakeholders in each program area together, to create a system that provides more support for career planning and improves access to instruction. Documents describing these systems will be known as Career Pathway Plans of Studies. The State Plan proposes two activities that will be central to building these systems:

- Career guidance will take a more important role, particularly in helping students understand the importance of postsecondary education and the need for academic rigor while in high school.
- Stronger links will be built between education and business and industry. Schools and colleges will become accountable for students earning credentials from employers and/or receiving licenses from state-level agencies. Also, employers will oversee career and technical education programs to a greater extent than in the past.

PART A:
STATE PLAN NARRATIVE

I. Planning, Coordination, and Collaboration Prior to Plan Submission.

A. Statutory Requirements

1. You must conduct public hearings in the State, after appropriate and sufficient notice, for the purpose of affording all segments of the public and interested organizations and groups (including charter school authorizers and organizers consistent with State law, employers, labor organizations, parents, students, and community organizations), an opportunity to present their views and make recommendations regarding the State plan. [Sec. 122(a)(3)]

New Hampshire sponsored six hearings:

Date	Location
3/3/08	White Mountains Regional High School, Whitefield, NH
3/3/08	The Cheshire Career Center, Keene, NH
3/4/08	Portsmouth Career-Tech Center, Portsmouth, NH
3/6/08	Concord Regional Technology Center, Concord, NH
3/6/08	Manchester School of Technology, Manchester, NH

Hearings were advertised through the following media:

Date(s)	Ad Placement
2/24/08	<u>Sunday Union Leader</u>
2/24 & 25/08	<u>New Hampshire Union Leader</u>
2/20 – 3/26/08	NH Dept. of Education website
3/14/08	NH Dept. of Education, “Key Messages,” March 2008
3/14 – 3/26/08	Emailing lists

See Attachment A, Public Hearing Notifications and Agenda, for hearings documentation.

2. You must include a summary of the above recommendations and the **eligible agency's response to such recommendations in the State plan.** [Sec. 122(a)(3)]

See Attachment B, Hearing Responses.

3. You must develop the State plan in consultation with academic and career and technical education teachers, faculty, and administrators; career guidance and academic counselors; eligible recipients; charter school authorizers and organizers consistent with State law; parents and students; institutions of higher education; the State tech prep coordinator and representatives of tech prep consortia (if applicable); entities participating in activities described in section 111 of Public Law 105-220; interested community members (including parents and community organizations); representatives of special populations; representatives of business and industry (including representatives of small business); and representatives of labor organizations in the State. You also must consult the Governor of the State with respect to development of the State plan. [Sec. 122(b)(1)(A)-(B)]

See Attachment C, New Hampshire Advisory Council for Career and Technical Education Membership

See Attachment D, Certification of Gubernatorial Consultation

4. You must develop effective activities and procedures, including access to information needed to use such procedures, to allow the individuals and entities listed in item 3 above to participate in State and local decisions that relate to development of the State plan. [Sec. 122(b)(2)]

See Attachment E, New Hampshire Advisory Council for Career and Technical Education Meeting Agendas, Materials, and Notes

5. You must develop the portion of the State plan relating to the amount and uses of any funds proposed to be reserved for adult career and technical education, postsecondary career and technical education, tech prep education, and secondary career and technical education after

consultation with the State agency responsible for supervision of community colleges, technical institutes, or other 2-year postsecondary institutions primarily engaged in providing postsecondary career and technical education, and the State agency responsible for secondary education. If a State agency finds that a portion of the final State plan is objectionable, the State agency must file its objections with you. You must respond to any objections you receive in the State plan that you submit to the Secretary. [Sec. 122(e)(3)]

See Attachment F. Certificate of Postsecondary Consultation

II. Program Administration

A. Statutory Requirements

1. You must prepare and submit to the Secretary a State plan for a 6-year period; or
You may prepare and submit a transition plan for the first year of operation of programs under the Act [Sec. 122(a)(1)]

This document presents New Hampshire's Five-Year State Plan under Sec. 122(a)(1).

2. You must describe the career and technical education activities to be assisted that are designed to meet or exceed the State adjusted levels of performance, including a description of –

(a) The career and technical education programs of study, that may be adopted by local educational agencies and postsecondary institutions to be offered as an option to students (and their parents as appropriate) when planning for and completing future coursework, for career and technical content areas that--

- i. Incorporate secondary education and postsecondary education elements;

A template, based on the national career clusters model, has been created for designing programs of study, known as Career Pathway Plans of Study (CPPOS) in New Hampshire. The template provides guidance for students on courses to be taken while in high school, Postsecondary programs related to the CPPOS, and other career information. The guidance documents will be distributed so that schools can download and edit the documents as needed to support the efforts of guidance, parents, and students in their career planning process. A copy of the template is provided as Attachment G.

The template will be used by secondary and postsecondary staff to design articulation agreements. By the end of the five-year planning period, CPPOS's will have been developed in fifteen of the career cluster areas. Eligible recipients, including secondary CTE centers and postsecondary CTE providers, will be required to partner in developing each of these documents. At the close of the transition year, each CTE center will have at least one CPPOS in place. Thereafter, where CPPOS's do not yet exist at a secondary center, State staff will provide technical assistance to design and implement a complete CPPOS.

- ii. Include coherent and rigorous content, aligned with challenging academic standards, and relevant career and technical content in a coordinated, non-duplicative progression of courses that align secondary education with postsecondary education to adequately prepare students to succeed in postsecondary education;

Over the five-year grant period, the State of New Hampshire will support local secondary and postsecondary partnerships in developing CPPOS's in fifteen of the career clusters areas. These CPPOS documents will recommend courses that students must take in high school to successfully transition to postsecondary education without redundancy or remediation. The CPPOS grid outlines every required course, both academic and technical, from grades 9-16. New Hampshire's CPPOS's will be individualized to the local schools/colleges such that students know State and local graduation standards as well as specific courses needed to enter a postsecondary program. Identification of challenging academic courses while in high school will be key to the CPPOS development. Where appropriate, the State will use the CPPOS process as the basis for developing written articulation agreements with postsecondary partners that will result in dual and/or advanced credit agreements. The CPPOS will outline courses at the secondary and postsecondary level that will lead to certification and/or a degree at both the sub-baccalaureate and baccalaureate levels. All Perkins-eligible

programs at the postsecondary level require an integration of rigorous and challenging academics into the technical coursework.

The CPPOS guidance grids will be updated to market appropriate and current academic courses at the secondary level and fully inform students and their parents of courses of study. These documents will outline: high school course recommendations, potential career paths, and college programs in the State to help students decide on postsecondary options and attain their career goals.

All secondary CTE programs in the State of New Hampshire must report individual student performance against the State's CTE program competencies. New Hampshire's CTE program competencies were designed using state and national standards. These competencies are in the process of being reviewed during the transition year by local industry partners and colleges. The reviews are expected to be completed by the end of the first year. Continually thereafter, all updated and new programs will be subject to similar reviews of their competencies for alignment with rigorous and coherent academic standards. The State will continually explore the potential implementation of curricula that will bring closer alignment between CTE and core academic instruction.

- iii. May include the opportunity for secondary education students to participate in dual or concurrent enrollment programs or other ways to acquire postsecondary education credits; and

The Community College System of New Hampshire will offer the Running Start program. This initiative allows high school students to enroll in college credit-bearing courses at a significant reduction in tuition. College courses will be offered during the day at high schools throughout New Hampshire. This dual-credit program meets high school requirements and satisfies college credits. These college credits can be used to continue at the community college

level or may be transferred to other colleges throughout the United States.

- iv. Lead to an industry-recognized credential or certificate at the postsecondary level, or an associate or baccalaureate degree;

The CPPOS guidance documents outline available postsecondary certificates, diplomas, degrees, or apprenticeship opportunities that can be earned at a number of colleges related to a secondary student's career plans. Additionally, the CPPOS guidance document displays a clear plan of study from grades 9 through 16 which includes the attainment of high school graduation, a two-year degree, and a four-year degree

- (b) How you, in consultation with eligible recipients, will develop and implement the career and technical programs of study described in (a) above;

By the end of the five-year grant period, secondary and postsecondary eligible recipients will be required to evaluate whether their students have at least one opportunity to enroll in a CPPOS. These evaluations will generally include:

- Determining whether their programs lead to careers that require high skills, offer high wages, or are in high demand;
- Assessing how well secondary and postsecondary programs articulate, including opportunities for earning dual credits;
- Consulting with Tech Prep staff for coordination with key stakeholders.

If, after the evaluation, it appears that a secondary CTE center does not yet offer an opportunity for students to enroll in a CPPOS, the eligible agency will provide technical assistance to bring existing programs up to the CPPOS standards. Tech Prep staff will help coordinate discussions between secondary schools and postsecondary institutions. Education consultants from the New Hampshire Department of Education will be

assigned to provide assistance around designing programs using the career clusters scheme. This assistance will include the drafting of an articulation agreement/MOU and the establishment of dual-credit opportunities for students. If needed, the technical assistance will help local secondary centers, colleges, and apprenticeship sponsors access information on high-skill, high-wage, or high-demand career opportunities.

By the end of the five-year grant period, all secondary CTE centers statewide will offer at least one CPPOS opportunity. As new programs are created and approved by the eligible agency, a document will be created to illustrate the CPPOS, for use by students, their parents, and guidance counselors. This document will be posted as a model on the Department's website.

- (c) How you will support eligible recipients in developing and implementing articulation agreements between secondary education and postsecondary education institutions;

Over the five-year grant period, the State of New Hampshire will help secondary CTE centers and postsecondary institutions develop CPPOS's in fifteen of the career clusters. These CPPOS documents will include the recommended courses that student must take in high school to successfully transition to postsecondary education without redundancy or remediation. New Hampshire's CPPOS's will be individualized to the local schools/colleges such that students know what they need to take as required by State and local graduation standards as well as the specific courses they will need to enter an identified postsecondary program.

The key to CPPOS development will be the identification of challenging academic courses while in high school that will assist students' transition to postsecondary without a need for remediation. Where appropriate, the State will use the CPPOS process as the basis for developing written articulation agreements with postsecondary partners that will result in dual and/or advanced credit agreements. The CPPOS

will outline courses, both academic and technical, that will lead to certification and/or a degree at both the sub-baccalaureate and baccalaureate levels.

Currently, most articulation agreements are signed at the local level, because the agreements usually include one secondary school and one local college. The 28 secondary CTE centers and the Community College System of New Hampshire seek to build statewide articulation agreements in all secondary CTE program areas. These agreements will be approved by the commissioner of the Department of Education and the chancellor of the Community College System. New Hampshire currently has model statewide articulations in the Early Childhood Education and Automotive programs. These models will be adapted in other program areas when relevant and appropriate.

- (d) How programs at the secondary level will make available information about career and technical programs of study offered by eligible recipients;

New Hampshire has a state-approved model CPPOS. The development and use of this guidance plan will be the basis for professional development of CTE teachers, guidance counselors, and college partners. Schools are and will be asked to send teams that can receive instruction in the development of local CPPOS's. Ongoing support will be provided to help schools move the plan of study into an articulation agreement that results in dual credit. This will result in schools having a document that they can use for student recruitment. The local CPPOS will outline for students, parents, and guidance the dual credit and advance standing opportunities students have by participating in the identified CTE program. The Department will post all CPPOS documents from every school as they become available on the New Hampshire Department of Education web page.

The Department of Education expects to update more generic CPPOS documents for the fifteen career cluster areas so schools can use that information in their local course offering documents.

Information on career opportunities will be required elements of the CPPOS's. For local secondary centers and their postsecondary partners that have difficulty identifying or sharing this information, professional development will be provided on the completed CPPOS tools and how they connect to career clusters. The Department will sponsor at least one employer exposition annually to share the information with businesses and parents. Booth materials will advertise the plans of studies at events which may be attended by parents and employers.

- (e) The secondary and postsecondary career and technical education programs to be carried out, including programs that will be carried out by you, to develop, improve, and expand access to appropriate technology in career and technical education programs;

Tech Prep consortia will continue their research and development role by identifying new and emerging technologies that secondary and postsecondary schools could incorporate into their programs. Current program designs at the local and national level will be analyzed for inclusion of new and emerging technologies. Most importantly, the consortia will solicit guidance from employers on state-of-the-art technologies that ought to be addressed in CTE programs. Curricula that use state-of-the-art technology will be available for schools to upgrade, modify, or build into their local programs.

Priority for improving access to such technologies will be given to programs in the following areas:

- Environmental technology,
- Biomedical manufacturing,
- Biotechnology,
- Integrated advanced manufacturing,
- Photonics/lasers,
- Green construction,
- Biomedical sciences,
- Criminal justice technology,

- Administration of justice, and
- Gaming/simulation.

(f) The criteria that you will use to approve eligible recipients for funds under the Act, including criteria to assess the extent to which the local plan will—

Programs that meet rigorous standards will be approved for support under the Perkins Act. To become eligible recipients, secondary CTE centers will be required to satisfy State-board standards for programs and meet state-level statutory/regulatory requirements such as RSA 188:E, where secondary centers must meet oversight standards and offer at least five CTE programs. All of these requirements are included in the New Program Checklist, which contains 26 criteria that must be satisfied before a program gains approval.

Charter Schools, which are considered public schools in New Hampshire, may also be eligible to receive federal Perkins funding if they offer career and technical education. They will become part of the regional CTE structure by becoming signatories to the regional agreement that covers their geographic location. Charter Schools do not, however, have to meet the requirement to offer at least five approved programs. They will be subject to program approval status, however, and be considered sub-centers within their region.

i. Promote continuous improvement in academic achievement;

The state will continue to work with middle school educators to develop and deliver the *Foundations of Work and Family* competencies. The goal is to help students understand earlier in their academic careers what is required to attain academic and technical skills and to graduate from high school, prepared for college in their chosen career path.

Secondary CTE centers will also be evaluated for continuous improvement in the academic performance of their students.

Performance will be rewarded, assisted, or sanctioned as part of the annual process of granting funds to eligible recipients. Applications for funding will focus on the extent to which performance exceeds, meets, or falls short of the goals for each indicator. Reserve funds will be used as an incentive to reward performance that exceeds performance goals or as a source of supplemental support for secondary CTE centers experiencing poor performance.

The College Board's placement test, Accuplacer Online, may be used to encourage secondary students to enroll in academic courses that will best prepare them for postsecondary institutions. Students may choose to take the placement exams used by many colleges before they leave high school, giving them a benchmark of their academic achievement.

Knowing they need additional coursework in math or English while still in high school may help some students avoid costly remediation and delays when they reach postsecondary programs. Accuplacer assessments may be required to encourage students to strive for rigorous academic courses that relate to their CTE. With encouraging test scores on these college placement exams, some students may choose to enroll in dual-credit courses, thus making the best use of their high school years. Results from these tests will be used with secondary students as a guidance tool to inform newly enrolled students of how well their academic performance meets postsecondary entry requirements and what needs more attention to meet these entry requirements. If Accuplacer results will encourage students to raise their academic expectations and goals, academic attainment will continue to improve.

- ii. Promote continuous improvement of technical skill attainment; and

As with all indicators, secondary performance on technical skill attainment will be rewarded, assisted, or sanctioned as part of the annual process of granting funds to eligible recipients. The technical

skills attainment of students attending each secondary CTE center will annually be measured against performance goals. Wherever performance is less than 90% of the statewide goal, the eligible recipient will initially receive technical assistance to raise performance. If performance continues to fall short of the 90% threshold, the eligible recipient will need to submit a Performance Improvement Plan, and a portion of the eligible recipient's allocation must fund the improvement plan activities. Reserve funds will be used as an incentive to reward eligible recipients that exceed statewide performance goals by the largest margins.

Programs at the postsecondary level will be routinely reviewed to ensure that they are adequately subscribed and meet a market need. Program reviews examine curriculum and faculty, program enrollment and retention, and number of graduates. Standards established by the Commission for Institutions of Higher Education and standards prescribed by individual program accrediting bodies will be used as guidance.

New associate degree programs will be considered for approval by the Board of Trustees of the Community College System of New Hampshire. After a request is submitted, a clear and specific process begins. The process is outlined in the Board of Trustees policy manual, Academic Section, D. (see <http://www.ccsnh.edu/documents/academicsection-Revised6-20-07.pdf>.)

- iii. Identify and address current or emerging occupational opportunities;

Tech Prep directors will assist secondary and postsecondary CTE providers in identifying quality occupational opportunities. Local secondary postsecondary partners will receive help in incorporating economic and workforce data into their CPPOS's. The Tech Prep Consortia will assist schools in identifying new and emerging

curricula for the CTE centers using local, state, and national labor market and economic development data.

Occupations in current and emerging areas will receive priority if they also show potential for employment using state-of-the-art technologies. Programs in the following areas will receive top priority because they lead to occupations using the latest technology as well as promise strong growth in the coming years:

- Environmental technology,
- Biomedical manufacturing,
- Biotechnology,
- Integrated advanced manufacturing,
- Photonics/lasers,
- Green construction,
- Biomedical sciences,
- Criminal justice technology,
- Administration of justice, and
- Gaming/simulation.

Secondary CTE centers will continue to be required to apply for new program approval in order to access Perkins funds to support those programs. As part of gaining state-level approval of a new program, the CTE Center will outline the supporting labor market and economic development data that demonstrate a need for the skills to be taught in the program. Similarly, secondary CTE centers are extensively evaluated every five years, and a significant part of the evaluation reviews programs for their linkages to labor markets and economic development initiatives, once again demonstrating a need for the skills to be addressed by the program.

- (g) How programs at the secondary level will prepare career and technical education students, including special populations, to graduate from secondary school with a diploma;

The New Hampshire Department of Education will continue to promote foundational academic, technical, and workplace skill development at the middle schools, through identification of and support for appropriate curriculum areas. As an example, the State has developed and provided professional development on program guidelines for middle school Family and Consumer Sciences and Technology Education curricula that provide the fundamentals for students as they work to become productive students, workers, family members, and citizens.

The State will help CTE instructors and administrators connect with middle school and high school educators in various academic content areas to provide career education information. The Career Pathway Plans of Study (CPPOS) will be promoted as a tool to be used at all levels of secondary education to help students and parents make informed decisions. This will assist students with the identification of a CTE program that will not only be of interest, but will provide them with the skills and knowledge to reach their career goals.

The State of New Hampshire is actively involved in the creation of alternative education opportunities to address and serve students identified as “at risk of dropping out” of school. Career and technical education is one of the recognized alternatives for helping at-risk students complete their education and receive a secondary diploma. The State will support alternative educational opportunities through ongoing professional development for guidance, Family and Consumer Sciences, Technology Education, and CTE specialty educators and administrators. Additional professional development will focus on helping students who need special-education graduate and receive a diploma from secondary education.

- (h) How such programs will prepare career and technical education students, including special populations, academically and technically for opportunities in postsecondary education or entry into high-skill, high-wage, or high-demand occupations in current

or emerging occupations, and how participating students will be made aware of such opportunities;

The CPPOS will play a key role in informing students of opportunities in continued education or entry into the workforce. The CPPOS will list recommended academic courses for students to take for career success. Schools will be able to access relevant documents and guidance on the web and will receive technical assistance on modifying CPPOS's for local use with students. Documents and guidance will be accessible on the web, including information postsecondary CTE opportunities that are linked to secondary programs. For example, the guidance documents currently tell students which colleges in New Hampshire offer the programs, and on the web they will be able to click on the link and go directly to information on that college program.

New Hampshire has a long-term goal of at least implementing one CPPOS in 15 of the career clusters. Also at the end of the five-year period, all secondary CTE centers statewide will need to offer at least one CPPOS opportunity for their students.

Competencies for new or updated programs will be required to align with national, state, and local standards. The New Hampshire Department of Education will work with employers and the Community College System to validate the competencies and modify as needed.

Local CTE centers will be able, through data collection, to determine the enrollment and completion status of students in the special population categories. In addition, publications and recruitment activities will promote images of successful adults representing special populations. The New Hampshire Department of Education will urge secondary CTE centers to have equity committees whose task is to ensure that all students, including members of special populations, are well informed, encouraged, and supported in their career choices. Where data indicate that special populations are not entering particular programs or are performing poorly, local recipients will be required to identify why this is so and address the issue. Technical assistance will also be available

from the State in developing strategies for helping students in special populations overcome the barriers they face.

The New England Common Assessment Program (NECAP), the assessments meeting accountability requirements under the No Child Left Behind (NCLB) Act, tests students at the beginning of the eleventh grade. Unfortunately, the academic gains of students in CTE programs cannot be documented or measured through these assessments. In School Year 2006-07, Accuplacer was piloted as an alternative means of assessing students' academic gains. From this pilot year it was expected that the Accuplacer tests would inform students early enough in their high school career of their levels of math and reading comprehension to help them choose courses accordingly. For example, if students learn through the evaluation that they need more algebra to be accepted into the college program, they will have time to add that class to their schedule while in high school and decrease their need for remediation. Armed with this information, students will put more effort into their academic studies. Overall data on academic attainment will show the gains that students make while in CTE programs.

