

STATE OF NEW HAMPSHIRE
CAREER AND TECHNICAL EDUCATION

POLICY MANUAL

July 2015

New Hampshire Department of Education
Bureau of Career Development

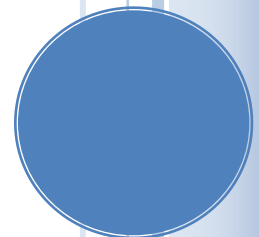


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New Hampshire Department of Education

STATEMENT OF NONDISCRIMINATION

The New Hampshire Department of Education does not discriminate on the basis of race, color, religion, marital status, national/ethnic origin, age, sex, sexual orientation, or disability in its programs, activities and employment practices. This statement is a reflection of the Department of Education and refers to, but is not limited to, the provisions of the following laws:

- Titles IV, VI, and VII of the Civil Rights Act of 1964 – race, color, national origin
- The Age Discrimination in Employment Act of 1967
- The Age Discrimination Act of 1975
- Title IX of the Education Amendments of 1972 (Title IX) – sex
- 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:

ADA/Title IX Coordinator: Office of the Deputy Commissioner

Section 504 Coordinator: Lisa Hatz

NH Department of Education

21 South Fruit Street, Suite 20

Concord, NH 03301

(603) 271-3471 (V/TTY)

1-800-299-1647

Lisa.Hatz@doe.nh.gov

Inquiries regarding Title VI of the Civil Rights Act of 1964, the Age Discrimination Act of 1975, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and/or Title II of the Americans with Disabilities Act of 1990 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

TTY (877) 521-2172

Additionally, inquiries may also be directed to the:

NH Commission for Human Rights

2 Chenell Drive

Concord, NH 03301-8501

(603) 271-2767

POLICY MANUAL LIST OF RESOURCES AND REFERENCE DOCUMENTS

The enclosed policies and procedures, updated annually, are intended to be used by all Local Education Agencies to ensure compliance with operating Perkins approved programs. This manual is a compilation of the following resources:

- ¹ <http://www.gpo.gov/fdsys/pkg/CFR-2009-title34-vol3/pdf/CFR-2009-title34-vol3-sec403-71.pdf>
- (RSA-E:1 and Ed 1402.01).
- “Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards, Final Rule,” 78 Federal Register 248 (26 Dec. 2013)
- 2014 National Council for Technical Education conference workshop “Perkins 202”
- Career and Technical Programs of Study: A Design Framework, available at http://cte.ed.gov/file/POS_Framework_Unpacking_1-20-10.pdf
- CCSNH policy
- CFR 80.32 (d)(3), EDGAR
- Federal Funds Financial Management Manual, Chapter 15, Procurement Standards.
- General Education Provisions Act 20. U.S.C. 1225(b), Sec. 421(b)
- <http://cte.ed.gov/docs/nonregulatory/PerkinsIVNon-RegulatoryGuidanceQAVersion3.0.pdf>
- i4see Policies and Procedures Manual
- National Dissemination Center for Career and Technical Education at the Ohio State University
- National Institute for Occupational Safety and Health (NIOSH) Safety Checklist Program for Schools.
- New Hampshire Rules (Ed 1400)
- New Hampshire State Board of Education Minimum Standards for Public School Approval.
- Office of Management and Budget (OMB) Circulars. OMB Circular A-87 & A-27
- Office of the Chief Financial Officer, Memorandum To Ed Grantees Regarding The Use Of Grant Funds For Conferences And Meetings dated 12/2014
- OMB Circular A-133, March 2011, Page 4-84.048-9.
- RSA 188:-E
- RSA 189:16
- SB 190
- The Carl D. Perkins Career and Technical Education Improvement Act of 2006
- TITLE XXXI TRADE AND COMMERCE CHAPTER 359-C, RIGHT TO PRIVACY, Notice of Security Breach, Section 359-C:20.
- US Department of Education, Office of Career and Adult Education (OCTAE) presentation by Len Lintner and Jose Figueroa at the National Association for Career and Technical Education (NACTE) conference in May, 2014
- What Makes a Career-Technical Education Program Exemplary?: A Rubric For Secondary-Level Programs, developed by the National Dissemination Center for Career and Technical Education at the Ohio State University; Sheila Thompson, Program Manager, 2002.

POLICIES AND PROCEDURES

POLICY STATEMENT

ACCESS TO CAREER AND TECHNICAL EDUCATION

New Hampshire offers opportunities for students to access career and technical education at secondary and postsecondary levels. CTE programs must be accurately featured in postsecondary online course catalogs and the high school Programs of Study of the receiving district and any sending districts that are included in the regional center's Regional Agreement. All Programs of Study must identify secondary/postsecondary linkages associated with approved CTE programs. Where necessary and appropriate, all online course catalogs and Programs of Study must list any and all prerequisites associated with the approved CTE programs and those program-related courses.

POLICY STATEMENT

ADVERTISING

In accordance with § 200.421 of “Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards, Final Rule,” 78 Federal Register 248 (26 Dec. 2013), p. 78645:

“(a) The term advertising costs means the costs of advertising media and corollary administrative costs. Advertising media include magazines, newspapers, radio and television, direct mail, exhibits, electronic or computer transmittals, and the like.