There are three ways that New Hampshire academically and technically prepares students, including special populations, for opportunities in postsecondary education or high-skill, high-wage, or high-demand occupations. The first is through use of the CPPOS. By the end of the five-year period, the State of New Hampshire will have model, state-approved CPPOS's in 15 career cluster areas. To assist in this endeavor, the State is joining forces with Tech Prep to offer material support in the form of liaison engagement, research, acquisition of new and emerging occupation materials, and regional conferences to share information and resources.

The second consists of a working group that has been formed consisting of local CTE directors, state personnel, postsecondary educators, and Tech Prep representatives to discuss new and emerging fields based on labor market data that can inform program offerings in the State through the CTE center structure.

The third way is through web-based competency reporting, which will facilitate more reliable reports of student competency attainment. The competencies will be crosswalked with grade span expectations (GSE's) for core academic areas. This crosswalking will ensure that the CTE competencies are of high quality. Reports will sort data on all subsets of the special population categories, including the three categories required under NCLB: sex, race, and migrant status. State-level analysis will determine how well special populations of students access programs and meet performance accountabilities. This information will be shared with State liaisons who in turn will work with the state equity coordinator and their respective CTE directors at the local level to address any issues the data might reveal.

Eligible recipients will also address the needs of special populations as prescribed by the Perkins Act. Each recipient at the secondary or postsecondary level is required to address equity issues, either through the existence of a formal equity committee charged with oversight on this subject, or through other less formal but equally as important methods designed by the individual recipients. The monitoring guide has been revised to include verification of equity activities for each recipient at the secondary level. The postsecondary eligible recipient is monitored during the application, mid-year, and final reporting periods. This requirement will potentially generate requests for material and professional development needs which will be addressed by the state equity coordinator and other appropriate individuals.

The design of the CPPOS requires the participation of academic guidance counselors. With their participation, students will have another adult, along with the CTE director, parents, and individual teachers, supporting the students' thinking about accessing programs at the college level.

- (i) How funds will be used to improve or develop new career and technical education courses—

- i. At the secondary level that are aligned with rigorous and challenging academic content standards and student academic achievement standards adopted by the State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as amended;

Applications for new CTE programs will require that all competencies for proposed programs meet State academic standards. Approval of a new program will only be granted once the eligible recipient demonstrates that the grade span expectations for New Hampshire have been adequately addressed. In cases where proposed new programs do not exhibit an alignment with state academic standards, eligible recipients will need to modify the proposed program's curriculum or competencies. When a program is found to not meet academic standards after implementation, either in the monitoring or center/program evaluations, the State will require corrective action plans to strengthen the academic content of secondary CTE instruction.

The Career Development Bureau will collaborate with the curriculum and instruction staff who manage NCLB compliance activities in New Hampshire to determine how much the CTE competencies integrate academic standards. During the first of the five years, crosswalks will be developed to determine whether the technical core competencies for each CTE program meet standards for grade level expectations for English/language arts, math, and science.

- ii. At the postsecondary level that are relevant and challenging; and

The relevance and challenge of postsecondary programs will be part of the process for approving programs at this level. The Community College System of New Hampshire will continue to have internal and external processes in place that ensure the relevance and

challenge of new and existing programs. The eligible agency, through its application, mid-year reports, and final reports, will track how existing or new programs are relevant and provide academic and technical rigor.

- iii. That leads to employment in high-skill, high-wage, or high-demand occupations;

The New Programs Checklist was updated during the transition year to require high labor market demand as another criterion for the approval of new programs. With this addition, all three criteria will be defined as follows:

High Skill: Careers where program completers attain licenses, business and industry credentials, and certificates and diplomas at the postsecondary level;

High Wage: Occupations with earning potential that meets or exceeds a livable wage in New Hampshire;

High Demand: Careers with long-term projected demand that exceeds the statewide average in terms of number of annual openings.

- (j) How you will facilitate and coordinate communications on best practices among successful recipients of tech prep program grants under Title II and other eligible recipients to improve program quality and student achievement;

The main means of communicating best practices will be through professional development. TEC-NH, a consortium of CTE administrators, has hired a professional development coordinator who will develop a series of training opportunities for both faculty and administrators. Because they will have a critical role in providing professional development, the Tech Prep directors will also collaborate with the new coordinator.

The major professional development opportunities for CTE administrators will be an annual conference and monthly meetings during the school year, sponsored by the New Hampshire Career and Technical Administrators (NHCTA). Department of Education administrators, postsecondary administrators, and Directors of secondary CTE centers regularly attend the monthly meetings. Recently, Tech Prep directors have joined these meetings as they play a central role in organizing CTE around career clusters. Within their assigned career clusters, the Tech Prep directors will work with secondary CTE centers and postsecondary faculty to market new programs in the centers that do not currently have a program that falls under the assigned career cluster.

The annual NHCTA conference and monthly meetings will be used to showcase best practices that combine CTE and core academics, to develop new strategies to deliver CTE programs, and to increase the number of students enrolling in programs. Faculty will have the opportunity to participate in other academic cross trainings such as the Math-in-CTE initiative supported by the National Research Center for Career and Technical Education.

Promising practices such as the use of the CPPOS will be accessible on the Department's web site. A model template will be available on the web site for adopting or adapting by schools and secondary CTE centers. Access to the template will be supported by annual professional development trainings.

- (k) How funds will be used effectively to link academic and career and technical education at the secondary level and at the postsecondary level in a manner that increases student academic and career and technical achievement; and

At the secondary level, funds will be used to align the technical core competencies of CTE programs with the grade span expectations (GSE's) for math, language arts, and science, as assessed in the NECAP. Crosswalks will be developed to determine alignment between state academic standards and CTE program competencies.

Math-in-CTE is an evidence-based method to improve the math skills of CTE students. Technical assistance from The National Research Center for Career and Technical Education is being offered to instructors beginning in school year 2008-09. Teacher teams consisting of a math teacher and a CTE teacher will work together to find and enhance the math naturally occurring in CTE curriculum. Research supports enhanced math instruction in CTE courses as a method to improve the quality of technical knowledge and academic rigor. A community of practice is expected to develop from this training as it brings math and CTE teachers together, while encouraging students to understand math as an essential workplace skill. An approach such as this will also be put into practice over the five year planning period to strengthen students' literacy skills.

Postsecondary programs require links between students' academic attainment and progress in gaining technical skills. The minimum number of credits for all associate degrees is 64 credits, with a maximum of 68 credits. When needed, remedial instruction will be taken in addition to the collegiate-level requirements of the degree program. Whenever possible, remediation will be pursued concurrently with technical training.

All associate degrees in eligible CTE programs will have a general education core. The general education core consists of courses drawn from the sciences, the social sciences, the humanities, and other instruction that prepares the student for life experiences. General education courses will fall into the following areas:

- English Composition, Literature, and Communication,
- Science,
- Math,
- Humanities/Fine Arts/Foreign Language, and
- Liberal Arts electives.

A professional certificate requires completion of a minimum of 32 semester hours of credit, with a maximum of 36 semester hours, to develop skills in an occupational field. A professional certificate also consists of a minimum of 12 credits in general education and is designed to facilitate transfer into an associate degree, if the student decides to continue.

Funds are currently being used to support the postsecondary consortium in gathering data, managing projects, and promoting ongoing collaboration between secondary CTE centers and community colleges in developing articulation agreements. These funds will be used on an ongoing basis to bring high school and postsecondary educators together to review and upgrade postsecondary curriculum to meet local and national standards.

- (l) How you will report on the integration of coherent and rigorous content aligned with challenging academic standards in career and technical education programs in order to adequately evaluate the extent of such integration. [Sec. 122(c)(1)(A)-(L)]

The extent to which core technical competencies incorporate state academic standards will be evaluated by determining the number of academic grade span expectations (GSE's) that are integrated into a program's competencies. All CTE programs will be crosswalked with the GSE's during the first of the five years. Academic content specialists at the Department of Education will assist in determining the number of GSE's integrated into each program. After the first year, all programs with updated competencies and all new programs will be crosswalked with the GSE's.

Results of these crosswalks will be communicated to the secondary CTE centers as they are completed. In the case of new programs, the crosswalk results will be immediately shared with the eligible recipient that is proposing the new program. This information will be shared while the new program is under development rather than at the point when the eligible recipient submits a full request for new program

approval. Crosswalk results for upgraded programs will be released to all secondary CTE centers that offer the program, and the results will also be posted on the web.

3. You must describe how comprehensive professional development (including initial teacher preparation and activities that support recruitment) for career and technical teachers, faculty, administrators, and career guidance and academic counselors will be provided, especially professional development that.
 - (a) Promotes the integration of coherent and rigorous academic content standards and career and technical education curricula, including through opportunities for academic and career and technical teachers to jointly develop and implement curricula and pedagogical strategies;

Academic and CTE content will be integrated primarily through four professional development activities:

- Training in the development and application of the CPPOS requires CTE instructors and guidance staff to think differently about students' career pathways and CTE in general. These educators must design a parallel sequence of study where CTE students are encouraged to take rigorously academic courses at the same time as they are enrolled in CTE classes.
- New instructors will also attend the Summer Survival Workshop that prepares new instructors for classroom-level activities that integrate academic and CTE content. Specific programs such as Math-in-CTE will integrate rigorous academics with CTE. The core competency crosswalks of all programs will also keep the integration of academic and CTE content in focus and in the foreground in New Hampshire.
- Conversations will take place about creating a collaborative learning community that bridges academic core content with CTE standards.
- A council of Department consultants working in the academic subject areas and consultants working in CTE will also be convened

to identify programs or particular core competencies that would benefit from further integration.

- (b) Increases the percentage of teachers that meet teacher certification or licensing requirements;

A certification program for CTE instructors is and will be offered through the Community College System of New Hampshire. This program provides an alternative means for gaining certification that meets the requirements for certification listed under State Standard Ed 5050.4 and 507.2. Known as Alternative IV, this program offers incoming candidates the chance to gain credit toward associate and bachelor's degrees in education, based on prior postsecondary studies and occupational experience. Candidates are required to complete this program within three years of starting instruction.

- (c) Is high quality, sustained, intensive, and focused on instruction, and increases the academic knowledge and understanding of industry standards, as appropriate, of career and technical education teachers;

The State will review the current professional development options available for CTE educators. This may include reviewing local school districts' master professional development plans as appropriate. If necessary, the State will expand and develop ongoing professional development opportunities that will include targeted training for:

- Curriculum enhancement based on industry needs;
- Integration of CTE with academic core content, such as literacy enhancements or the Math-in-CTE model;

- (d) Encourages applied learning that contributes to the academic and career and technical knowledge of the student;

Recently revised school standards in New Hampshire require that all school districts provide the opportunity for all students to:

- Access competency based curricula,

- Pursue extended learning opportunities, and
- Demonstrate mastery through projects and other forms of applied learning.

The competency based assessments of applied learning will need to align with the grade span expectations. These expectations will be crosswalked with the content of CTE, yielding applied learning opportunities that provide both academic instruction and CTE.

- (e) Provides the knowledge and skills needed to work with and improve instruction for special populations; and

The Department does and will work with the Community College System of New Hampshire and Granite State College to design professional development for paraprofessionals. Instruction will cover the needs of students that are disadvantaged, ESOL, Title I, Special Education, and homeless.

- (f) Promotes integration with professional development activities that the State carries out under Title II of the Elementary and Secondary Education Act of 1965, as amended, and Title II of the Higher Education Act of 1965, as amended. [Sec. 122(c)(2)(A)-(G)]

A master CTE professional development plan will be developed by a team of educators. The team will include but not be limited to CTE teachers, CTE directors, administrators and teachers from middle and high schools, cross-bureau DOE consultants (e.g. Title II from the Bureau of Integrated Programs), staff from the Local Educational Support Center Network in New Hampshire, and staff from TEC-NH (the CTE consortium in New Hampshire). This team will develop goals for integrating NCLB accountability with Perkins accountability to:

- Improve all students' learning,
- Improve teacher effectiveness,
- Set high standards for teachers,
- Promote continuous and sustainable staff learning, and
- Enhance staff intellectual and leadership capacity.

A needs assessment instrument and activities will be provided for all stakeholders to identify professional development needs. The long-term goal will be to evaluate findings to make improvements in professional development. The Department will then ensure that evaluation criteria include at least:

- Improvement in teaching,
- Improvement in student learning, and
- Narrowing of student achievement gaps.

A professional development coordinator has been hired and will:

- Provide professional development to support CTE programs locally, regionally, and statewide by working in collaboration with CTE Directors/TEC-NH and the Department of Education;
- Identify professional development needs for CTE teachers and programs throughout the state;
- Assist in teacher credentialing.

4. You must describe efforts that your agency and eligible recipients will make to improve—

(a) the recruitment and retention of career and technical education teachers, faculty, and career guidance and academic counselors, including individuals in groups underrepresented in the teaching profession; and

A CTE mentoring program will be researched and developed by TEC-NH in partnership with the NH Teacher Quality Enhancement System to launch an induction with mentoring project. This partnership will assist in developing and employing a system to support new CTE teachers, career guidance staff, and academic counselors to increase longevity in the professions. Each school that has CTE instructors will have a dedicated Career and Technical Education mentor program.

(b) the transition to teaching from business and industry, including small business. [Sec. 122(c)(3)(A)-(B)]

A promotional campaign will be launched to bring experience from particular business and industry sectors into CTE. This will include collateral materials on alternative certification options for potential instructors. This campaign will also include a statewide initiative to bring business and industry professionals into CTE classes. These professionals will experience a Teacher for a Day Exchange Program; teachers will visit business and industry partners while professionals from business and industry will visit participating schools. A series of public forums and presentations will be given at local Chambers of Commerce, professional industry organizations, and national and regional conferences. Recruitment strategies will use on-line postings to promote available positions. A brochure for industry and businesses will also be available.

5. You must describe efforts that your agency and eligible recipients will make to improve the transition of sub baccalaureate career and technical education students into baccalaureate degree programs at institutions of higher education.

Two major efforts will take place at the Community College System of New Hampshire regarding smooth transitions from subbaccalaureate career and technical education programs to baccalaureate degree programs.

Each of the seven colleges is committed to drafting and implementing articulation agreements to specific programs throughout the academic year (see Attachment L). These agreements are reviewed annually. Upon review, in the spring of each year, an updated report is published and distributed to each of the colleges along with Tech Prep Directors, Department of Education staff, and secondary CTE Center Directors.

The second effort regarding smooth transitions for students will be implemented as part of the work on the CPPOS. These plans will be developed by faculty and administrators from both the secondary and postsecondary levels. CPPOS development will involve aligning coursework from high school career and technical education centers with courses offered at the community colleges. The task of alignment will start

with instruction at the secondary level, identifying coursework needed to complete the CTE program and high school graduation requirements. Once the secondary program and graduation requirements are determined, community college programs will be evaluated for how well they align with the secondary instruction. Part of this task will include the identification of secondary programs that are recommended if students want to succeed in a community college. Following this, a similar evaluation of baccalaureate instruction will take place. Again, instruction and requirements at both levels of postsecondary education will be reviewed to determine how well they articulate to create a “seamless” sequence of instruction for students.

6. You must describe how you will actively involve parents, academic and career and technical education teachers, administrators, faculty, career guidance and academic counselors, local business (including small businesses), and labor organizations in the planning, development, implementation, and evaluation of career and technical education programs in your State. [Sec. 122(c)(5)]

Program oversight will take place at the statewide, regional, and programmatic levels.

Statewide. The New Hampshire Advisory Council for Career and Technical Education will oversee CTE programs at the broadest level and include the greatest variety of stakeholders: parents, teachers, administrators, faculty, counselors, businesses, and labor. The Council will play a leadership role at the state level, focusing primarily on planning the future of CTE. The council will continue to watch economic and societal trends, anticipate workforce needs, and help or recommend priorities for CTE development in New Hampshire.

Another form of statewide oversight of CTE programs will come from the New Hampshire Career and Technical Administrators (NHCTA). As its name implies, this body consists primarily of secondary and a representation of postsecondary administrators. NHCTA meets almost every month during the academic year and convenes a conference in the summer. Members of this organization have provided significant input into the Five-Year Plan

through four action teams focusing on program improvement, rigorous academics, relationships between CTE at the secondary and postsecondary levels, and the needs of business and industry.

Regional. Each of the 19 secondary CTE regions is overseen by an advisory council. The composition of these councils is defined by New Hampshire statute (cf. RSA 188: E), and each conducts its operations under a formal agreement. Each council oversees the secondary center or centers within its respective region. These councils review the performance and need for programs within regions, constantly receiving input from oversight panels at the programmatic level.

Programmatic. At the most local level, each particular program is overseen by a committee composed of instructors, administrators, and representatives of business and industry. These committees will annually evaluate programs in the following areas:

- alignment with industry standards,
- curricula,
- competency development,
- assessments, facilities, and instructors, and
- Integration of academic standards into competencies.

During the next five years, the scope of advisory committee activity will expand. The increasing need for CTE programs to span the secondary and postsecondary levels of education will be met with new committees that include representation at both levels. These multi-level committees will be a natural outgrowth of the CPPOS's and provide better articulation to support career pathways. Statewide program advisory committees are also planned for the next five years. Statewide articulation agreements already exist in selected program areas and the statewide committees overseeing these areas will serve as models for statewide committees in other program areas.

7. You must describe efforts that your agency and eligible recipients will make to—

- i. The core academic subjects (as defined in section 9101 of the Elementary and Secondary Education Act of 1965, as amended); and
 - (a) Improve the academic and technical skills of students participating in career and technical education programs, including by strengthening the academic and career and technical components of career and technical education programs through the integration of academics with career and technical education to ensure learning in—

The Department will continue to promote foundational academic, technical and workplace skill development at the middle school level. New Hampshire will help CTE educators and administrators to connect with middle school and high school educators in various academic content areas to provide career education information. The State will also work with middle schools to help students see closer connections between academic and technical processes. Academic assessments that meet accountability requirements of NCLB will be used to help students make better-informed decisions about high school coursework.

As the Department develops new programs or updates competencies for existing programs, the core content of academic subject areas will be incorporated into these program competencies. Competencies will be crosswalked to the academic competencies for English/language arts, mathematics, and science

In the first year of the five-year planning period, models designed for literacy that meet state competency standards for core academic credit will be examined. The Math-in-CTE program will be adopted as a means of integrating more academic content into CTE. In year two the State will offer training to CTE center staff and high school staff on the suggested models which are most likely to meet the needs of high school students. New Hampshire will explore

possibilities with pilot schools to test the implementation of technical writing and reading courses for years three through five.

Currently, the New Hampshire Department of Education is implementing a Literacy Action Plan for the 21st Century to guide all districts in addressing literacy in every content area including CTE. Next year, the statewide initiative will focus on mathematics and numeracy, and a similar action plan will be developed and disseminated across the state.

New Hampshire CTE staff will review additional options for integrating academic content into CTE. The highly qualified teacher requirements as outlined in New Hampshire's NCLB workbook provide opportunities for strengthening the academic content of CTE. Co-teaching opportunities will also be explored.

Over the full five-year grant period, New Hampshire will support local secondary and postsecondary programs to develop CPPOS's in 15 career clusters across the state. A key component of CPPOS development will involve the identification of challenging academic coursework for students while in high school. Where appropriate, the State will use the CPPOS process as the basis for updating and developing written articulation agreements with postsecondary partners that may result in dual and/or advanced credit. The CPPOS will outline courses that will lead to certification and/or a degree at both the sub-baccalaureate and baccalaureate levels.

ii. Career and technical education subjects;

The competency requirements under the New Hampshire standards for school approval will be used to continue strengthening CTE instruction. All program competencies will receive a complete review and be revised as needed to incorporate the 21st Century Skills.

All CTE programs have state-approved competencies that were developed using national industry standards. To continually upgrade the CTE content of program competencies, each CTE program will have review committees composed of representatives of business and industry and faculty of postsecondary programs to validate that the competencies are current and meeting industry standards.

The Tech Prep consortia are charged with examining new and emerging technical programs for alignment with national standards. They will review CTE programs in New Hampshire and make recommendations for program improvement models that meet the needs of individual secondary CTE centers. The Tech Prep directors will work with the secondary centers to strengthen their programs to meet national standards. As part of the program design, each new or improved program will have a CPPOS outlining the courses that secondary students need to take in high school and the college program to which they will transition.

- (b) Provide students with strong experience in, and understanding of, all aspects of an industry; and

Familiarity with all aspects of industry will start at the middle school level, where the Department will continue to promote foundational academic, technical, and workplace skills. The State will help CTE educators and administrators connect with middle school and high school educators in various academic content areas to provide career education information.

The competencies for each secondary CTE program include a core set of competencies that address the SCANS skills as well as all aspects of industry. Over the next several years, entrepreneurship standards will also be embedded in CTE program competencies.

All aspects of industry are and will continue to be required elements of CTE program approval standards. Because all aspects of industry are part of the new program requirements, they will also be part of the

periodic evaluations of secondary CTE centers and their programs; each program at a center will be held to the same standards as new programs, including adequate instruction in all aspects of industry.

- (c) Ensure that students who participate in career and technical education programs are taught to the same challenging academic proficiencies as taught to all other students. [Sec. 122(c)(7)(A)-(C)]

Regardless of whether they are enrolled in comprehensive high schools, approved charter schools, or approved home schooling programs, CTE students will also be held to the same challenging academic proficiencies as those taught to all other students. All program competencies will be evaluated to determine the extent to which academic content is incorporated into CTE. Results of these evaluations will be used to determine whether the program competencies already meet academic standards (i.e., Grade Span Expectations or GSE's) or whether further work is needed to bring closer alignment with the GSE's.

The CPPOS's will also direct secondary students into challenging academic coursework that complements their CTE instruction. By recommending rigorous academic studies, the CPPOS will help students become better prepared for admission into postsecondary programs. The CPPOS documents will be individualized to the local schools/colleges such that students know State and local graduation standards as well as the specific academic courses needed to enter a postsecondary program.

The identification of challenging academic courses while in high school will be critical to the CPPOS development. Where appropriate, the State will use the CPPOS development process as the basis for developing written articulation agreements with postsecondary partners that will result in dual and/or advanced credit. The CPPOS will outline rigorous courses that will lead to certification and/or a degree at both the sub-baccalaureate and baccalaureate levels. Reviews of CTE student course taking will also be used to validate whether students are opting for the more rigorous instruction, or not.

8. You must describe how you will provide local educational agencies, area career and technical education schools, and eligible institutions in the State with technical assistance. [Sec. 122(c)(15)]

The Career Development Bureau within the New Hampshire Department of Education will offer technical assistance on a regular basis to all eligible recipients. Assistance will be provided through two means:

- Recipient-based assistance—Department staff will serve as liaisons to provide technical assistance to all grant recipients, of which there are 28 secondary centers, one postsecondary consortium, and state institution(s) funded with State Leadership funds. Liaison responsibilities will include reviewing and approving annual applications for funding, assisting with new program development, and responding to issues that arise through various accountability mechanisms. Mid-year reports, final reports, and monitoring visit records will also be regularly reviewed by the liaisons.
- Cluster-based assistance—Each educational consultant will be assigned the responsibility of facilitating the development of CPPOS’s within the career clusters model. This will involve development of competencies, articulation agreements, and more generally, linkages between secondary schools and postsecondary institutions. The consultants will work with the Tech Prep directors to create programs in new and emerging occupational areas.

In the event that technical assistance is needed for larger statewide issues, the Bureau will provide workshops, trainings, and conferences. In providing this technical assistance, the Bureau will partner with the Department’s Statewide System of Support for School Improvement. This partnership is expected to expand capacity to deliver the technical assistance and bring the benefit of closer integration of CTE with instruction in the core academic content.

9. You must describe how career and technical education in your State **relates to your State's and region's occupational opportunities.** [Sec. 122(c)(16)]

The Tech Prep consortia will identify new and emerging curricula for the secondary CTE centers, a crucial part of which is identifying program areas that link with occupational opportunities. Three key criteria adopted by New Hampshire for developing new CTE programs—high-wage, high-demand, or high-skill—form the link between CTE programs and occupational opportunities. The sources of this information include:

- High Wage: Economic and Labor Market Information, Long-Term Projections of Earnings, New Hampshire Employment Security;
- High Demand: Economic and Labor Market Information, Long-Term Projections of Job Growth, New Hampshire Employment Security; Long-Term Projections, Industry Growth, New Hampshire Department of Economic Development; or
- High Skill: Economic and Labor Market Information, Comparisons of Fastest Growing Occupations, New Hampshire Employment Security.

This information will be used to base CTE programs in economic and labor growth in three areas:

- The CPPOS: As part of their responsibility for developing the CPPOS's, the Tech Prep directors will train CTE center staff in using labor and economic data to design and implement the plans.
- New Program Standards: All State will require that applications for new CTE programs demonstrate that the proposed program meets a market need. Eligible recipients must demonstrate that they will provide high-wage, high-demand, or high-skill opportunities for students.
- Center/Program Evaluations: Every five years, each secondary center and all of its programs are evaluated by the eligible agency. The programs must meet the same requirements as those met by new programs. Again, each program will be reauthorized if

evidence of high-wage, high-demand, or high-skill opportunities for students can be provided.

10. You must describe the methods you propose for the joint planning and coordination of programs carried out under this legislation with other Federal education programs. [Sec. 122(c)(17)]

Career and Technical Education is housed within the Division of Career Technology and Adult Learning at the New Hampshire Department of Education. WIA Title II Youth programs are also housed in this division. The Bureau of Career Development partners on several Department of Education initiatives or programs such as the following:

- Youth Visions, a federal Department of Labor initiative to serve the neediest youth;
- Dropout prevention and recovery efforts, as evidenced through the Jobs for New Hampshire Graduates programs;
- Adult Education programs that receive federal and state funding;
- The Youth Council of the New Hampshire Workforce Opportunity Council;
- The No Child Left Behind Act overseen by the Division of Instruction within the New Hampshire Department of Education.

CTE is part of the accountability system within the New Hampshire Department of Education and provides outcome data for the mandatory federal and state Report Card. CTE teachers undergo reviews to be deemed highly qualified if they are teaching core content for academic credit as required under the provisions of NCLB.

The Department is undergoing significant changes in secondary education. Innovative educational programs are being developed to help all students complete high school by following a national model of career and technical integration with core academics, linked to the 21st Century Skills work of the Conference Board and the work of Mark Tucker and the National Skills Standards Board. New state standards have been developed that require all secondary programs to be competency based. The compulsory age of school attendance has been raised to age 18. The Department is developing

and funding alternative or innovative education programs anchored in secondary CTE centers. Some of this funding is through Department of Labor WIA funds. Finally, the Division of Career Technology and Adult Learning at the New Hampshire Department of Education houses Vocational Rehabilitation Services and works on transition plans for all students who leave secondary programs.

11. You must describe the procedures you will develop to ensure coordination and non-duplication among programs listed in sections 112(b)(8) and 121(c) of the Workforce Investment Act (Public Law 105-220) concerning the provision of services for postsecondary students and school dropouts. [Sec. 122(c)(20)]

The administration of vocational rehabilitation, adult education, apprenticeship training, WIA Title II Youth Programs and career and technical education are centralized under the Division of Career Technology and Adult Learning within the NH Department of Education. Program administrators within the Division meet monthly to discuss how these programs interface with one another, and how resources intended for common purposes can be better leveraged to ensure coordination and nonduplication of programs and services. With the passage of SB 18 legislation requiring all students to stay in secondary school until age 18, the Division has added Alternative Education Program staff to work with the various partners named above. This enables the department to coordinate dropout prevention and credit recovery programs for those youth who have traditionally been served by the WIA Youth programs and facilitate access to other adult education programs.

NH has also created a P-16 Council which meets quarterly. The charge from the Governor to the Council is to “communicate and collaborate across the elementary, secondary, and post-secondary education sectors to encourage students to stay in school improve their academic performance and to raise aspirations leading to enrolment in colleges and universities.” The Commissioner of Education and the President of the Workforce Opportunity Council are both members of this council, ensuring communication as required in this section.

B. Other Department Requirements

1. You must submit a copy of your local applications or plans for secondary and postsecondary eligible recipients, which will meet the requirements in section 134(b) of the Act.

Guides for the annual secondary funding application and for the five-year plan are provided in Attachment H. Guides for the annual postsecondary funding application and for the five-year plan appear in Attachment I.

2. You must provide a **description of your State's governance structure** for vocational and technical education, including the approximate number of recipients at both secondary and postsecondary levels.

The eligible agency for New Hampshire is the State Department of Education. As is illustrated in Attachment J, ultimate authority for CTE in New Hampshire rests with the Governor and Executive Council. They appoint members of the New Hampshire State Board of Education as well as the commissioner of education. The State Board and the commissioner oversee CTE activities and have granted administrative oversight functions to the Division of Career Technology and Adult Learning.

The Bureau of Career Development within the Division has immediate administrative supervision of Perkins-funded activities, as well as other CTE functions. The State Director of CTE in New Hampshire administers the Bureau and supervises a staff of 13 education consultants and administrative and support staff. As the chart indicates, the Bureau grants funds to four types of eligible recipients: secondary CTE centers, a single statewide postsecondary consortium, Tech Prep consortia, and state institutions.

3. You must provide a description of the role of postsecondary career and technical education in the one-stop career center delivery system established by Title I of WIA.

The Community College System of New Hampshire is a partner in One-Stop center activities. The colleges will have a representative seated on all councils overseeing local One-Stop activities. Under this leadership, postsecondary institutions will provide services in three ways:

- Participating in weekly orientations for all One-Stop clients, once eligibility for WIA support has been determined. At these orientations, clients will learn of their benefits and rights, including opportunities for postsecondary instruction.
- Providing instruction to WIA clients with tuitions paid out of WIA funds. This support will not be limited to tuition payments, but may include funds to help clients overcome financial barriers such as expenses for transportation, childcare, and textbooks.
- Hosting an annual career fair for clients on the college campus.

III. Provision of Services for Special Populations

A. Statutory Requirements

1. You must describe your program strategies for special populations listed in Section 3(29) of the Act, including a description of how individuals who are members of the special populations—

- (a) Will be provided with equal access to activities assisted under the Act.

New Hampshire will require eligible recipients to provide equal access to activities under the Act. The recommended method is to continue using equity committees established for this purpose, following guidance developed by the State (see Attachment K, Special Populations Guidance). If eligible recipients seek an alternative to the equity committee, they may submit plans to accomplish the same activities as the equity committees through other means, including details such as personnel responsibilities for implementing the plans and equity based activities that will be accomplished.

The plans submitted by eligible recipients will be reviewed by CTE consultants prior to approval. During the annual monitoring visits grantees will be reviewed to determine whether the plan for special populations services is being carried out. The monitoring guide used for the monitoring visits has been revised by bureau staff to include review of equity activities.

- (b) Will not be discriminated against on the basis of their status as members of special populations; and

In each application for funds, eligible recipients will be required to provide a copy of the nondiscrimination statement that is used by the eligible recipient's school, college, or district. Recommended language for such statements is provided in Attachment K.

In addition to the recommended nondiscrimination statement, a number of reviews and monitoring visits will be conducted to prevent discrimination against students in special populations. These reviews will include the following:

- Each equity committee's activities, as part of the yearly monitoring visits;
- Grantee reports on their equity committee's activities which are then reviewed by each recipient's state liaison and the Career Development Bureau's equity consultant;
- Safe school data regarding number of complaints and an on-site review of specific centers through the Office for Civil Rights monitoring process;
- Performance data on the performance of special populations broken out by center and program to determine where strategies are needed to help students meet performance goals.

A major aspect of this process that will change with the new legislation is the inclusion of the three categories of protected populations identified by the NCLB Act which are not included in the reauthorized Perkins Act: sex, race, and migrant status.

- (c) Will be provided with programs designed to enable the special populations to meet or exceed State adjusted levels of performance, and how you will prepare special populations for further learning and for high-skill, high-wage, or high-demand occupations. [Sec. 122(c)(9)(A)-(C)]

New Hampshire has included in the application for Perkins funding a requirement that each recipient address how they will offer programs that lead to high-skill, high-wage, or high-demand occupations.

The new program approval process will be modified by the Bureau of Career Development to include investigation and verification of whether proposed programs represent a career opportunity in high-wage, high-

skill, or high-demand occupations. Failure to adequately address the services and supports for students from special populations will prevent approval of the program by the Department, thereby prohibiting the use of Perkins funds to support the program until it receives approval. When proposed programs are not approved, technical assistance will be available for eligible recipients to develop strategies for improving services for students from special populations.

To ensure that *all* students can access programs that lead to careers with high skills, high wages, or that are in high demand, local recipients will be reviewed for the performance of their special population students. The Career Development Bureau will report on how students from each of the special populations perform on the indicators. Each local recipient will use disaggregated data to identify poorly performing special population subgroups and generate remediation plans, where needed, to ensure that students in special populations are meeting or exceeding the state (or local) performance goals. Accountability for the performance of special population subgroups will comply with the minimal threshold “cell sizes” as approved in New Hampshire’s plan for implementing NCLB.

2. You must describe how you will adequately address the needs of students in alternative education programs, if you have such programs. [Sec. 122(c)(14)]

Alternative education programs include those offerings for students who have disabilities that interfere with their education. In New Hampshire all students with disabilities can access the regular career and technical education programs. The State does not support or offer separate career programs. Since the passage of SB 18, NH has embarked on a new opportunity for students identified at risk for dropping out of secondary school. All students are now required to remain in secondary school until age 18. For those students who cannot attend and succeed in a regular secondary program, the State has developed Alternative Education following Richard DuFour’s concept of triaging service. See Appendix M.

The state has a number of federal programs whose primary purpose may not be dropout prevention but whose clientele may be students who are or were at risk of dropping out. Several agencies including the department and the Work Force Opportunity Council have worked to prioritize the dropout problem and ensure that these federal programs do address the needs of students at risk. These Alternative Education opportunities are anchored in our regional career and technical education system. In order to receive tuition and transportation assistance through the state's grant program (funded with state revenue), the program must be part of the regional system. This will ensure that students are able to access the same career and technical education offerings that are available to all students if they choose to make a career education part of their alternative plan.

NH has adopted a "*Follow the Child*" model which looks at the needs of each student in four domains, personal, social, physical, and academic. School districts are expected to develop the whole child so that they are ready to take their place in society as contributing members of the community and the workforce. Alternative Education also looks at those aspects when an at risk student develops a Personalized Learning Plan. At risk students may or may not be members of special populations as defined under the Perkins Act.

3. You must describe how funds will be used to promote preparation for high-skill, high-wage, or high-demand occupations and non-traditional fields. [Sec. 122(c)(18)]

There are four ways that New Hampshire will promote preparation for high-skill, high-wage, or high-demand occupations and nontraditional fields.

- Secondary CTE centers and postsecondary institutions will partner with the Tech Prep directors in developing CPPOS's in 15 career clusters by the end of the five-year cycle. To assist recipients in this endeavor, the Bureau of Career Development is joining forces with Tech Prep to offer material support in the form of liaison engagement, research, acquisition of new and emerging occupation materials, and regional conferences to share information and resources.

- Work groups will be convened to discuss new and emerging nontraditional occupations based on labor market data that can inform program offerings at the secondary CTE centers. These teams will include CTE directors, state personnel, and Tech Prep directors and will facilitate the gathering of data on high-skill, high-wage, or high-demand occupations, with a focus on nontraditional fields.
- The Department's data reporting system will sort data to include all the subsets of the special population categories in addition to the three categories required under NCLB - sex, race and migrant status. The State will determine how well the secondary CTE centers or programs allow special populations to access CTE.
- And finally, the State will engage secondary CTE centers both when applying for grants and seeking new program approval. New programs will comply with the high-skill, high-wage, or high-demand standards.

Eligible recipients applying for Perkins support or new program approval must address the needs of special populations per Perkins law, including students in nontraditional programs. To support the development of and interest in creating nontraditional programs offering high-skill, high-wage potential, and the critical student enrollments into such programs, each recipient is required to address equity issues in their centers, either through the existence of a formal equity committee charged with oversight on this subject, or through other less formal but equally as important methods designed by the individual recipients. The Monitoring Guide has been revised to include verification of equity activities for each recipient. This requirement will potentially generate requests for material and professional development needs which will be addressed by the State's equity coordinator and other appropriate individuals.

4. You must describe how funds will be used to serve individuals in State correctional institutions. [Sec. 122(c)(19)]

Each year the State issues a request for proposals (RFP) to grant up to one percent of Title I funds to support programs that serve individuals in state correctional institutions. The State promotes the availability of these funds by targeting specific potential recipients and advertises generally in hopes of casting the net as wide as possible for recipients to apply. Within the RFP itself, there are criteria to be met for a successful proposal. One of the criteria to be added to the RFP will be a requirement to address sex equity parity for both male and female populations. The State has encountered a lack of such parity in the past and has attempted through its approval process to remedy this. A more formal requirement will be instituted during this five-year cycle. Thus the State's two goals for this five-year cycle are to increase the variety of eligible recipients and facilitate parity between the sexes.

5. You must describe how you will require each applicant for funds to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs as contained in section 427(b) of the General Education Provisions Act as amended.

Eligible recipients must ensure that they will address issues of access, including:

- holding activities in accessible locations,
- requesting in advance if Braille or signing are needed for visual or hearing disabilities,
- targeting recruitment to underserved populations in their languages, and
- encouraging and supporting nontraditional participation in offered activities.

The State already requires eligible recipients to sign assurances complying with various federal and state requirements, including civil rights requirements. The additional requirement to respond to the General Education Provisions Act, section 427, will be added to those assurances, as applicable. Technical assistance from the State's equity coordinator will be available to help eligible recipients with specific needs, as appropriate.

B. Other Department Requirements

There are no other Department requirements for this section of the State plan narrative.

IV. Accountability and Evaluation

A. Statutory Requirements

1. You must describe procedures you will use to obtain input from eligible recipients in establishing measurement definitions and approaches for the core indicators of performance for career and technical education students at the secondary and postsecondary levels, as well as for any other additional indicators of performance identified by the eligible agency. [Sec. 113(b)(1)(A)-(B), sec. 113(b)(2)(A)-(C)]

Secondary eligible recipients will provide input on measurement definitions and approaches through a Program Improvement Action Team. The team has provided recommendations for the Transition Plan and the Five-Year Plan and will continue in this role for the duration of the five-year planning period.

The postsecondary eligible recipient will provide input on performance indicator definitions and approaches in the same manner as was used under Perkins III. Because there is only one postsecondary eligible recipient, input will be provided directly into the state-level negotiations with the US Department of Education, instead of communicating recommendations through an action team as is done by the secondary recipients.

2. You must describe the procedures you will use to obtain input from eligible recipients in establishing a State adjusted level of performance for each of the core indicators of performance for career and technical education students at the secondary and postsecondary levels, as well as State levels of performance for any additional indicators of performance identified by the eligible agency. [Sec. 122(c)(10)(A), sec. 113(b)(3)(B)]

The Program Improvement Action Team will also provide input from the secondary eligible recipients. The input to be solicited from eligible recipients at the secondary level will depend on the indicator and the availability of trend information.

Secondary Indicators:

- Little input will be sought on the three secondary indicators based on NCLB requirements, since revisions of these performance goals are nonnegotiable.
- Eligible recipients will be invited to provide input on both of the nontraditional indicators. Any recommendations from recipients, however, will need to address the fact that the three years of trends for these two indicators already exist and that these trends will be used for setting a baseline.
- Eligible recipients will be consulted on methods of gathering information for two indicators: Technical Skills Attainment and Student Placement. Assessments of technical skills will change over the course of the five years, moving from state competencies and local assessments to industry certifications and independent assessments. An issue with the Placement indicator is whether placement information will be obtained through data matches or follow-up surveys. After reviews of these options, the secondary eligible recipients will again offer recommendations to the eligible agency.

Postsecondary Indicators:

Input on postsecondary indicators will be obtained through a simpler process than secondary input because there is only one eligible recipient. Input will be provided directly into the state-level negotiations with the US Department of Education, instead of communicating recommendations through an action team as is done by the secondary recipients.

Input and recommendations will be received by the State prior to negotiations over the Final Agreed Upon Performance Levels with the Office of Vocational and Adult Education (OVAE) in the US Department of Education.

3. You must identify, on the forms in Part C of this guide, the valid and reliable measurement definitions and approaches that you will use for each of the core indicators of performance for career and technical education students at the secondary and postsecondary/adult levels, as

well as any additional indicators of performance identified by the eligible agency, that are valid and reliable. You must describe how your proposed definitions and measures are valid and reliable. [Sec. 113(b)(2)(A)-(B)]

Section 113(b) of the Act describes the measures that a State must use for student attainment of challenging academic content standards and student academic achievement standards in reading/language arts and mathematics (1S1 and 1S2, respectively) and student graduation rates (4S1). Based on our non-regulatory guidance, we have prepopulated the measurement definitions on the Final Agreed Upon Performance Levels (FAUPL) form for your convenience. You do not need to describe how these definitions and measures are valid and reliable in your State plan narrative. A State that chooses to propose other student definitions and measurement approaches in its new State plan would have to describe how its proposed definitions and measures would be valid and reliable. (The Secretary is considering whether to issue regulations requiring a State to agree to use the student definitions and measurement approaches for the core indicators of performance for academic attainment in reading/language arts and mathematics and graduation rates as contained in the guidance document. If the Secretary decides to regulate on these issues and adopts final rules, a State may be required to amend its State plan.

Definitions and approaches are presented in the Final Agreed Upon Performance Levels provided in Part C: Accountability Forms II, FAUPL.