(b) The only allowable advertising costs are those which are solely for:

- (1) The recruitment of personnel required by the non-Federal entity for performance of a Federal award (See also § 200.463 Recruiting costs);
- (2) The procurement of goods and services for the performance of a Federal award;
- (3) The disposal of scrap or surplus materials acquitted in the performance of a Federal award except when non-Federal entities are reimbursed for disposal costs at a predetermined amount; or
- (4) **Program outreach and other specific purposes necessary to meet the requirements of the Federal award.**

(c) The term “public relations” includes community relations and means those activities dedicated to maintaining the image of the non-Federal entity or maintaining or promoting understanding and favorable relations with the community or public at large or any segment of the public.

(d) **The only allowable public relations costs are:**

- (1) Costs specifically required by the Federal award;
- (2) Costs of communicating with the public and press pertaining to specific activities or accomplishments which result from performance of the Federal award (these costs are considered necessary as part of the outreach effort for the Federal award); or
- (3) Costs of conducting general liaison with news media and government public relations officers, to the extent that such activities are limited to communication and liaison necessary to keep the public informed on matters of public concern, such as notices of funding opportunities, financial matters, etc.

(e) **Unallowable advertising and public relations costs include the following:**

- (1) All advertising and public relations costs other than as specified in paragraphs (b) and (d) of this section;

(2) Costs of meetings, conventions, convocations, or other events related to other activities of the entity (see also § 20.432 Conferences), including:

(i) Costs of displays, demonstrations, and exhibits;

(ii) Costs of meeting rooms, hospitality suites, and other special facilities used in conjunction with shows and other special events; and

(iii) Salaries and wages of employees engaged in setting up and displaying exhibits, making demonstrations, and providing briefings;

(3) Costs of promotional items and memorabilia, including models, gifts, and souvenirs;

(4) Costs of advertising and public relations designed solely to promote the non-Federal entity.” (all emphasis added)

POLICY STATEMENT

ALLOCATION

As required by Sec. 112(a)(1) of The Carl D. Perkins Career and Technical Education Improvement Act of 2006, states must grant 85% of their annual, state-level grants to local CTE centers and postsecondary institutions [Sec. 112(a)(1)].

As a policy, New Hampshire splits the 85% of locally granted funds into two awards: secondary centers receive 79.50% of this amount and postsecondary institutions receive 20.50%.

POLICY STATEMENT

AUDITS OF LOCAL GRANTS

Secondary

Individual Local Education Agencies (LEAs) are audited annually by independent contractors, and the results are submitted to the NH Department of Education for review and follow-up. The NH Department of Education reserves the right to:

1. Conduct its own audit of any Federally funded or state funded project; and
2. Use information received through either audit process to evaluate risk, in accordance with Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards; Final Rule, 78 Fed. Reg. 78636 (Dec. 26, 2013).

Postsecondary

The Community College System of New Hampshire is required by the Federal Office of Management and Budget to be audited annually, including the auditing of state and federal grants. The annual audit is conducted in accordance with U.S. generally accepted auditing standards requiring that the audit is planned and performed to obtain reasonable assurance about whether the financial statements are free of material misstatement. The audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements, assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. These audits are available for review and follow up.

POLICY STATEMENT

BALANCE-OF-REGION FUNDS

This balance-of-region funds policy statement relates to secondary program improvement distribution only.

In multi-center secondary CTE regions, there may be secondary and/or elementary districts that are not designated as sending districts to any particular receiving district in the region. Without designation as sending districts, there is no basis for allocating Perkins funds associated with these districts to any of the receiving districts. Funds left unallocated under this circumstance are referred to as “Balance of Region Funds (BOR).”

It is New Hampshire’s policy that the balance of region funds be awarded on the basis of an agreement reached among the multiple centers in the region. If the affected centers cannot reach agreement, New Hampshire’s policy is to invoke a default of allocating BOR funds to each center in proportion to the share of all regional programs that are offered by each center.

In the example below, the Gamma School District is not designated as a sending district for either the Alpha or the Beta centers, the two receiving districts in the region. Funds allocated to the Gamma district by the formula prescribed by Perkins IV (Sec. 131), \$44,401.22 in this example, represent unallocable BOR funds. In New Hampshire, the multiple centers in the region need to reach an agreement on how these BOR funds are to be allocated between/among the receiving districts. In the example below, the two centers have agreed to split 75% of the BOR funds (\$33,300.92) to the Alpha center and 25% (\$17,844.00) to the Beta center.

District	30% Residence Allocation	70% Poverty Allocation	District Allocation	Center/BOR Subtotals	Center Allocation
ALPHA CTE CENTER:				\$89,266.45	\$ 122,567.37
ALPHA SCHOOL DISTRICT WITH HIGH SCHOOL	\$ 15,759.18	\$54,336.15	\$ 70,095.33		
ELEMENTARY SCHOOL DISTRICT	\$ 3,118.84	\$ 4,539.83	\$ 7,658.67		
MIDDLE SCHOOL DISTRICT	\$ 574.80	\$ 993.09	\$ 1,567.89		
K-12 SCHOOL DISTRICT	\$ 1,612.64	\$ 4,114.23	\$ 5,726.87		
ELEMENTARY SCHOOL DISTRICT	\$ 532.23	\$ 1,418.70	\$ 1,950.92		
MIDDLE SCHOOL DISTRICT	\$ 989.94	\$ 1,276.83	\$ 2,266.77		
BETA CTE CENTER:				\$ 71,375.98	\$ 89,219.98
BETA SCHOOL DIST WITH