4. You must describe how, in the course of developing core indicators of performance and additional indicators of performance, you will align the indicators, to the greatest extent possible, so that information substantially similar to that gathered for other State and Federal **programs, or for any other purpose, is used to meet the Act's** accountability requirements. [Sec. 113(b)(2)(F)]

The State will link the CTE database with the state database that is in place and used for reporting NECAP results in compliance with NCLB, wherever

possible. If Free and Reduced Lunch information is available, the State will attempt to align with data from that database. All avenues to link databases to retrieve information already reported to the State for other Federal programs will be researched and used wherever possible. New Hampshire has a common database called i4see that houses all LEA information. CTE data will be integrated into this system. At the postsecondary level, data from the National Clearinghouse will be used to report performance on the Student Placement indicator.

5. On the forms provided in Part C of this guide, you must provide, for the first two years covered by the State plan (July 1, 2007 – June 30, 2008 and July 1, 2008 – June 30, 2009), performance levels for each of the core indicators of performance, except that States submitting one-year Transition Plans are only required to submit performance levels for part of the indicators as discussed above. For performance levels that **are required, the States’ performance levels, at a minimum, must be** expressed in a percentage or numerical form, so as to be objective, quantifiable, and measurable; and require the State to continually make progress toward improving the performance of career and technical education students. [Sec. 113(b)(3)(A)(i)-(ii)]

Section 113(b)(2) of the Perkins Act requires a State to develop valid and reliable core indicators of performance, to propose performance levels in its State plan, and to reach agreement with the Department on **“adjusted performance levels” for each of the core indicators. In** so doing, the Perkins Act prescribes the measures that a State must use for some of the core indicators.

New Hampshire will use AMO’s (see Part C: Accountability Forms II, FAUPL).

- a. Section 113(b)(2)(A)(i) of the Perkins Act requires a State to **measure career and technical education students’ attainment of “challenging academic content standards” and “student academic achievement standards” that a State adopted pursuant to section**

1111(b)(1) of the ESEA. The Perkins Act further requires a State **use its State’s academic assessments (i.e. the State’s reading/language arts and mathematics tests)** implemented under section 1111(b)(3) of the ESEA to measure career and technical education students’ attainment of these State standards. Thus, a **State’s core indicators must include career and technical education students’ proficiency in reading/language arts and mathematics as** measured under 1111(b)(1) and (3) of the ESEA. Accordingly, under the Perkins Act, a State must report the number or percent of its career and technical education students who score at the **proficient level or above on the State’s assessments in** reading/language arts and mathematics administered under the ESEA to measure the academic proficiency of secondary career and technical education students against the ESEA standards.

To measure attainment of these standards, a State must develop and **reach agreement with the Department on “adjusted performance levels,” which constitute the State’s performance targets for a program year. Permissible targets (i.e. “adjusted performance levels”) would be a State’s “annual measurable objectives” (AMOs) from its State’s ESEA accountability workbook. (To ensure that a State’s schools are making “adequate yearly progress” (AYP) as** required under section 1111(b)(2)(A) of the ESEA, section 1111(b)(2)(G) of the ESEA requires a State to establish Statewide AMOs, which identify a single minimum percentage of students who are required **to meet or exceed the proficient level on the State’s academic assessments each year.)** Under the Perkins Act, a State may propose different performance levels (targets) instead of its AMOs as discussed below.

New Hampshire will use the AMO’s approved under NCLB.

- b. Section 113(b)(2)(A)(iv) of the Perkins Act requires a State to identify a core indicator to measure for its career and technical education students at the secondary level **“student graduation rates**

(as described in section 1111 (b)(2)(C)(vi) of the [ESEA]).” Thus, a State must report the number or percent of its career and technical education students whom the State includes as graduated in its graduation rate described under the ESEA. To ensure that a State’s schools are making AYP as required under section 1111(b)(2)(A) of the ESEA, some States have established Statewide targets for graduation rates under section 1111(b)(2)(C)(vi), and others States have defined AYP only to require improvement in the graduation rate each year.

The Department strongly encourages your State to reach agreement on **“adjusted performance levels” required under section 113 of the Perkins Act for the core indicators discussed in (a) and (b) above that are the same as your State’s AMOs or targets that your State adopted to ensure that your State’s schools are making AYP as required under section 1111(b)(2) of the ESEA.** However, as noted above, your State may not have established targets for graduation rates under the ESEA, or your State may wish to propose performance levels for these core indicators that are different from your State’s targets. **If so, your State must provide baseline data using your State’s most recent year’s achievement data or graduation rate under the ESEA, propose performance levels, and reach agreement with the Department on “adjusted performance levels.”** (The Secretary is considering whether to issue regulations requiring a State to agree to **“adjusted performance levels” under the Perkins Act that are the same as the State’s AMOs or targets for graduation rate under the ESEA.** If the Secretary decides to regulate on this issue and adopts final rules, a State may be required to amend its State plan.)

New Hampshire will use the AMO’s approved under NCLB.

6. You must describe your process for reaching agreement on local adjusted levels of performance if an eligible recipient does not accept the State adjusted levels of performance under section 113(b)(3) of the

Act and ensuring that the established performance levels will require the eligible recipient to continually make progress toward improving the performance of career and technical education students. [Sec. 113(b)(4)(A)(i)(II); sec. 122(c)(10)(B)]

Once state-level performance goals have been established through negotiations with USED, the State will propose performance goals to each eligible recipient. Performance goals for recipients will cover time periods of one or two years, depending on the time periods negotiated with USED. After receiving these proposed performance goals, each eligible recipient will have the opportunity to accept these goals or negotiate with the State for lower performance goals on one or more core indicator(s).

As described in the response to the next planning requirement, an eligible recipient may initiate negotiations by submitting a request, in writing, to the State Director of Career and Technical Education. After reviewing the request, the State Director will decide whether to approve or deny the request. If the request is denied by the State Director, the eligible recipient may appeal to the director of the Division of Career Technology and Adult Learning, and ultimately to the commissioner of Education. At no time will the negotiations continue beyond the start date of the grant period.

7. You must describe the objective criteria and methods you will use to allow an eligible recipient to request revisions to its local adjusted levels of performance if unanticipated circumstances arise with respect to an eligible recipient. [Sec. 113(b)(4)(A)(vi)]

If unanticipated circumstances that may adversely affect performance arise, recipients may submit a request, in writing, to the State Director of CTE, to open negotiations for establishing new performance goals on any indicator.

The request will need to describe:

- The circumstances necessitating the request;
- How the circumstances are unique and not expected to be repeated;
- Proposed new goals with a rationale for these new goals.

The State Director of CTE will have the discretion to either grant or deny the request to open negotiations.

The State Director of CTE will issue a policy bulletin informing the local recipients of the option to negotiate, time lines, and criteria for submission/approval/rejection.

8. You must describe how you will report data relating to students participating in career and technical education programs in order to adequately measure the progress of the students, including special populations and students participating in tech prep programs, if applicable, and how you will ensure that the data reported to you from local educational agencies and eligible institutions, and the data that you report to the Secretary, are complete, accurate, and reliable. [Sec. 122(c)(13); sec 205].

The Follow the Child initiative in New Hampshire focuses on the need to measure the educational progress of each student. Data gathered on CTE students' performance will support this initiative and provide a rich source of information for following the progress of each CTE student. A new data collection system is planned which will link the CTE database with that used to store NECAP results required by NCLB. This linkage will eliminate a tremendous amount of duplication of data entry and will assure that each student's data is accurate as reported by NECAP for accountability purposes under NCLB. Updates to data will be maintained by the NECAP system. Academic attainment will be provided through this system as well as graduation rates. In addition, performance data on special populations will be gleaned from the NECAP system, which will eliminate the need for CTE personnel to make these duplicative identifications.

Data relating to students participating in career and technical education programs will be collected three times a year. The first submission of data will be done in October, with the second semester reported in March. Final data submission will be performed in June at the end of the school year

cycle. Monitoring visits of each CTE center will occur annually. The visits will include a verification of enrollments reported, including a sampling of identified special populations. A sampling of programs at each CTE center will have curricula reviewed to assure alignment with program competencies.

New Hampshire is collaborating with other New England states to generate performance data that is valid, reliable, and complete, focusing mostly on the Technical Skills Attainment indicator at the secondary level. Strategic assistance and recommendations will also be provided to the New England consortium by MPR, Incorporated, under the sponsorship of the Office of Vocational and Adult Education within the US Department of Education.

9. You must describe how your State plans to enter into an agreement with each consortium receiving a grant under Perkins IV to meet a minimum level of performance for each of the performance indicators described in section 113(b) and 203(e) of the Act. [Sec. 204(e)(1)]

The State will look at the performance data to determine the baseline for each indicator. Goals for continuous improvement will then be set for the next two years and presented to the local recipient. Each local recipient will review them relative to their specific data (using the same criteria used to establish the state baseline, only restricted to the local level). If a local recipient's data indicate they will meet or exceed the provisional goal, their local goal will either be equal to or appropriately greater than the State goal. If a local recipient's data indicate they will be unable to meet the State's provisional goal, they may negotiate a new performance target for the following two years.

10. You must describe how you will annually evaluate the effectiveness of career and technical education programs, and describe, to the extent practicable, how you are coordinating those programs with other Federal programs to ensure nonduplication. [Sec. 122(c)(8)]

Performance data gathered from each local recipient will be used to annually evaluate the effectiveness of CTE programs. Final reports will

require recipients to address whether the planned activities, which are related to program improvement, benefited performance or not. If the activities do not bring performance up, an explanation will be required, especially if the local recipient intends to continue with the same or a similar activity. If program improvement cannot be demonstrated, the activity will not be approved. One new quantitative measure of program effectiveness will be the use of Accuplacer assessments to ensure the math and English skills taught in the programs meet the academic standards being set by the NECAP assessments.

Technical assistance and sanctions required by NCLB are district-based and relate to the needs of the schools within the district. Students who participate in regional CTE programs come from many districts and thus the regional centers are not specifically engaged in the NCLB improvement planning except for their own home district. This limitation on planning improvements only applies to accountabilities aligned with NCLB.

B. Other Department Requirements

1. Except as noted above with respect to the States submitting one-year transition Plans, you must provide all the information requested on the forms provided in Part C of this guide to report accountability data annually to the Secretary under section 113(c)(1)-(2), including:
 - (a) The student definitions that you will use for the secondary core indicators of performance and the postsecondary/adult core indicators of performance;

See Part C: Accountability Forms II, FAUPL.

- (b) Baseline data for the core indicators of performance under section 113(b)(2) using data from the most-recently completed program year; except that, for the indicators for which your State must use **your State's standards, assessment, and graduation rates adopted** under Title I of the ESEA, if your State chooses to use its AMOs and

targets under the ESEA, you will not need to submit baseline data;
and

See Part C: Accountability Forms for definitions and performance goals.

- (c) Proposed performance levels as discussed above, except that, for the **indicators for which your State must use your State's standards, assessments, and graduation rates** adopted under Title I of the ESEA, if your State chooses to use its AMOs and targets under the ESEA, you will only have to confirm this information with your Regional Accountability Specialist. Upon your request, the Regional Accountability Specialist will pre-populate the forms in **Part C with your State's AMOs and targets** for the 2007-08 and 2008-09 program years and send the forms for you to finish completing.

See Part C: Accountability Forms II, FAUPL.

2. You must identify the program areas for which the State has technical skill assessments, the estimated percentage of CTE students who take **technical skill assessments, and the State's plan for increasing the coverage of programs and students reported in future program years.**

New Hampshire's strategy for introducing quality assessments of student technical skills cannot be projected much beyond the second or third year of the five years that this plan will be in effect. While New Hampshire's plan involves concrete, specific steps toward the introduction of these assessments, developments at the regional or national level could suggest a different course of action in the coming years.

Regardless of the eventual path New Hampshire takes in implementing the assessments, a critical guiding principle is that students will not have to pay for the assessments either at the secondary or postsecondary level. As a result the assessments may not meet the "gold" standard.

Beyond this guiding principle, the State will use the first two to three years of the next five years to find available and appropriate assessments for all 52 secondary CTE programs in the State. During the first year, New Hampshire will begin by finding and contacting states that already have extensive assessment systems in place. These might include Virginia, Arizona, North Carolina, Texas, and Georgia. Through these contacts the State will identify assessments that can be fully adopted or adapted to suit New Hampshire's requirements. By the end of the second year, at least ten programs will be chosen for implementation of the technical skills assessments.

At the start of year two, a schedule of implementation will be established, where assessments for ten programs will be chosen for implementation each year. At the end of the second year and into year three, the five-year schedule of ten programs each year will be reviewed and modified as needed.

The strategy and pace of implementing technical skills assessments will be influenced by developments at regional and national levels. Over the next several years, New Hampshire will participate in a multi-state project in New England that will address many of the same assessment issues. This coalition of states is currently seeking technical assistance from OVAE for the first year. This assistance is expected to help all six states develop a strategy for collaboration within the coalition, finding which areas of assessment may be shared, adopted, or adapted. The inspiration for this multi-state initiative is the New England Common Assessment Program where the academic assessments complying with NCLB requirements are shared by New Hampshire, Vermont, and Rhode Island.

National developments are also expected to influence New Hampshire's work over the next few years. Guidance is expected to be released by OVAE within the next year that will most likely clarify key assessment issues in New Hampshire. The project jointly planned by OVAE, NASCTEC, and ACTE to develop a national database of test-item assessments may also prove significant, particularly if this project results in

assessments that may be shared at no cost to the states or to individual students.

Finding postsecondary assessments of technical skills will be much more challenging. Although there may be numerous assessments available and appropriate for the postsecondary level, virtually all assessments will be difficult to implement, either because they require that students and/or postsecondary institutions pay for the assessments, or the assessments do not allow for meaningful accountability evaluation. Because of these serious limitations, the measure of postsecondary student success will be the completion of programs.

V. Tech Prep Programs

A. Statutory Requirements

1. You must describe the competitive basis or formula you will use to award grants to tech-prep consortia. [Sec. 203(a)(1)]

For the first two years of the five-year planning period, New Hampshire will retain 100% of all Title II funds for Tech Prep programs and not merge some or all Title II funds with the Title I funds. This funding segregation will be reviewed by the close of Year Two. Depending on the results of this review, Tech Prep funds may be merged in part or in whole with Title I funds, or the Tech Prep funds may remain separate.

During the first two years, funds will be granted on a formula basis among four consortia. Funds will be distributed on the basis of negotiated assignments and work. Prior to the grant period, each consortium will negotiate with the Career Development Bureau the work that the consortium will complete during the grant period. Consortium responsibilities will include developing programs within career clusters, promoting best practices, and establishing working relationships with staff within the New Hampshire Department of Education.

2. You must describe how you will give special consideration to applications that address the areas identified in section 204(d) of the Act. [Sec. 204(d)(1)-(6)]

(Sec 204(d)(1)) When applying for Tech Prep funds, the consortia will be required to address the development of articulation agreements within the career clusters under their purview. Emphasis will be placed on ensuring that students can access dual-credit options while in high school and have access to a plan of study that outlines the courses they need to take to successfully enter postsecondary programs on completion of their secondary program.

(Sec 204(d)(2)) All Tech Prep consortia must include business/industry and higher education representation that are prepared to review all materials and activities to assure that the plans of study development tools and recommended curricula meet industry standards.

The process for the development of the CPPOS materials at each high school must include secondary and postsecondary representation to ensure the student plan clearly outlines the transition from secondary to postsecondary education. The CPPOS will not be approved by the State unless the partners are involved in the development of that resource in New Hampshire.

(Sec 204(d)(3)) To address dropout prevention/reentry, Tech Prep staff will:

- Identify alternative learning opportunities as they relate to Tech Prep programs;
- Collaborate with Adult and Alternative Education programs;
- Collaborate with the development of New Hampshire's first Job Corp Center;
- Train Tech Prep teachers in the "Follow-the-Child"² model

To address the needs of special populations, Tech Prep staff will:

- Identify, support, and implement collaborative efforts between Tech Prep teachers and special education professionals;
- Support recruitment and retention efforts for nontraditional students (e.g., males in Nursing Camp, Computer Programming parity for Girls, marketing materials for middle and early-high school students);
- Identify any economic "hidden" barriers for students, such as access to Career and Technology Student Organizations, course materials, field trips, etc.

² The Follow-the-Child initiative in New Hampshire captures and expands upon the spirit of No Child Left Behind and the urgency to move each child to academic proficiency and beyond. Each child is supported in four domains: personal, social, physical, and academic. The initiative promotes personalized learning that plots a track toward proficiency and defines the necessary support systems for each child.

- Develop working relationships with employers to identify ways of improving secondary programs to better meet the needs of employers. Employers will partner with schools to create internship opportunities for juniors and seniors in high school to support career exploration. These internships can be linked to the community college for college credit. Partnerships will be fostered with state organizations such as:
 - The New Hampshire Workforce Opportunity Council,
 - The Bureau of Apprenticeship and Training,
 - The New Hampshire Department of Economic Development,
 - The New Hampshire Manufacturing Extension Program,
 - New Hampshire Employment Security,
 - The New Hampshire High Technology Council,
 - The Business and Industry Association of New Hampshire, and
 - New Hampshire Vocational Rehabilitation.

Sec 204(d)(4)) The Tech Prep Consortia are charged with identifying new and emerging curricula for the secondary CTE centers that use state, local, and national labor market and economic development data to guide students toward pathways that lead to high-skill, high-wage, or high-demand employment.

The Tech Prep Directors will partner with secondary CTE centers and postsecondary institutions in developing the CPPOS documents for the State. As part of the design of these career planning materials, schools will be trained on how to add local and state labor market data to each document for guidance purposes.

Secondary CTE Centers are and will be required to apply for new program approval in order to access Perkins funds. As part of the application for new program approval, the centers must outline the supporting labor market and economic development data demonstrating a need for the skills to be gained by students in the program.

Sec 204(d)(5)) Tech Prep will focus its efforts on new and/or improved programs within the established secondary CTE centers across the state. In order to be approved, programs must either report the established state

approved competencies, or in the case of a new program, develop competencies that must be approved by the State. Where appropriate, the competencies must demonstrate their alignment with state and national standards.

Sec 204(d)(6)) As of Program Year 2007, all funds associated with Tech Prep are and will be targeted for the improvement and/or development of state-approved programs offered by secondary CTE centers.

3. You must describe how you will ensure an equitable distribution of assistance between urban and rural consortium participants. [Sec. 204(f)]

The Tech Prep Consortia are each responsible for the statewide implementation of career clusters. Each consortium is assigned to two or more nationally recognized career clusters. They are responsible for working with the secondary CTE centers that are strategically placed around the state and offer a variety of programs. Both rural and urban schools are and will be offered the opportunity for assistance with either program improvement or new program development by the Tech Prep partnerships.

4. You must describe how your agency will ensure that each funded tech prep program—
 - (a) Is carried out under an articulation agreement between the participants in the consortium, as defined in section 3(4) of the Act;

The Tech Prep consortia are required to build articulation agreements within their assigned career cluster areas. The goal is to have all CTE programs in the state articulated with at least one postsecondary institution, and where appropriate, offer either dual credit options or advanced standing at the college as part of the agreement.

All articulation agreements are submitted to the New Hampshire State Director of Tech Prep for review and approval. In order to be approved, the agreement must include all aspects outlined in section 3(4) of the

Act.

- (b) Consists of a program of study that meets the requirements of section 203(c)(2)(A)-(G) of the Act;

All Tech Prep consortia have been charged with assisting the local secondary CTE centers to develop CPPOS's within their assigned career cluster. By the end of the five-year period, the State is committed to developing at least one CPPOS per CTE center, and a total of 15 CPPOS's in each of 15 career clusters.

- (c) Includes the development of tech prep programs for secondary and postsecondary education that meet the requirements of section 203(c)(3)(A)-(D) of the Act;

(203(c)(3)(A)) As part of the CPPOS design, students will be provided with information on courses required for graduation as well as course recommendations that will result in successful transitions from secondary to postsecondary education. The Tech Prep directors will work with CTE center staff to ensure that the recommended courses will be indicated in the CPPOS.

(203(c)(3)(B)) The current articulation design allows for the identification of dual-credit options and advanced standing credit options. Concurrent enrollment will also be a priority of the articulation agreement. Not only are articulation agreements being designed from secondary to the community college system, the community colleges are also building articulation agreements with the four-year institutions. Those articulations will be mapped out as part of the CPPOS development process.

The State is currently working with one community college on an early postsecondary model that allows for students to take courses at the college and obtain high school credit. The State will continue to investigate this as an option for replication in other areas of the State.

Recent state legislation requires secondary schools to develop competencies for all courses offered. Once the competencies are identified and receive approval of the local school board, students will have the option to attain those competencies in any environment that best meets the needs of the student. Tech Prep will review the efforts of schools to implement competency based approaches to identify best practices in supporting schools and students in meeting high academic standards and accessing dual-credit options.

The work of developing the CPPOS and articulation agreements will need to ensure that a nonduplicative sequence of courses can be bundled together into a pathway for students as they transition through a desired career field.

(203(c)(3)(C)) The Tech Prep consortia are not directly responsible for work-based learning activities. Instead, they will assist the secondary schools in designing local partnerships that will support work-based learning. The Tech Prep directors will connect employers to schools for the purpose of experiential learning. They will also facilitate new program development.

(203(c)(3)(D)) The Tech Prep consortia will be encouraged to connect CTE programs around the State using distance learning in developing new and emerging programs as well as for professional development.

(d) Includes in-service professional development for teachers, faculty, and administrators that meets the requirements of section 203(c)(4)(A)-(F) of the Act.

(203(c)(4)(A)) One outcome of the Transition Year activities was assigning the Tech Prep directors to review existing programs and to investigate new and emerging programs. They will work with the secondary CTE centers to identify programs that need strengthened and/or updated standards. Over the first two years of the five-year grant period, the Tech Prep directors will present their findings to the CTE administrators. Once the secondary CTE centers have decided on the

curriculum changes and or new programs to be developed, training and support will be provided to the centers and their faculty on implementing the identified changes.

(203(c)(4)(B)) New Hampshire Tech Prep professional development has occurred and will continue to occur within partnerships as well as in collaboration with multiple partners. The Tech Prep directors have been meeting six times a year to share activities that maximize services and resources offered to the secondary CTE centers. As part of the CPPOS development, the Tech Prep consortia will partner to offer regional training in the development and dissemination of the CPPOS tools. The training will involve CTE teachers, guidance, secondary and postsecondary administrators, and others involved in the development and design of the CPPOS.

(203(c)(4)(C)) As they review new and emerging program curricula, the Tech Prep directors will investigate whether the curricula meet local and national standards for quality program designs. In addition, business partners will participate in these reviews to ensure all aspects of industry are built into the program designs. As part of the training plan, it is expected that all aspects of industry are considered when working with teachers and guidance counselors.

(203(c)(4)(D)) The foundation of the CPPOS will incorporate coursework that addresses the use of contextual and applied curricula and instruction. Guidance counselors as well as classroom teachers will be provided training on how to use the CPPOS with students and families to best help them with academic planning. The document will also identify for everyone the types of industry credentials available at the secondary level.

All CTE programs are required to be competency based. Professional development will be offered on end-of-program assessments as they are developed by the local center and approved by the State.

(203(c)(4)(E)) New Hampshire has access to video conferencing that

will be used to assure access to training in rural areas of the state. Materials and resources, where appropriate, will be made available to employers, schools, parents, and students on the Internet.

(203(c)(4)(F)) The Tech Prep Directors will be provided access to program data in all the secondary CTE centers. This will enable them to best build professional development that meets the needs of local program improvement. This data will also help to identify curricula that could be adopted or adapted.

- (e) Includes professional development programs for counselors that meet the requirements of section 203(c)(5)(A)-(F) of the Act;

(203(c)(5)(A)-(F)) CTE teachers, college representatives (faculty, admissions, or other), and guidance counselors will participate in the development of the CPPOS. As a result of this work, counselors will:

- understand the model better;
- know how to use the model with students and families; and
- gain the skills to build similar documents.

CTE teachers will also be able to use the CPPOS in marketing their programs to students/parents in home districts and sending schools. Colleges can use the information to support the development of articulation agreements.

As part of the Perkins transition year, NH developed model plans of study, known as CPPOS's. As part of the five-year grant, training will be provided to guidance counselors on the use of the CPPOS with students, families, and school district personnel. In order to best support the schools, training will be provided on a regional basis. These events will support the ongoing integration of career clusters in schools. This will be a three-tiered process, starting with training on the development of a local CPPOS. This will be followed by training guidance counselors on the use of plans of studies and career clusters with students, parents and administrators. Finally, the Tech Prep consortia staff and master trainers will be available to provide individualized

support.

- (f) Provides equal access to the full range of technical preparation programs (including preapprenticeship programs) to individuals who are members of special populations, including the development of tech-prep program services appropriate to the needs of special populations [Sec. 203(c)(6)];

New Hampshire will require eligible recipients to provide equal access to activities under the Act. The recommended method is to continue using equity committees established for this purpose, following guidance developed by the State. If eligible recipients seek an alternative to the equity committee, they may submit plans to accomplish the same activities as the equity committees through other means, including details such as personnel responsibilities for implementing the plans and equity based activities that will be accomplished.

The plans submitted by eligible recipients will be reviewed by CTE consultants prior to approval. During the semi-annual monitoring visits, grantees will be reviewed to determine whether the plan for special-populations services is being carried out. The monitoring guide will be revised to include reviews of equity activities.

- (g) Provides for preparatory services that assist participants in tech-prep programs [Sec. 203(c)(7)]; and

All materials developed will be available on the New Hampshire Department of Education web site. Articulation agreements and CPPOS documents will outline prerequisites for program access and, where appropriate, support services for individuals falling under the definition of “special populations.”

- (h) Coordinates with activities under Title I. [Sec. 203(c)(8)]

The state director of Tech Prep currently participates in the TEC-NH meetings where training and other policy development recommendations are generated. The Tech Prep consortia directors as well as the state director participate in ongoing meetings with the CTE center directors. These meetings enable collaboration between Tech Prep and CTE administrators to support each others' missions and goals. Again, this is a way to address statewide issues, prevent duplication of effort, and place resources and supports where they are needed most. One area for future training and support is the lack of understanding among CTE teachers of ways to assist students with disabilities, including modifications of CTE program competencies.

5. You must describe how your State plans to enter into an agreement with each consortium receiving a grant under Perkins IV to meet a minimum level of performance for each of the performance indicators described in sections 113(b) and 203(e) of the Act. [Sec. 204(e)(1)]

The Tech Prep consortia are currently working with local, state and national connections related to their assigned career cluster areas for the purpose of identifying new and emerging technologies and programs to be introduced into NH CTE centers. Data submitted in the spring of 2008 will be used to negotiate program activities and outcomes for the FY09 school year. The primary focus will be on upgrading or implementing programs that meet state and national standards and result in articulation agreements with two- and four-year colleges.

B. Other Department Requirements

1. You must submit a copy of the local application form(s) used to award tech prep funds to consortia and a copy of the technical review criteria used to select winning consortia, if funds are awarded competitively.

This section need not be addressed in this plan because New Hampshire will grant funds on a formula basis.

VI. Financial Requirements

A. Statutory Requirements

1. You must describe how your agency will allocate funds it receives through the allotment made under section 111 of the Act, including any funds that you choose to consolidate under section 202(2) of the Act, will be allocated among career and technical education at the secondary level, or career and technical education at the postsecondary and adult level, or both, including the rationale for such allocation. [Sec. 122(c)(6)(A); Sec. 202(c)]

New Hampshire will keep Title I and Title II funds separate throughout the first two years of the five-year planning period. Secondary allocations will be granted to regional CTE centers on the basis of allocations made to the individual districts within the region. Allocations are granted to centers rather than individual districts because New Hampshire has a regional delivery system.

Postsecondary funds will be allocated to two recipients: the Community College System of New Hampshire and the Thompson School at the University of New Hampshire. The allocation to the Thompson School will not, however, meet the \$50,000.00 threshold for eligibility to receive postsecondary grants under the Act.

If the Thompson School is to receive Perkins support, an agreement will be needed between the school and the Community College System of New Hampshire. The agreement will stipulate that the award allocated to the Thompson School be awarded to the community college system. The agreement would then need to contain a provision that the community college system, as the eligible recipient, will transfer a portion of its grant to the Thompson School.

2. You must provide the specific dollar allocations made available by the eligible agency for career and technical education programs under section 131(a)-(e) of the Act and how these allocations are distributed to

local educational agencies, area career and technical education schools, and educational service agencies within the State. [Section 131(g); Sec. 202(c)]

Eighty-five percent of the Title I allocation will be granted to secondary and postsecondary grantees in the following proportion: 79.5% secondary and 20.5% to postsecondary. The secondary allocation dollar amount is provided in Part B. I., Perkins IV Budget Tables.

3. You must provide the specific dollar allocations made available by the eligible agency for career and technical education programs under section 132(a) of the Act and how these allocations are distributed to postsecondary institutions within the state. [Section 122(c)(6)(A); Sec. 202(c)]

The postsecondary allocation dollar amount is provided in Part B. I., Perkins IV Budget Tables.

4. You must describe how your agency will allocate any of those funds among any consortia that will be formed among secondary schools, and how funds will be allocated among the members of the consortia, including the rationale for such allocation. [Sec. 122(c)(6)(B); Sec. 202(c)]

Funds allotted to the secondary CTE centers will be awarded on the basis of the funding formula prescribed in the Act. The statutory requirement that funds be allocated to local school districts will be used to determine funding for the consortia of districts that are served by the secondary centers. Funds for each district in the consortium will be merged into a total amount that will then be granted to the school district in which the center is located.

5. You must describe how you agency will allocate any of those funds among any consortia that will be formed among postsecondary institutions, and how funds will be allocated among the members of the consortia, including the rationale for such allocations. [Sec. 122(c)(6)(B); Sec. 202(c)]

See response to requirement 1 above.

6. You must describe how you will adjust the data used to make the allocations to reflect any change in school district boundaries that may have occurred since the population and/or enrollment data was collected, and include local educational agencies without geographical boundaries, such as charter schools and secondary schools funded by the Bureau of Indian Affairs. [Sec. 131(a)(3)]

Allocations to secondary CTE centers will be adjusted for one of the following reasons:

- The eligible agency will adjust data for making regional allocations when districts change their regional affiliation. In these cases, the district's Perkins funds previously pooled in one region will be transferred to the pool of the new region.
 - When a district divides into two or more separate districts, these new districts will need to become part of a secondary CTE region. In most instances, both new districts will not change regions. When one of the districts aligns with another CTE region, funds allocated to the district will be granted to the new region. Town-level data on youth residence and poverty will be used to allocate funds to the new districts.
 - Funds for charter schools will be drawn from allocations to the secondary regions in which the schools will be located. Portions of the regional allocations will be allotted to the charter schools based on the numbers of students enrolled in the school. The amount of the allotment will be in proportion to the percentage that charter-school students are of the total population of youth in the region, ages 5 to 17.
7. You must provide a description of any proposed alternative allocation formula(s) requiring approval by the Secretary as described in section 131(b) or 132(b) of the Act. At a minimum, you must provide an allocation run for eligible recipients using the required elements outlined in section 131(a) and/or section 132(a)(2) of the Act, together with an allocation run using the proposed alternative formula(s). Also

you must include a demonstration that the alternative secondary formula more effectively targets funds on the basis of poverty, as described in section 131(b)(1) of the Act; and/or, in the case of an alternative postsecondary formula, a demonstration that the formula described in section 132(a)(2) of the Act does not result in a distribution of funds to eligible recipients that have the highest numbers of economically disadvantaged individuals and that an alternative formula would result in such a distribution.

New Hampshire will not seek authorization to use an alternative formula on which to make the secondary allocation.

B. Other Department Requirements

1. You must submit a detailed project budget, using the forms provided in Part B of this guide.

See Part B. I., Perkins IV Budget Tables.

2. You must provide a listing of allocations made to consortia (secondary and postsecondary) from funds available under sections 112(a) and (c) of the Act.

See Part B. II., Secondary Allocations.

3. You must describe the secondary and postsecondary formulas used to allocate funds available under section 112(a) of the Act, as required by section 131(a) and 132(a) of the Act.

Secondary. Perkins funding for each school district will be based on the formula prescribed in Sec. 131(a). Of the portion of the 85% Title I grant that will be allotted to secondary eligible recipients, 30% will be allocated on the basis of the number of student-aged youth residing in a school district and 70% will be allocated on the basis of the number of student-aged youth who reside in the district who live in poverty. Statewide grant-per-youth amounts will be calculated for the overall youth population in the district

and for the subgroup of students in poverty. These amounts will then be used to determine each district's allocation.

District funds will then be allocated to the secondary CTE centers in compliance with Sec. 131(e). Each district statewide will be assigned to a region. Funds allocated to each district within a region will be merged for the purpose of supporting programs at the regional center. When regions have multiple centers, the centers within the region reach an agreement on how to distribute the funds allocated to all sending districts within the region.

Postsecondary. Postsecondary funds will be allocated to a single eligible postsecondary recipient, a consortium formed among the institutions in the Community College System of New Hampshire.

4. You must describe the competitive basis or formula to be used to award
4. reserve funds under section 112(c) of the Act.
4.
4. All Reserve funds will be awarded to secondary eligible recipients. These
4. awards will be granted for two purposes: to limit the amounts by which
4. grants decrease from year to year and to reward positive performance. The
4. first type of award will be granted on a formula basis; recipients become
4. eligible for Reserve funds when their allocations for the coming year
4. decrease more than the predetermined threshold.
4.
4. The second type of award will be granted either for exceptionally positive
4. performance or to assist secondary centers that perform poorly on the
4. indicators. High-performing centers will receive incentive grants that have
4. no restrictions on their use with the exception of compliance with Sec. 135
4. of Perkins IV. Centers performing poorly on the indicators will receive
4. funds to focus on particular performance problems.
5. You must describe the procedures used to rank and determine eligible
recipients seeking funding under section 112(c) of the Act.

The Reserve fund will be used in two ways. First, a portion of the Reserve

will be used to reduce decreases in year-to-year allocations for secondary centers that see the largest drops in funding. A maximum will be set for the annual allocation decreases and Reserve funds will be distributed to centers that face reductions greater than the maximum.

Second, funds will be granted on a competitive basis, as an incentive for high performance. Centers will be ranked by positive impact on statewide performance.

VII. EDGAR Certifications and Other Assurances

A. EDGAR Certifications

1. You must provide a written and signed certification that—

- (a) The plan is submitted by the State agency that is eligible to submit the plan. [34 CFR 76.104(a)(1)] [*Note: The term ‘eligible agency’ means a State board designated or created consistent with State law as the sole State agency responsible for the administration, or the supervision of the administration, of career and technical education in the State. See Sec. 3(12).]*

EDGAR Certifications sign-off page.

- (b) The State agency has authority under State law to perform the functions of the State under the program. [34 CFR 76.104(a)(2)]

EDGAR Certifications sign-off page.

- (c) The State legally may carry out each provision of the plan. [34 CFR 76.104(a)(3)]

EDGAR Certifications sign-off page.

- (d) All provisions of the plan are consistent with State law. [34 CFR 76.104(a)(4)]

EDGAR Certifications sign-off page.

- (e) A State officer, Virginia Irwin, Administrator, Career Development Bureau, New Hampshire Department of Education, specified by title in the certification, has authority under State law to receive, hold, and disburse Federal funds made available under the plan. [34 CFR 76.104(a)(5)]

EDGAR Certifications sign-off page.

- (f) The State officer who submits the plan, specified by title in the certification, has authority to submit the plan. [34 CFR 76.104(a)(6)]

EDGAR Certifications sign-off page.

- (g) The agency that submits the plan has adopted or otherwise formally approved the plan. [34 CFR 76.104(a)(7)]

EDGAR Certifications sign-off page.

- (h) The plan is the basis for State operation and administration of the program. [34 CFR 76.104(a)(8)]

EDGAR Certifications sign-off page.

B. Other Assurances

1. You must submit a copy of the State plan to the State office responsible for the Intergovernmental Review Process if your State implements that review process under Executive Order 12372. [See 34 CFR Part 79]

Assurances sign-off page

2. You must provide a complete and signed ED Form 80-0013 for certifications regarding lobbying; [See 34 CFR Part 82. To download ED Form 80-0013, and the SF LLL Form (Disclosure of Lobbying Activities) referred therein, see:
<http://www.ed.gov/fund/grant/apply/appforms/appforms.html>]

Certification Regarding Lobbying Form

3. You must provide a complete and signed Assurance for Non-Construction Programs Form.

[See <http://www.ed.gov/fund/grant/apply/appforms/appforms.html>]

Assurance for Non-Construction Programs Form

4. You must provide a signed assurance that you will comply with the requirements of the Act and the provisions of the State plan, including the provision of a financial audit of funds received under the Act which may be included as part of an audit of other Federal or State programs. [Sec. 122(c)(11)]

Assurances sign-off page

5. You must provide a signed assurance that none of the funds expended under the Act will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the acquiring entity or the employees of the acquiring entity, or any affiliate of such an organization. [Sec. 122(c)(12)]

Assurances sign-off page

6. You must provide a signed assurance that your State will waive the minimum allocation as required in section 131(c)(1) in any case in which the local educational agency is located in a rural, sparsely populated area or is a public charter school operating secondary school career and technical education programs and demonstrates that it is unable to enter into a consortium for purposes of providing services under the Act. [Section 131(c)(2)]

Assurances sign-off page

7. You must provide a signed assurance that your State will provide, from non-Federal sources for the costs the eligible agency incurs for the administration of programs under this Act, an amount that is not less

than the amount provided by the eligible agency from non-Federal sources for such costs for the preceding fiscal year. [Sec. 323(a)]

Assurances sign-off page

8. You must provide a signed assurance that your State and eligible recipients that use funds under this Act for in-service and preservice career and technical education professional development programs for career and technical education teachers, administrators, and other personnel shall, to the extent practicable, upon written request, permit the participation in such programs of career and technical education secondary school teachers, administrators, and other personnel in nonprofit private schools offering career and technical secondary education programs located in the geographical area served by such eligible agency or eligible recipient. [Sec. 317(a)]

Assurances sign-off page

9. You must provide a signed assurance that, except as prohibited by State or local law, that an eligible recipient may, upon written request, use funds made available under this Act to provide for the meaningful participation, in career and technical education programs and activities receiving funds under this Act, of secondary school students attending nonprofit private schools who reside in the geographical area served by the eligible recipient. [Sec. 317(b)(1)]

Assurances sign-off page

10. You must provide a signed assurance that eligible recipients that receive an allotment under this Act will consult, upon written request, in a timely and meaningful manner with representatives of nonprofit private schools in the geographical area served by the eligible recipient regarding the meaningful participation, in career and technical education programs and activities receiving funding under this Act, of secondary school students attending nonprofit private schools. [Sec. 317(b)(2)]

Assurances sign-off page

ASSURANCES

The New Hampshire Department of Education provides assurances that:

1. It will comply with the requirements of the Act and the provisions of the State plan, including the provision of a financial audit of funds received under the Act which may be included as part of an audit of other Federal or State programs [Sec. 122(c)(11)]
2. None of the funds expended under the Act will be used to acquire equipment, including computer equipment, in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the acquiring entity or the employees of the acquiring entity, or any affiliate of our organization [Sec.122(c)(12)]
3. It will waive the minimum allocation as required in section 131(c)(1) in any case which the local educational agency is located in a rural, sparsely populated area or is a public charter school operating secondary school career and technical education programs and demonstrates that it is unable to enter into a consortium for purpose of providing services under the Act [Sec. 131(c)(2)]
4. It will provide, from non-Federal sources, for the costs the eligible agency incurs for the administration of programs under this Act, an amount that is not less than the amount provided by the State from non-Federal sources for such costs for the preceding fiscal year [Sec. 323(a)]
5. The State of New Hampshire and eligible recipients that use funds under this Act for in-service and pre-service career and technical professional development programs for career and technical education teachers, administrators, and other personnel shall, to the extent practicable, upon written request, permit the participation in such programs of career and technical education secondary school teachers, administrators, and other personnel in nonprofit private schools offering career and technical secondary education programs located in the geographical area serviced by such eligible agency or eligible recipient [Sec. 317(a)]
6. An eligible recipient may, except where prohibited by local or state law, upon written request, use funds made available under the Act to provide for the meaningful participation, in career and technical programs and activities receiving funds under this Act, of secondary school students attending nonprofit private schools who reside in the geographical area served by the eligible recipient [Sec. 317(b)(1)]
7. Eligible recipients that receive an allotment under this Act will consult, upon written request, in a timely and meaningful manner with representatives of nonprofit private schools in the geographical area served by the eligible recipient regarding the meaningful participation, in career and technical education programs and activities receiving funding under this Act, of secondary school student attending nonprofit private schools [Sec. 317(b)(2)].

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL	TITLE
	Chairman, State Board of Education
APPLICANT ORGANIZATION	DATE SUBMITTED
NH Department of Education/State Board of Education	April 9, 2008

CERTIFICATIONS

We certify that:

The New Hampshire State Board of Education is the sole agency eligible to submit the State plan [34 CFR 76.104(a)(1)]

The New Hampshire Department of Education has the authority under state law to perform the functions of the State under the program [34 CFR 76.104(a)(2)]

The State of New Hampshire can legally carry out each provision of the plan [34 CFR 76.104(a)(3)]

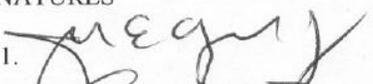
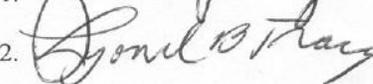
All provisions of the plan are consistent with state law [34 CFR 76.104(a)(4)]

State officer, Lyonel B. Tracy, Commissioner, New Hampshire Department of Education, has the authority under state law to receive, hold, and disburse Federal funds made under the plan [34 CFR 76.104(a)(5)] or State Officer, Virginia Irwin, Administrator.

And that state officer, Lyonel B. Tracy, Commissioner, New Hampshire Department of Education, has the authority to submit the plan [34 CFR 76.104(a)(6)]

The State Board of Education for the New Hampshire Department of Education has adopted or otherwise formally approved the plan [34 CFR 76.104(a)(7)]

The plan is the basis for State operation and administration of the program. [34 CFR 76.104(a)(8)]

NAME OF APPLICANT/ORGANIZATION New Hampshire Department of Education		PROJECT NAME Carl D Perkins Act 2006
PRINTED NAME AND TITLE OF CERTIFIED OFFICIAL Lyonel B Tracy, Commissioner, NH Department of Education John E. Lyons, Chairman, NH State Board of Education		
SIGNATURES	DATE	April 9, 2008
1. 		
2. 		

CERTIFICATION REGARDING LOBBYING

Applicants must review the requirements for certification regarding lobbying included in the regulations cited below before completing this form. Applicants must sign this form to comply with the certification requirements under 34 CFR Part 82, "New Restrictions on Lobbying." This certification is a material representation of fact upon which the Department of Education relies when it makes a grant or enters into a cooperative agreement.

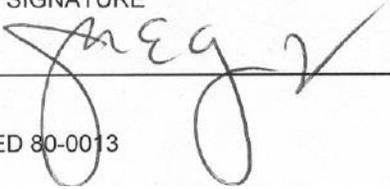
As required by Section 1352, Title 31 of the U.S. Code, and implemented at 34 CFR Part 82, for persons entering into a Federal contract, grant or cooperative agreement over \$100,000, as defined at 34 CFR Part 82, Sections 82.105 and 82.110, the applicant certifies that:

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

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

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

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

NAME OF APPLICANT New Hampshire Department of Education 101 Pleasant Street Concord, NH 03301	PR/AWARD NUMBER AND / OR PROJECT NAME Carl D. Perkins Act of 2006
PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE John E. Lyons, Jr., Chairman, State Board of Education	
SIGNATURE 	DATE April 9, 2008

ED 80-0013

06/04

ASSURANCES - NON-CONSTRUCTION PROGRAMS

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

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

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

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

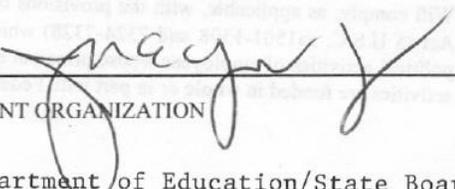
1. Has the legal authority to apply for Federal assistance, and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management, and completion of the project described in this application.
2. Will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

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9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874) and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§ 327-333), regarding labor standards for federally assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clear Air) Implementation Plans under Section 176(c) of the Clear Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended, (P.L. 93-523); and (h) protection of endangered species under the Endangered Species Act of 1973, as amended, (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1721 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, AAudits of States, Local Governments, and Non-Profit Organizations.
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations and policies governing this program.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL 	TITLE Chairman, State Board of Education
APPLICANT ORGANIZATION NH Department of Education/State Board of Education	DATE SUBMITTED April 9, 2008

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PART B:
PERKINS IV BUDGET FORMS

FY 2009 Perkins IV Budget (grant beginning on July 1, 2008)

Title 1 Assistance to States

Local Formula Distribution (not less than 85%)	\$4,853,451.00	
Secondary Programs (79.5%)		\$3,704,154.00
Postsecondary Programs (20.5%)		<u>\$ 955,159.00</u>
Subtotal		\$4,659,313.00
Ten Percent Reserve (if applicable)--4% Reserved		
Secondary Programs (100%)	\$ 194,138.00	
Postsecondary Programs (0%)		<u>\$ -0-</u>
Subtotal		\$ 194,138.00
State Leadership (up to 10%)	\$ 570,994.00	
State Institutions (up to 1%)		\$ 57,099.00
Nontraditional Training and Employment (between \$60,000 and \$150,000)		\$ 60,000.00
Other State Leadership		<u>\$ 453,895.00</u>
Subtotal		\$ 570,994.00
State Administration (5%)		
Federal Perkins		\$ 285,497.00
State Match *		<u>(\$ 285,497.00)</u>
<u>Total Title I: Basic Grant</u>	Total	<u>\$5,709,942.00</u>
<u>Title II Tech Prep (\$376,158.00)</u>		
Tech Prep Education Programs		\$ 357,350.00
Tech Prep Administration		<u>\$ 18,808.00</u>
<u>Total Title II: Tech Prep Grant</u>	Total	\$ 376,158.00

*This figure not included in Total Title I: Basic Grant.

Perkins SY 2008-09 Allocation, 4% Reserve, \$50,000 Incentive						
		SY 07-08	SY 08-09			
		Actual	Center		SY 08-09	
Region	Center	Center	Formula	SY 2008	Center	Percent
		Allocations	Allocations	Reserve	Allocations	Change
2	Berlin	\$ 69,899.48	\$ 66,378.86	\$ 3,600.20	\$ 69,979.06	0%
3	Littleton	\$ 54,174.02	\$ 56,384.05	\$ -	\$ 56,384.05	4%
	White Mt. Reg.	\$ 54,174.02	\$ 56,384.05	\$ -	\$ 56,384.05	4%
	N. Country Charter Academy	N/A	\$ 1,396.46	\$ -	\$ 1,396.46	N/A
4	River Bend, VT	\$ 50,754.86	\$ 27,611.90	\$ 23,200.74	\$ 50,812.64	0%
5	Plymouth	\$ 97,844.13	\$ 90,416.44	\$ 7,539.08	\$ 97,955.52	0%
6	Conway	\$ 87,236.00	\$ 69,866.11	\$ 17,469.21	\$ 87,335.32	0%
7	Hartford, VT	\$ 101,615.26	\$ 98,546.83	\$ 3,184.12	\$ 101,730.95	0%
8	Laconia	\$ 203,978.11	\$ 184,059.60	\$ 20,150.73	\$ 204,210.33	0%
	Winnisquam	\$ 48,518.68	\$ 44,255.96	\$ 4,317.95	\$ 48,573.91	0%
9	Wolfeboro	\$ 105,809.29	\$ 103,183.27	\$ 2,746.48	\$ 105,929.75	0%
10	Claremont	\$ 101,186.25	\$ 81,081.16	\$ 20,220.29	\$ 101,301.45	0%
	Newport	\$ 74,869.03	\$ 75,290.69	\$ -	\$ 75,290.69	1%
11	Concord	\$ 327,123.49	\$ 328,319.84	\$ -	\$ 328,319.84	0%
	CSI Charter School	N/A	\$ 421.69	\$ -	\$ 421.69	N/A
12	Dover	\$ 151,260.20	\$ 159,343.48	\$ -	\$ 159,343.48	5%
	Somersworth	\$ 117,646.82	\$ 123,933.82	\$ -	\$ 123,933.82	5%
	Rochester	\$ 151,260.20	\$ 159,343.48	\$ -	\$ 159,343.48	5%
	Equestrian Acad. Charter School	N/A	\$ 426.99	\$ -	\$ 426.99	N/A
	Cocheco Charter School	N/A	\$ 1,460.02	\$ -	\$ 1,460.02	N/A
13	Keene	\$ 139,337.17	\$ 115,862.81	\$ 23,632.99	\$ 139,495.80	0%
	Fall Mountain	\$ 68,143.27	\$ 64,833.02	\$ 3,387.83	\$ 68,220.85	0%
14	ConVal	\$ 156,572.29	\$ 156,199.76	\$ 550.79	\$ 156,750.55	0%
15	Manchester	\$ 662,681.38	\$ 714,190.35	\$ -	\$ 714,190.35	8%
16	Nashua	\$ 338,682.22	\$ 354,028.76	\$ -	\$ 354,028.76	5%
	Milford	\$ 76,993.37	\$ 82,031.56	\$ -	\$ 82,031.56	7%
	Hudson	\$ 89,674.86	\$ 111,196.22	\$ -	\$ 111,196.22	24%
	Acad of Science & Design	N/A	\$ 485.25	\$ -	\$ 485.25	N/A
17	Pinkerton	\$ 151,123.27	\$ 160,617.21	\$ -	\$ 160,617.21	6%
	Salem	\$ 151,123.27	\$ 160,617.21	\$ -	\$ 160,617.21	6%
18	Exeter	\$ 248,209.23	\$ 254,471.10	\$ -	\$ 254,471.10	3%
	Great Bay eLearning Charter Sch.	N/A	\$ 1,139.99	\$ -	\$ 1,139.99	N/A
	Virtual Learning Academy	N/A	\$ 529.67	\$ -	\$ 529.67	N/A
19	Portsmouth	\$ 92,408.19	\$ 79,854.33	\$ 12,659.07	\$ 92,513.40	0%
99	Windham, VT	\$ 16,568.39	\$ 15,108.70	\$ 1,478.55	\$ 16,587.25	0%
	Totals:	\$3,988,866.75	\$ 3,999,270.64	\$ 144,138.03	\$ 4,143,408.67	4%

PART C:
ACCOUNTABILITY FORMS

Student Definitions

A. Secondary Level

Participants:

A secondary student who has earned one (1) or more credits in any career and technical education (CTE) program area.

Concentrators:

A secondary student who has completed greater than 50% of the required sequence of instruction in his/her career and technical program and is enrolled in the second half of the program as of October 1st or March 1st.

B. Postsecondary/Adult Level

Participants:

A postsecondary/adult student who has earned one (1) or more credits in any CTE program area.

Concentrators:

A matriculated postsecondary/adult student who: (1) completes at least 12 academic or CTE credits within a single CTE program area sequence that is comprised of 12 or more academic and technical credits and terminates in the award of an industry-recognized credential, a certificate, or a degree; or (2) completes a short-term CTE program sequence of less than 12 credit units that terminates in an industry-recognized credential, a certificate, or a degree.

II. FINAL AGREED UPON PERFORMANCE LEVELS FORM (FAUPL)
 A. SECONDARY LEVEL

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline 7/1/06-6/30/07	Year One 7/1/07-6/30/08	Year Two 7/1/08-6/30/09
1S1 Academic Attainment – Reading/Language Arts 113(b)(2)(A)(i)	<p>Numerator: Number of CTE <u>senior</u> concentrators who have met the acceptable performance range of basic or better 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.</p> <p>Denominator: Number of CTE <u>senior</u> 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.</p>	State and Local Administrative Records (NCLB)	B: 77.00%	L: 77.00% A:	L: 85.00% A:

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline 7/1/06-6/30/07	Year One 7/1/06-6/30/07	Year Two 7/1/07-6/30/08
1S2 Academic Attainment - Mathematics 113(b)(2)(A)(i)	<p>Numerator: Number of CTE <u>senior</u> concentrators who have met the acceptable performance range of basic or better 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.</p> <p>Denominator: Number of CTE <u>senior</u> 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.</p>	State and Local Administrative Records (NCLB)	B: 64.00%	L: 64.00% A:	L: 76.00% A:

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline 7/1/07-6/30/08	Year One 7/1/08-6/30/09	Year Two 7/1/09-6/30/10
2S1 Technical Skill Attainment 113(b)(2)(A)(ii)	<p>Numerator: Number of <u>CTE senior concentrators who completed all</u> technical skill competencies that are aligned with industry-recognized standards, if available and appropriate, during the reporting year.</p> <p>Denominator: Number of <u>CTE senior concentrators who left secondary education</u> during the reporting year.</p>	<p>National/State Standards and Local Assessment Systems</p> <p>Baseline based on three-year average</p>	B: 86.82%	L: 87.32% A:	L: 87.82% A:
3S1 Secondary School Completion 113(b)(2)(A)(iii)(I-III)	<p>Numerator: Number of <u>CTE senior concentrators</u> 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.</p> <p>Denominator: Number of <u>CTE senior concentrators</u> who left secondary education during the reporting year.</p>	<p>State/Local Administered Data</p> <p>Baseline based on three-year average</p>	B: 95.00%	L: 95.00% A:	L: 95.00%

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline 7/1/06-7/30/07	Year One 7/1/07-6/30/08	Year Two 7/1/08-6/30/09
4S1 Student Graduation Rates 113(b)(2)(A)(iv)	<p>Numerator: Number of CTE <u>senior</u> 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.</p> <p>Denominator: Number of CTE <u>senior</u> 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.</p>	State and Local Administrative Records (NCLB)	B: 75.00%	L: 76.00% A:	L: 77.00% A:
5S1 Secondary Placement 113(b)(2)(A)(v)	<p>Numerator: Number of <u>CTE senior concentrators</u> 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).</p> <p>Denominator: Number of <u>CTE senior concentrators</u> who left secondary education during the reporting year.</p>	State-Developed, School-Administered Surveys/Placement Records Baseline based on three-year average	B: 95.00%	L: 95.00% A:	L: 95.00% A:

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline 7/1/07-6/30/08	Year One 7/1/08-6/30/09	Year Two 7/1/09-6/30/10
6S1 Nontraditional Participation 113(b)(2)(A)(vi)	<p>Numerator: Number of <u>CTE participants</u> from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.</p> <p>Denominator: Number of <u>CTE participants</u> who participated in a program that leads to employment in nontraditional fields during the reporting year.</p>	<p>State/Local Administrative Records</p> <p>Baseline based on most recent median</p>	B: 22.13%	L: 22.38% A:	L: 22.63% A:
6S2 Nontraditional Completion 113(b)(2)(A)(vi)	<p>Numerator: Number of <u>CTE senior concentrators</u> from underrepresented gender groups who completed a program that leads to employment in non traditional fields during the reporting year.</p> <p>Denominator: Number of <u>CTE senior concentrators</u> who completed a program that leads to employment in nontraditional fields during the reporting year.</p>	<p>State/Local Administrative Records</p> <p>Baseline based on most recent median</p>	B: 18.60%	L: 18.85% A:	L: 19.10% A:

III. FINAL AGREED UPON PERFORMANCE LEVELS FORM (FAUPL)

B. POSTSECONDARY/ADULT LEVEL – New Hampshire

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline 7/1/07-6/30/08	Year One 7/1/08-6/30/09	Year Two 7/1/09-6/30/10
1P1 Technical Skill Attainment 113(b)(2)(B)(i)	<p>Numerator: Number of matriculated <u>CTE concentrators</u> who passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, during the reporting year.</p> <p>Denominator: Number of matriculated <u>CTE concentrators</u> who took technical skill assessments during the reporting year.</p>	Telephone Survey, Administrative Data and Departmental Records	B: 47.00	L: A:	L: 52.00 A:
2P1 Credential, Certificate, or Degree 113(b)(2)(B)(ii)	<p>Numerator: Number of matriculated <u>CTE concentrators</u> who received an industry-recognized credential, a certificate, or a degree during the reporting year.</p> <p>Denominator: Number of matriculated <u>CTE concentrators</u> who left postsecondary education during the reporting year.</p>	State/Local Administrative Data	B: 28.00	L: A:	L: 35.00 A:

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline 7/1/07-6/30/08	Year One 7/1/08-6/30/09	Year Two 7/1/09-6/30/10
3P1 Student Retention 113(b)(2)(B)(iii)	<p>Numerator: Number of matriculated <u>CTE concentrators</u> who remained enrolled in their original postsecondary institution during the reporting year and who were enrolled in the same postsecondary institution in the fall of the previous reporting year.</p> <p>Denominator: Number of matriculated <u>CTE concentrators</u> 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.</p>	Administrative Records	B: 25.00 P:	L: A:	L: 32.00 A:
4P1 Student Placement 113(b)(2)(B)(iv)	<p>Numerator: Number of matriculated <u>CTE concentrators</u> who were placed or retained in employment or state-wide 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).</p> <p>Denominator: Number of matriculated <u>CTE concentrators</u> who left postsecondary education during the reporting year.</p>	Administrative Record Exchanges and NH Employment Security Records	B: 62.00 P:	L: A:	L: 69.00 A:

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline 7/1/07-6/30/08	Year One 7/1/08-6/30/09	Year Two 7/1/09-6/30/10
5P1 Nontraditional Participation 113(b)(2)(B)(v)	Numerator: Number of CTE <u>participants</u> from underrepresented gender groups who enrolled in non-traditional programs during the reporting year. Denominator: Total number of CTE <u>participants</u> who participated in a non traditional program during the reporting year.	Administrative Records	B: 17.00 P:	L: A:	L: 17.25 A:
5P2 Nontraditional Completion 113(b)(2)(B)(v)	Numerator: Number of matriculated CTE <u>concentrators</u> from underrepresented gender groups who completed a nontraditional program during the reporting year. Denominator: Number of matriculated CTE <u>concentrators</u> who completed a program in nontraditional fields during the reporting year	Administrative Records	B: 14.00 P:	L: A:	L: 14.25 A:

ATTACHMENT A:
PUBLIC HEARINGS NOTIFICATIONS AND AGENDA

Printed Hearing Announcements

Announcements posted in Manchester Union Leader,

March 1, 2, and 3, 2008:

The New Hampshire Department of Education will conduct hearings on the Five-Year Plan for improving career and technical education with federal support. The hearings are open for public comment. The hearings will be conducted at five locations statewide:

- The Cheshire Career Center, Keene, NH (352-0640), March 3 (rain date 3/6), 6:00 – 8:00 PM;
- White Mountain Regional High School, Whitefield, NH (837-2528), March 3 (rain date 3/4) 4:00 – 6:00 PM;
- Portsmouth Career-Tech Center, Portsmouth, NH (436-7100), March 4 (rain date 3/5), 6:00 – 8:00 PM);
- Manchester School of Technology, Manchester, NH (624-6490), March 5 (rain date 3/6), 4:00 – 6:00 PM;
- Concord Regional Technology Center, Concord, NH (225-0800), March 5, 4:00 – 6:00 PM

These activities are 100% federally funded under the authority of the Carl D. Perkins Career and Technical Education Improvement Act of 2006.

March 19, 20, and 21, 2008:

The New Hampshire Department of Education will conduct a hearing on the Five-Year Plan for improving career and technical education with federal support. The hearing will be open to the public and take place on March 26, at the New Hampshire Department of Education, 101 Pleasant Street, Room 15, Concord, NH, from 3:30 to 5:30 PM. This activity is 100% federally funded under the authority of the Carl D. Perkins Career and Technical Education Improvement Act of 2006.

Internet Hearing Announcements

Announcement released to educators, CTE center administrators, and postsecondary eligible recipients:

You are cordially invited to attend a public hearing on
The Carl D. Perkins Five Year Plan
Wednesday, March 26
3:30 to 5:30
Room 15
Londergan Hall
Department of Education

Come and find out what your colleagues in Career and Technical Education are up to. This will be a chance to see how we propose to spend our federal Carl D. Perkins funds for the next five years. A summary will be presented at the meeting but the draft plan is up on our website. We hope you will be able to join us.

Career Development Bureau

Announcement released to members of the New Hampshire Advisory Council on Career and Technical Education:

The next meeting of the Advisory Council for Career and Technical Education will be Wednesday, the 19th, from 1:00 to 4:00. We will be meeting in a different location than in the past; in Room 100 of the Walker Building, 21 South Fruit Street, Concord. Directions are attached.

Most of the meeting will be about the future of career and technical education in New Hampshire and how we can use federal support to advance our vision of the future. New Hampshire's Five-Year Plan for the use of federal funding will be on the agenda. A draft of the Plan is attached for your review. As you review this document, be mindful of how the Plan focuses on the use of federal funds, but the Council should not limit its vision to the contents of the plan. At the meeting, we need to hear about your needs and vision, especially if the Plan fails to address your priorities or concerns.

At next Wednesday's meeting we will also look at a critical report put out by the National Center on Education and the Economy--*Tough Choices for Tough Times*. I urge you to take a look at the executive summary of this report before we meet. You can find this document at:

http://www.skillscommission.org/pdf/exec_sum/ToughChoices_EXECSUM.pdf

If you have any questions before we meet, please feel free to contact me. I look forward to seeing you on the 19th.

Web-based Hearing Announcement

For public review and input, a draft of the plan was posted at the following URL, starting Feb. 20, 2008:

<http://www.ed.state.nh.us/education/doe/organization/adultlearning/Career%20Development/documents/5-YearPlan.pdf>

PUBLIC HEARINGS* AGENDA

New Hampshire State 5-Year Plan, 2008-2013 March 2008

- I. Welcome & Introductions
- II. New Hampshire State 5-Year Plan
- III. Views and Recommendations
- IV. Closing & Thanks

*In compliance with Carl D. Perkins Career and Technical Education Improvement Act of 2006 (P.L. 109-270), Section 122.(a)(3).

ATTACHMENT B:
HEARING RESPONSES

Perkins 2008-2013 State Plan for Career and Technical Education
Public Hearing

March 3, 2008
4:20 p.m. – 6:30 p.m.

White Mountains Regional High School
Whitefield, NH

Present: Gwendolyn Blair, Hugh J. Gallen CTE Center
Ryan Earley
Lori Lane, White Mountains Regional CTE Center
Edward W. Taylor, NH Department of Education
Charlie Thibedeau

Ed Taylor presented a PowerPoint on the elements of the Department of Education's proposed plan under P. L. 109-270. Notes on the PowerPoint:

1. The plan is focused on integrating academics with career and technical education. The NECAP will be used as the measure. Programs will align with No Child Left Behind standards. Part of the work that will be done over the next five years will be this work. AccuPlacer will also be used. (Plan on this will be created.) The intent of this will be to reduce the need for remediation at the postsecondary level.
2. Career planning documents (CPPOS) will be created at all centers in order to better inform students about the career and technical education and academic education needed in all career fields. Secondary to postsecondary transition focused on creating Career Pathway Programs of Study (CPPOS) for all career and technical education programs with their counterparts at the postsecondary school. CPPOS documents are created between individual high school and individual college programs. Articulation agreements are also part of this area of the new plan.
3. Professional Development – both pre-service and in-service. Law wants “high-quality, sustained and intensive” type of professional development. The types of training will include cross-discipline trainings – guidance, administration, teachers at both secondary and postsecondary. Designing transitions for secondary to postsecondary education to jobs.

Charlie Thibedeau - NH Scholars programs (Scott Power) is working with Tilliston to make funds available to all North Country high school students to take Running Start courses.

Gwen Blair – We should work toward students earning an associates degree. They could have an AA degree by secondary graduation, or part. This is a desirable goal.

4. Accountability – Perkins will still have performance indicators. 1S1 – Math; 1S2 – English/Language Arts; Graduation; Program Completion; Non-Traditional Enrollment; Non-Traditional Completion; Retention – tracking those students through SASID numbers? This still needs to be defined.

Postsecondary people will be looking at transitioning from 2-year to 4-year programs.

Question from Gwen Blair on Program Completion Indicator: Defining program completion with 100% of minimum competencies seems flawed. Will students be asked to meet 100% of academic competencies to pass English?

Yes, we've decided at the Department that all competencies must be attained if we count a student as having completed a program, not 90%.

Lori Lane - NWEA could be helpful in establishing benchmarks competencies – would help establish parameters for associate degrees. NECAP is not a valid method to show academic achievement. It is given at the beginning of the 11th grade and does not demonstrate CTE caused improvement. Suggest NWEA testing or something which is used at the appropriate time. At our school, students take NWEA, NECAP and others. Additional testing takes valuable student time (reflected in decrease in CTE Programs). Suggest testing at the district level to demonstrate academic achievement. If districts do not have others in place then use NECAP. Districts must have flexibility to show academic achievement – NECAP is the default.

Gwen Blair – The emphasis placed on non-traditional enrollments is difficult. The objective is to provide the student with choices to enroll in any program he/she desires. Both indicators taken together work against providing maximum choice for all students.

Lori Lane – One strength is career planning part and will enhance efforts of guidance in this process.

5. Funding: The Department of Education doesn't have a hard number yet. 15% for State administration (\$60,000 for non-traditional training); 85% grants locally = 79.5% to secondary (4 million); 20.5% to postsecondary (1 million); reserve up to 10%.

Perkins 2008-2013 State Plan for Career and Technical Education
Public Hearing

March 26, 2008
3:30 p.m. – 5:30 p.m.

New Hampshire Department of Education
Londergan Hall, 101 Pleasant Street, Concord, NH

Present: Stephen Bos
Virginia O'Brien Irwin
Bethany Whiton, Interpreter for the deaf
Janice Wightman, Interpreter for the deaf
Susan Wolfdowns, NE Deaf and Hard of Hearing Services

The public hearing of the NH Five-Year State Plan for Career and Technical Education opened at 3:30 p.m.

Mr. Stephen Bos and Ms Virginia O'Brien Irwin were present to accept testimony, questions, and comments. Responses are italicized. Unless stated otherwise, all comments were provided by Virginia O'Brien Irwin.

1. How might the career & technical education programs that you are talking about relate to voc rehab?

This is a secondary program primarily for kids who are juniors and seniors in HS sort of as a capstone for their educational experience as well as an articulated program to the community college system for kids to go from secondary to postsecondary without having to repeat some coursework, going in having gained college credits while in high school. Voc rehab is entirely different. It's predominantly for adults who need career changes because they have some impairment that requires them to get new training or retraining or for kids in special education who are in high school who transition into the adult system and get voc rehab services. VR is unlimited in one way because it can provide an individual with all the supports and services they need to be successful like if they need a van in order to get to work because they had a mobility disability or they needed in some cases an older adult needed teeth in order to be job ready. VR in my opinion is one of the best opportunities for folks to get all kinds of supports. We are public school and we only offer curriculum. We don't offer supports so to speak for people to get career training. That the difference. It's like instead of English or Math or History, we're Health Occupations, Automotive Technology. We are curriculum based at the secondary level predominantly and at the postsecondary level at the community college we offer supports for people to access their program.

2. What you are saying is that suppose there are deaf and hard of hearing people you provide services for them?

We provide educational opportunities like any other student. If they need services, they probably get it from special education. If the disability is getting in their way of getting their education, which is how you get involved in special education, then those supports would be provided through special education but they could access the curriculum just like every other child. For example if we had a deaf student, special education would probably provide the interpreter to work with the child in the classroom but they could take the career course just like everybody else.

3. So you have services for deaf and hard of hearing students within this realm?

Yes but not paid for through these funds. They come through special education funds--two separate pots of money and not necessarily career technology's responsibility, but we work hand in hand with special education.

4. I would respectfully recommend that your team might really look at areas where deaf and hard of hearing students are involved especially where it comes to language and that incidental learning curve so they are ready to enroll in college.

One of the things that we also do for some students is let them enroll as freshmen and sophomores so they can get four years instead of two years so that they can have more time to acquire the skills. The problem we run into is meeting all the requirements for graduation so we try to imbed some of the credits in career courses. For example, if a student took agriculture, that is clearly a science. So they could get a science credit and an agriculture credit. If they take health occupations they can get their health credit plus their health occupations credit so we look at that very carefully and we try to, and certainly allow kids to, start earlier, and if deaf and hard of hearing students would benefit from a longer exposure we just need to get the guidance counselors to get it. We're okay with it so helping to advocate would be good.

5. And where are the guidance counselors? They're not here. Is this a place where they would normally be?

No, not necessarily. You mean guidance counselors? Not necessarily. Everyone was given the opportunity to attend. This is our sixth public hearing and I can categorically say not one guidance counselor has come. There's lots of reasons for that; we don't have enough hours in the day to get into it but some time you and I can have a conversation about it.

6. [During presentation on the 20.5% for postsecondary program improvement, the following question was asked.] Community College. Do you mean only in the State of NH or can it be a community college outside of our state borders?

Response by Stephen Bos: Good question. Both. These articulation agreements I mentioned earlier between colleges and high school--those agreements aren't only between the career and technical education school in New Hampshire with postsecondary in New Hampshire. It's our

secondary centers with colleges around the country – Johnson and Wales, for example, one of the best culinary schools down in Rhode Island. Many of our students complete our culinary programs and just transition smoothly on to Johnson & Wales.

Response by Virginia O'Brien Irwin: The Community College System has articulated these agreements with tons of other colleges & universities both in and out of NH. However, not so much with UNH. UNH is not still recognizing the quality of education that is coming out of the Community College System but many other schools do so they've got quite an impressive array of articulation agreements.

7. [During presentation on the funds available for Corrections, the following question was asked.] How is it they use that money? The correctional facilities you were talking about. What exactly do they do with it?

Response by Stephen Bos: It's longitudinal and latitudinal. Longitudinal is sort of the experiences along the way that a prisoner will go through as they try to enter the work force. We can use some of these funds to help prisoners up front, do some interest inventories to help them find out where their interest are, then once they've done that and this is really what we spend most of our money on, they can then receive instruction in various trades and professions. We help with improving those programs and it also could be a little assistance before or as they leave prison or jail as they reenter the world outside is to help them with some placement support. The opposite of that longitudinal approach is one that goes latitudinal and that's where we basically help correctional institutions or such as YDC improve their curriculum across the board in their various programs or even expand or develop new programs and perhaps include some of the supports that go along with it. One of the things we are working on for example is by far (no one will be surprised here) by far most of the career and technical education provided in our correctional system is for the men. By far. It's out of proportion to the population, and so one of the things is to try to find more opportunities to help the women who are incarcerated. More programs and better supports – we're working on it. It's been a little difficult because this is done through an RFP process so we can only fund what plans are submitted to us and we've had to really coax, urge, prod. For instance, the NH Correctional System. We've got a women's facility in Goffstown. We could try to get them to use more of the funds we grant to them to develop a program in Goffstown for the women.

ATTACHMENT C:
NEW HAMPSHIRE ADVISORY COUNCIL FOR
CAREER AND TECHNICAL EDUCATION
MEMBERSHIP

**NEW HAMPSHIRE ADVISORY COUNCIL
FOR CAREER AND TECHNICAL EDUCATION
NEW HAMPSHIRE DEPARTMENT OF EDUCATION
as of MARCH 28, 2007**

NAME	REPRESENTING	MAILING ADDRESS	TELEPHONE	E-MAIL ADDRESS
Amsden, Ben	State Employment Security	NH Employment Security 32 South Main Street Concord, NH 03301	229-4489	bamsden@nhes.nh.gov
Annal, Chuck	Postsecondary Education, Eligible Recipients	26 College Drive Concord, NH 03301	271-6742	cannal@ccsnh.edu
Bowles, Chester	Secondary Education, Eligible Recipients	Region 14 Applied Tech. Ctr. 182 Hancock Road Peterborough, NH 03458	371-0310	cbowles@conval.edu
Condon, Bob	Postsecondary Education	26 College Drive Concord, NH 03301	913-3400	rcondon@ccsnh.edu
Courcy, Brandon	Students	436 Osgood Road Milford, NH 03055		Bgj2@unh.edu
Courcy, Justin	Students	436 Osgood Road Milford, NH 03055		Jmj22@unh.edu
Danley, Lisa	Postsecondary Education	26 College Drive Concord, NH 03301	271-6743	ldanley@ccsnh.edu
Frenette, Leah	Students	Unavailable	788-2769	lcfrenette22@gmail.com
Guild, Joan	CTSO	c/o NH Dept. of Education 21 South Fruit Street, Ste. 20 Concord, NH 03301	271-3885	jguild@ed.state.nh.us
Hager, Dennis	Member of the Community and Master Plumber	7 Pleasant View Avenue Concord, NH 03301	224-2060	liz@unitedwymc.org

NAME	REPRESENTING	MAILING ADDRESS	TELEPHONE	E-MAIL ADDRESS
Heath, Mary	Education, State	NH Dept. of Education 101 Pleasant Street Concord, NH 03301	271-7301	mheath@ed.state.nh.us
Henry, Bob (Dr.)	Postsecondary Education	University of NH Kingsbury Hall Durham, NH 03824	862-3131	robert.henry@unh.edu
Heuser, Jackie	WIA	Workforce Opportunity Council, Inc. 64 Old Suncook Road Concord, NH 03301	228-9500	
Horgan, Tom		NH College & University Council 3 Barrell Court Concord, NH 03301	225-4199 Ext. 318	HORGAN@NHCUC.org
Irwin, Virginia O'Brien	NH State Director of CTE	Bureau of Career Development 21 South Fruit Street STE 20	271-3867	virwin@ed.state.nh.us
Juvet, David	Business & Industry	BIA of NH 122 North Main Street Concord, NH 03301	224-5388 Ext. 115	djuvet@NHBIA.org
King, Judy	Tech Prep	Southern NH STC Partnership Nashua High School South 36 Riverside Drive Nashua, NH 03062	589-8528	scnhstc@aol.com
Lockwood, Darrell (Dr.)	Academic Administrators	SAU #19 11 School Street Goffstown, NH 03045-1908	497-4818	dlockwood@goffstown.k12.nh.us
McNamara, Peter	Business	NH Auto Dealers Association 507 South Street Concord, NH 03301	224-2369	pcnamara@nhada.com
Meffen, Fran	Career Guidance	Dover Senior High School 25 Alumni Drive Dover, NH 03820	516-6800	f.meffen@dover.k12.nh.us
Murray, Joe	Business	Fidelity Investments 1 Spartan Way T S 3 U Merrimack, NH 03054	791-5727	joseph.murray@fmr.com

NAME	REPRESENTING	MAILING ADDRESS	TELEPHONE	E-MAIL ADDRESS
Nelson, Donna	Eligible Recipients	Concord Regional Technology Center 170 Warren Street Concord, NH 03301	225-0800 Ext. 203	dnels@csd.k12.nh.us
Paradise, Ryan	Students	141 School Street Salem, NH 03079	893-6334	ryan-paradise@hotmail.com
Parkhurst, Herbert	Business	NH Ball Bearings, Inc. 155 Lexington Drive Laconia, NH 03246	524-4100	hparkhurst@nhbb.com
Pinette, Roland	Secondary Education, Eligible Recipients	Berlin Regional Career and Technical Center 550 Willard Street Berlin, NH 03570-1499	752-4122	rpinette@sau3.org
Power, Scott	Elementary Education, Postsecondary Education	New Hampshire College & University Council 3 Barrell Court Concord, NH 03301	225-4199 Ext. 300	spower@nhcuc.org
Ramasamy, Neal	Business	Fidelity Investments 1 Spartan Way T S 3 U Merrimack, NH 03054	791-5727 (or Teri Lambert @791-5301)	neal.ramasamy@fmr.com
Randall, Susan	Secondary Education, State	NH Dept. of Education 21 South Fruit Street, Ste. 20 Concord, NH 03301	271-3809	srandall@ed.state.nh.us
Reeves, Cathy		Keene High School 43 Arch Street Keene, NH 03431-2298	352-9002	creeves@sau29.org
Rose, Jeff	Business	BAE Systems PO Box 868 NHq1-761 Nashua, NH 03061-0868	885-4503	jeffrey.rose@baesystems.com
Runion, Kimberly	Tech Prep	Bureau of Career Development 21 South Fruit Street, Ste. 20 Concord, NH 03301	271-7977	krunion@ed.state.nh.us
Rupp, Adrienne	Business	BIA of NH 122 North Main Street Concord, NH 03301	224-5388	arupp@NHBIA.org

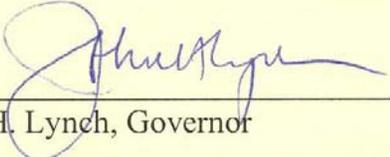
NAME	REPRESENTING	MAILING ADDRESS	TELEPHONE	E-MAIL ADDRESS
Schaefer, Rebecca	Guidance	Concord High School 170 Warren Street Concord, NH 03301-2999	225-0800	rscha@csd.k12.nh.us
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Sweeney, Jim	State Labor Organizations	NEA New Hampshire 103 North State Street Concord, NH 03301	588-6630 Ext. 6310	J_sweeney@conval.edu
Tenney, Roberta	Charter Schools Authorizers	NH Dept. of Education 101 Pleasant Street Concord, NH 03301	271-2079	rtenney@ed.state.nh.us
Tormey, Patricia	Apprenticeship	Career Development Bureau 21 South Fruit Street, Ste. 20 Concord, NH 03301	271-3893	ptormey@ed.state.nh.us
Vlacich, Michael	State Economic Development	Department of Resources and Economic Development PO Box 1856 Concord, NH 03302-1856	271-2411	mvlacich@dred.state.nh.us
Wiswell, Deborah	ESEA Administration	NH Dept. of Education 101 Pleasant Street Concord, NH 03301	271-3828	dwiswell@ed.state.nh.us

ATTACHMENT D:
CERTIFICATION OF GUBERNATORIAL CONSULTATION

CERTIFICATE OF
GUBERNATORIAL CONSULTATION

As Governor of New Hampshire, I certify that my office has been consulted in the development of New Hampshire's Five-Year State Plan for career and technical education, as required by the Carl D. Perkins Career and Technical Education Act of 2006 (P.L. 109-270).

I further certify that the State of New Hampshire will operate career and technical education programs that are funded with Perkins support in accordance with the plan and relevant state and federal statutes.



John H. Lynch, Governor

4/18/08

Date

ATTACHMENT E:
NEW HAMPSHIRE ADVISORY COUNCIL
AGENDAS AND MEETING MINUTES

AGENDA

NEW HAMPSHIRE ADVISORY COUNCIL FOR CAREER AND TECHNICAL EDUCATION

*October 17, 2007
1:00 to 3:00 PM*

*Room 15
New Hampshire Department of Education*

- 1. Welcome**
- 2. Did You Know?**
- 3. Introductions**
- 4. “State Scholars Program,” Scott Power**
- 5. Break Outs, Goals and Priorities**
- 6. Report Outs**
- 7. Next Steps**

NH Advisory Council for Career and Technical Education
NH Department of Education, Londergan Hall, Room 15
Minutes of October 17, 2007 Meeting

In attendance: Stephen Bos, Peter Bartlett, Chester Bowles, Bob Condon, Lisa Danley, Regina Fiske, Joan Fossum, Joan Guild, Dennis Hagar, Mary Heath, Bob Henry, Jackie Heuser, Tom Horgan, Virginia O'Brien Irwin, David Juvet, Judy King, Paul K. Leather, Sue McKevitt, Donna Nelson, Ryan Paradise, Herbert Parkhurst, Brendan Perry, Scott Power, Neal Ramasamy, Susan Randall, Rebecca Schaefer, Bonnie St. Jean, Jim Sweeney, Ed Taylor, Roberta Tenney, Patricia Tormey, Deborah Wiswell

Absent: Chuck Annal, Joshua Lunderville, Fran Meffen, Joe Murray, Beverly Muse, Roland Pinette, Cathy Reeves, Jeff Rose, Kim Runion, Adrienne Rupp, Michel Vlacich

Paul K. Leather, Director of the Division of Career Technology and Adult Learning in the NH Department of Education, welcomed the group and thanked them for agreeing to join the NH Advisory Council for Career and Technical Education.

Steve Bos, Education Consultant for Policy, Planning and Accountability in the NH Department of Education's Bureau of Career Development, showed a webcast titled "Did You Know?" (For those members unable to attend this meeting, this presentation can be viewed following the directions attached to these minutes.) This webcast illustrates the enormous changes that have taken place over the past few years, thus underscoring the need for the Council to review and provide feedback on the delivery of Career and Technical Education programming.

Virginia O'Brien Irwin, State Director of Career and Technical Education and Administrator of the NH Department of Education's Bureau of Career Development, briefly reviewed the agenda for the meeting and offered words of welcome and thanks to the group. Those in attendance were asked to introduce themselves and their connection to the Council (ex.: representing business and industry).

Virginia Irwin charged the group with providing input to shape Career and Technical Education in New Hampshire, a diverse state with diverse needs. All students are career students, needing the academic, technical and workplace skills to be successful. Every Council member represents a group or groups of individuals and each has important information to share.

Virginia Irwin then introduced the speaker, Scott Power, from the NH Scholars Programs. Scott Power presented on The NH State Scholars, as a program that requires rigorous school studies to be successful. (Attached to these minutes are copies of Mr. Power's PowerPoint presentation, as well as copies of the handouts distributed on the NH State Scholars program.)

To facilitate the gathering of input from all attendees, the larger group split up into four separate rooms to brainstorm:

- ◆ What will be most important in preparing students for successful careers in the future?
- ◆ Who should be primarily responsible for student success in entering the workforce?
- ◆ How can education do a better job of preparing graduates for successful careers?
- ◆ What should be our top five goals for improving career and technical education over the next five years? What would success on each goal look like?

Groups were given 45 minutes to record responses, followed by report outs from each group. Although the groups were randomly selected, many common themes were identified. (Attached to these minutes is a copy of the “raw material” recorded for each breakout session.)

Virginia Irwin announced that a copy of the 21st Century Skills will be distributed (as requested by a participant in her breakout session). These are attached. It was also recognized that more teachers should be invited to join the Council.

Steve Bos reviewed next steps, which include the minutes of this meeting and distribution of the information gathered at the breakout sessions. This information will be incorporated into a draft of New Hampshire’s Five-Year State Plan for Career and Technical Education. The group will be reconvened to continue the important work of this group.

Respectfully submitted,

Regina Fiske
Program Specialist
Bureau of Career Development

AGENDA

NEW HAMPSHIRE ADVISORY COUNCIL FOR CAREER AND TECHNICAL EDUCATION

December 12, 2007

1:00 to 3:00 PM

Room 15

New Hampshire Department of Education

- 1. Welcome**
- 2. Introductions, New Members**
- 3. Presentation: “Are They Really Ready To Work,”
Mary Wright, The Conference Board**
- 4. Break Outs, What is Important and How Well Are We
Doing?**
- 5. Summary/Analysis of Breakouts**
- 6. Next Step**

New Hampshire Advisory Council for Career and Technical Education
New Hampshire Department of Education, Londergan Hall, Room 15
December 12, 2007

In attendance: Ben Amsden, Peter Bartlett, Steve Bos, Bob Condon, Regina Fiske, Leah Frenette, Joan Guild, Dr. Bob Henry, Virginia O'Brien Irwin, Sue McKeivitt, Ryan Paradise, Susan Randall, Kimberly Runion, Adrienne Rupp, Rebecca Schaefer, Bonnie St. Jean, Jim Sweeney, Roberta Tenney, and Mary Wright

Absent: Chuck Annal, Chester Bowles, Brandon Courcy, Justin Courcy, Lisa Danley, Dennis Hager, Mary Heath, Jackie Heuser, Tom Horgan, David Juvet, Judy King, Dr. Darrell Lockwood, Fran Meffen, Joe Murray, Donna Nelson, Herbert Parkhurst, Brendan Perry, Roland Pinette, Scott Power, Neal Ramasamy, Cathy Reeves, Jeff Rose, Patricia Tormey, Michael Vlacich, and Deborah Wiswell

Welcome and Introductions – Steve Bos

All in attendance were welcomed, followed by individual member introductions.

Survey on Workforce Entry Skills – Steve Bos

The one-page survey was distributed. Members were given a few minutes to complete the survey. Surveys were collected for compilation and analysis, the results of which will be shared later in the meeting.

Presentation: “Are They Really Ready To Work” – Mary Wright, The Conference Board

Steve Bos introduced the presenter, Mary Wright, of The Conference Board. (Ms Wright's presentation was distributed to those at the meeting and has been mailed to those not in attendance.) Ms Wright presented the results of The Conference Board survey to Fortune 500 Companies. She also responded to all questions/ comments from members. The Key Findings pamphlet was distributed. (This pamphlet is included in the mailing to those not in attendance.)

Review of Survey Results – Steve Bos

The result of the survey (of those members present) was shared with the group. Steve indicated he will e-mail the survey to all members not in attendance so that the results of the entire committee can be compiled. (An Excel chart of the survey results will be released once all council members have returned their completed questionnaires.)

Next Steps – Steve Bos

The next meeting of the Advisory Committee will be scheduled for mid-February, 2008. Additional information will be distributed as soon as the date is set.

The NH Advisory Committee for Career and Technical Education meeting adjourned at 2:37 p.m.

Respectfully submitted,

Regina Fiske
Program Specialist II

AGENDA

NEW HAMPSHIRE ADVISORY COUNCIL FOR CAREER AND TECHNICAL EDUCATION

*March 19, 2008
1:00 to 3:00 PM*

*Room 100, Walker Building
New Hampshire Department of Education*

- 1. Welcome**
- 2. What Should Career and Technical Education Look Like?**
- 3. Alternative Education: SB18 and The Role of Career and Technical Education**
- 4. Marc Tucker, Tough Choices or Tough Times**
- 5. What's Next? Five-Year Plan: 2009 to 2013**
- 6. Next Steps**

NH Advisory Council for CTE Meeting

March 19, 2008

Orange Breakout Group Discussion:

Co-Facilitators: Susan McKeivitt, Kim Runion

Some goals were deemed to be sub-sets of other goals. The following outline is what the group decided upon. For reference, the goal number on the “Goal Statements for Breakout Groups” handout has been included after each statement.

1. Helping Students find an appropriate and personalized educational pathway by setting high expectations for students, both academic and CTE (Goals # 1 & 2) (Note: it was decided to combine goals 1 and 2 into one goal statement)
 - a. Exposing Students to high-quality instruction that includes best practices in instruction and state-of-the-art technology (Goal #8)
 - b. Training students to be life-long learners (Goal #7)
 - i. Helping students stay in school until they complete postsecondary education (Goal #10)
2. Developing the “softer” foundational skills in students for entry into the workforce (Goal #3)
 - a. Ensuring the CTE graduates meet the needs of employers (Goal #4)
 - b. Increasing the role(s) of business and industry in CTE (Goal #9)
 - i. Giving students career-related experiences; job shadowing, internships, work-based learning opportunities, etc. (Goal #5)
3. Using the assessment methods/tests that accurately measure student attainment of career and technical skills (Goal #11)
 - a. Holding CTE accountable for student success, however it is defined (Goal #6)

Comments:

1. Employability skill are lacking in students according to feedback from business and industry.
2. There was concern over the language of Goal 6: Holding CTE accountable for student success, however it is defined. Some felt that this was too broad of a statement.
3. It was suggested that Goal 8 be changed to “Engaging students in high-quality instruction that includes best practices in instruction and state-of-the-art technology.

4. There was also concern over Goal 11: Using assessment methods/tests that accurately measure student attainment of CTE skills. Some felt that there needs to be a greater understanding of assessments.
5. There has to be a greater understanding of what CTE is today. Everyone present could have had a different definition of CTE.
6. CTE should be completely integrated into high schools. Divisions ultimately hurt students. There should be an integrated system that recognizes student interests and preferences. There was concern that funding methods may serve to reinforce divisions between CTE and academics.
7. CTE is often challenged to integrate academics into CTE course offerings, but academic courses are not challenged to integrate CTE or real-world learning into their lessons.

Blue Breakout Group Discussion:

1. Helping students find with educational pathways
2. Soft skills
3. Career related experience
4. Training to be life-long learners
5. Role of business and industry
6. Assessment methods
7. High expectations
8. Meet the need
9. Hold CTE accountable
10. High quality instruction and technology
11. Help students stay in postsecondary education

Comments:

1. We were given a charge for CTE – not K-12 education
2. CTE/Academic
 - a. PLTW – 90% graduate with engineering degree
 - b. Other background – 50% graduate with engineering degree
3. Education Pathway/Career Path
 - a. How well did they learn how to learn?
4. Ball Bearing:
 - a. Dying art of machine trades
 - b. Time management
 - c. Ability to analyze

- d. Engineering (applied)
- 5. Where are the employees going?
 - a. Age issues
 - b. Transferable skills – soft skills, critical thinking skills
- 6. Social Perception
 - a. Revalue trades
 - b. Generation that is not interested in quality vs. work; how they view work
- 7. Job demand is not necessarily aligned with student demand
 - a. What will be outsourced
- 8. Most influence – parents
- 9. Well-rounded education
- 10. Opportunity to play

ATTACHMENT F:
CERTIFICATE OF POSTSECONDARY CONSULTATION

CERTIFICATE OF CONSULTATION

COMMUNITY COLLEGE SYSTEM OF NEW HAMPSHIRE

Chancellor

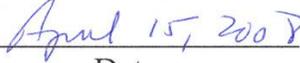
As Chancellor of the Community College System of New Hampshire, I certify that the Community College System has been consulted in the development of New Hampshire's Five-Year State Plan for those activities and programs that are under my jurisdiction.

I further certify that the Community College System has had sufficient opportunity to raise objections to the plan while it was under development and to have these objections reflected in the plan.

I further certify that the budget for use of funds reserved for postsecondary career and technical education programs is acceptable as reflected in Part B of the plan.

I further certify that the Community College System will operate career and technical education programs that are funded with Perkins support in accordance with the plan and the relevant assurances listed in Part A, Section VII of the plan.


Richard Gustafson, PhD. Chancellor


Date

ATTACHMENT G:
CAREER PATHWAY PLAN OF STUDY TEMPLATE
(CPPOS)

This Career Pathway Plan of Study can serve as a guide. Courses listed within this plan are only recommended coursework and should be individualized to meet your educational and career goals.

Career Pathway Plan of Study for ►Learners ►Parents ►Counselors ►Teachers/Faculty

High School: _____ Program: _____ College: _____ Program: _____

Bold – College Entrance Requirement
 Black – High School Requirement

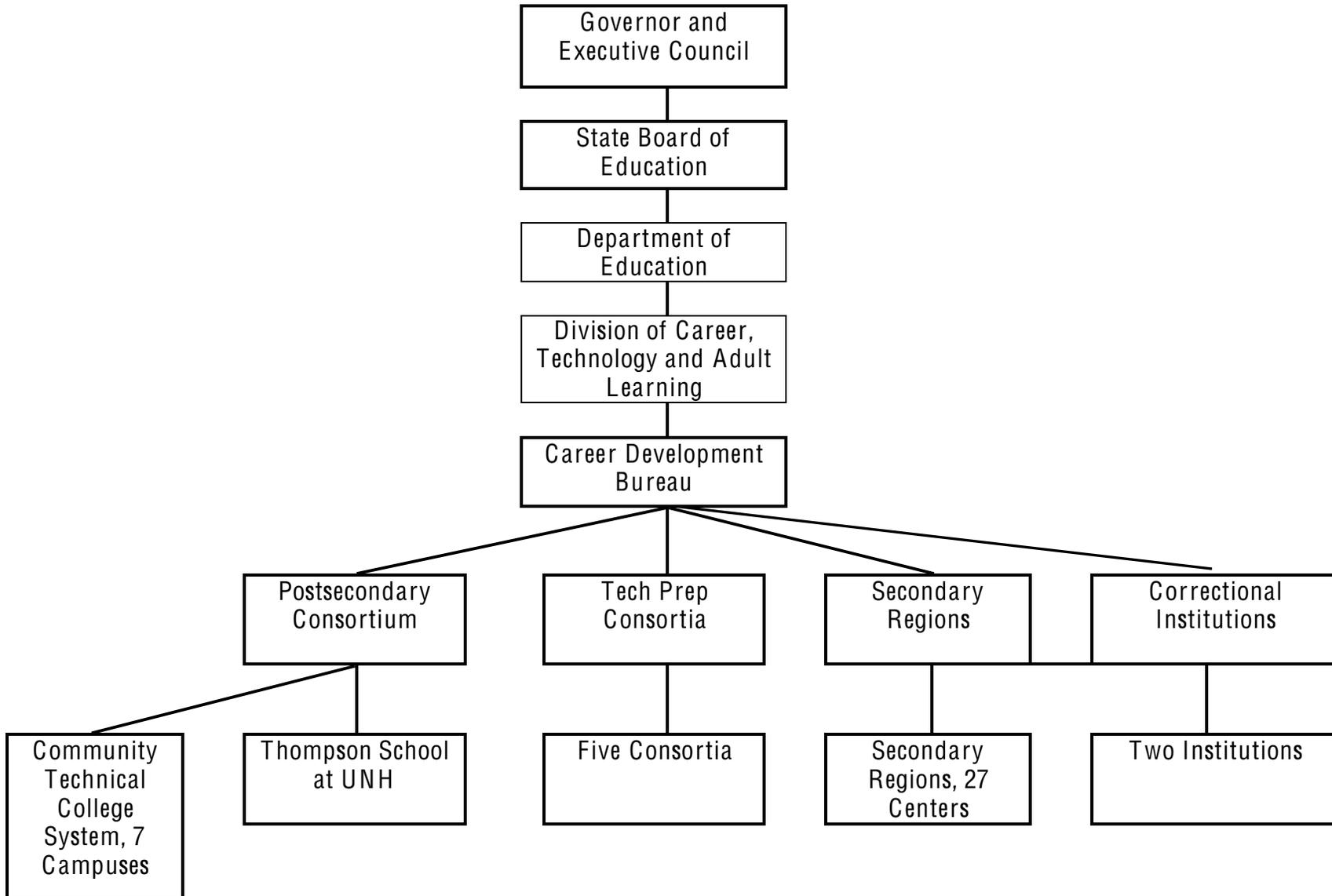
Bold & Underlined – Articulated Credit
Italic – Imbedded Academic Core Credit

BOLD, UNDERLINED & ALL CAPITALS –
 Transcribed Dual Enrollment Credit

	Grad	English/ Language Arts	Math	Science	Social Studies /Sciences	Other Required Courses (R) Recommended Electives (E)	*Career Courses and/or Major Courses	Technical Degree	SAMPLE Occupations to This Pathway	Relating
S E C O N D A R Y	9								► ► ► ► ► ► ►	
	10									
	11									
	12									
P O S T S E C O N D A R Y	Associate Degree:									Notes:
	13									
	14									
	Bachelors Degree:									
	15									
	16									

ATTACHMENT J:
GOVERNANCE CHART

**Organizational Chart
Career and Technical Education
New Hampshire**



ATTACHMENT K
SPECIAL POPULATIONS GUIDANCE

Guidance for the District Equity Committee Option

Suggested members:

- Title IX Coordinator
- Career and Technical Center Director
- Career and General Guidance Counselor(s)
- Professional Development Coordinator
- Curriculum Coordinator
- Administrator* (i.e., Principal, Assistant Superintendent, or Superintendent)
- At least four Students (Two Female, Two Male)
- Parent or Adult Caretaker of a student enrolled in the district

*Membership should include at least one person in a position of authority to ensure that the committee is able to affect its responsibilities

Suggested Purpose:

To create and maintain a school environment free from race, gender, national origin, sexual orientation, disability and class bias in instructional methods, materials and interactions among school community members, i.e., students, staff (faculty, custodial, food service, bus drivers, part time employees etc.), administrators and volunteers.

To identify 1) barriers and adopt strategies to ensure equal access and success for students who are members of special populations, and 2) ensure that programs are designed to enable students who are members of special populations to meet the State's levels of performance on the State's Performance Indicators.

Suggested method of accomplishing the purpose:

Design an evaluation process to establish a base line and information on other indicators, to measure movement towards established goals. The goals should be generated from the data gathered from the initial evaluation.

Recommendations:

- Seek out individuals who have an interest/knowledge base of equity issues to serve as members.
- Conduct on going staff and professional development for the committee to help them expand their knowledge of the subject, and generate as sense of group cohesion.
- Support the committee by arranging schedules to ensure that they have the time and resources to meet and accomplish their task.

Recommended Non-discrimination Statement

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

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

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

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

Additional Language that is helpful but not required:

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)

ATTACHMENT L:
LAW, PUBLIC SAFETY, AND SECURITY PATHWAY
ARTICULATION AGREEMENT

Articulation Agreement

Between

Secondary School: Concord High School
Secondary Program: Criminal Justice – Regional Technology Center

And

Postsecondary School: New Hampshire Technical Institute
Postsecondary Program: Criminal Justice

The purpose of this agreement between Concord High School and the New Hampshire Technical Institute is to grant academic credit to individuals who successfully complete Criminal Justice courses taken at the Regional Technology Center at Concord High School.

No grades will be posted on the New Hampshire Technical Institute transcript for the credits transferred from Concord High School. Only the title of the comparable course and the amount of credit will be noted.

New Hampshire Technical Institute will review the Criminal Justice courses offered at the Regional Technology Center at Concord High School and the qualifications for the instructor on a regular basis. The Regional Technology program at Concord High School agrees to notify New Hampshire Technical Institute within 30 days of any major changes in curriculum or the instructor's qualifications.

To receive credit at New Hampshire Technical Institute, a Concord High School student must be matriculated. Upon enrollment, individuals who have successfully completed the following courses at Concord High School with a grad of a "C" or better can receive credit as outlined below:

Criminal Justice I – Introduction to Criminal Justice	CJ101 Introduction to Criminal Justice	
3 cr.		
Criminal Justice II – Criminology	CJ150 Criminology	3 cr.

Effective Dates

From: September 1, 2006

To: September 1, 2009

Secondary Sequence of Instruction at Concord High School

Names and Sequences of Courses:

1. Criminal Justice I – Introduction to Criminal Justice
2. Criminal Justice II – Criminology

Post Secondary Sequence of Instruction at New Hampshire Technical Institute

Names of Courses:

1. CJ101: Introduction to Criminal Justice 3 cr.
2. CJ150: Criminology 3 cr.

Signatures

1. Post Secondary Program: Concord High School

Donna Nelson, CTE Director

Gene Connolly, Principal

2. Post Secondary Program: New Hampshire Technical Institute – Criminal Justice

Pamela Langley, VP Academic Affairs

Lynn Tolbert Kilchenstein, President

Career Pathway Plan of Study for ► Learners ► Parents ► Counselors ► Teachers/Faculty

This Career Pathway Plan of Study can serve as a guide. Courses listed within this plan are only recommended coursework and should be individualized to meet your educational and career goals.

Bold – College Entrance Requirement
 Black – High School Requirement

bold and underlined – Articulated Credit
Italic – Imbedded Academic Core Credit

BOLD & UNDERLINED & CAPS = TRANSCRIPT CREDIT

	Grade	English/ Language Arts	Math	Science	Social Studies /Sciences	Other Required Courses (R) Recommended Electives (E)	*Career and Technical Courses and/or Degree Major Courses for Law, Public Safety and Security	SAMPLE Occupations Relating to This Pathway
S E C O N D A R Y	9	English 9	Algebra 1	Biology	Geography and Cultures	Comp Literacy(R), Physical Education/Health(R), Health(R), Art(R), World Language(E)		<ul style="list-style-type: none"> ► Animal Control Officer ► Bailiff ► Criminal Investigator and Special Agent ► Evidence Technician ► Federal Marshall ► Immigration and Customs Inspector ► Park Ranger ► Police and Patrol Officer ► Police Detective and Criminal Investigator ► Intelligence/Crime Analyst ► Police, Fire and Ambulance Dispatcher ► Private Detective and Investigator ► Corrections Officer
	10	English 10	Geometry	Physical Science	American Experience I/II	Physical Education(R) World Language II(E)		
	11	English I1	Algebra II	Elective: Chemistry or Conceptual Physics	Economics Elective: Human Psychology or Sociology	Health(R), Physical Education(.5)(R), Business Law or Street Law(E), World Language III(E)	<u>CRIMINAL JUSTICE I</u>	
	12	English 12(R), Adv. Writing, Journalism(E), Public Speaking(E)	Pre-Calculus(E), Calculus(E) or Probability & Data(E)		AP Psychology(E)		<u>CRIMINAL JUSTICE II</u>	
P O S T S E C O N D A R Y	13	English Composition(R), Communications/ Eng Elective(E)			Psychology Sociology	Intro. To the Criminal Justice System, Criminal Procedure, PC Applications, Criminal Law, Juvenile Justice, Public Administration		<p>Notes:</p> <ul style="list-style-type: none"> ► NHTI/SNHU: NHTI graduates earn 60 credits toward their B.A. in Public Services. 42 major credit hours are listed. Students choose an additional 18 credit hours in a minor of choice. ► Applicants for most criminal justice positions will be required to undergo polygraph and psychological examination; background investigation; and drug screening. Students should be aware that motor vehicle violations, substance abuse and undetected crimes, even if committed as a juvenile, will be among the topics of examination which can disqualify job candidates.
	14		Contemporary College Mathematics	Human Biology	Criminology	Police Operations, Corrections Operations, Criminal Justice Internship or Senior Project, Crisis Intervention, Drug Abuse & the Law, Justice & the Community, Contemporary Ethical Issues, General Elective		
	15	Composition II Literature elective	Statistics		American Politics Humanities I History Elective One History Survey elective	Microeconomics, Macroeconomics Minor courses(9 credits)		
	16	Literature elective			Humanities II State and Local Government	Fine Arts elective Math or Science elective Minor courses(9 credits)		

Career Cluster: Law, Public Safety and Security

New Hampshire Certificate and Degree Programs

Certificate Programs	Associate Degrees (AA/AS)	Bachelor Degrees
<p><u>NHTI – Concord</u> Addiction Counseling/Criminal Justice Paralegal Studies</p> <p><u>NHCTC - Laconia</u> Paralegal Studies</p> <p><u>NHCTC – Nashua</u> Paralegal Studies</p> <p><u>NHCTC – Stratham-Portsmouth</u> Homeland Security</p> <p>Rivier College: Homeland Security & Emergency and Disaster Management</p>	<p>NHTI-Concord: Addiction Counseling, Criminal Justice, Paralegal, Paramedic Emergency Medicine</p> <p>NHCTC-Nashua: Paralegal Studies</p> <p>NHCTC-Laconia: Fire Investigation, Fire Protection, Fire Science</p> <p>NHCTC-Stratham-Portsmouth: Criminal Justice</p> <p>HESSER COLLEGE: CRIMINAL JUSTICE</p> <p>McIntosh College: Criminal Justice, Paralegal Studies</p>	<p>Franklin Pierce: Criminal Justice, Pre-Law</p> <p>Hesser College: Criminal Justice</p> <p>New England College: Criminal Justice</p> <p>Plymouth State University: Criminal Justice, Accelerated Law School program</p> <p>Rivier College: Criminal Justice</p> <p>Saint Anselm College: Criminal Justice</p> <p>Southern NH University: Justice Studies, Public Service</p>

ATTACHMENT M:
DROPOUT PREVENTION AND RECOVERY MODEL

A New Hampshire Infrastructure Model For Dropout Prevention and Recovery

For the purposes of discussing drop-out prevention efforts and needs in New Hampshire, we propose a model that addresses services with respect to intensity of service need. This model has been developed, referencing Richard DuFour's concept of triaging service to students who are at risk of dropping out of school due to a variety of personal, academic, family, and other factors, based on an assessment of the intensity of need for students, depending on their individual circumstances, preferences, and plans for the future (*What Ever It Takes, How Professional Learning Communities Respond When Kids Don't Learn*. DuFour, DuFour, Eaker, and Karhanek, 2004). The following is a "Pyramid of Service," predicated on the basic principle that school districts will "Follow The Child," and, in doing so, each student will be offered an opportunity for success in school through means that will meet their individual needs:

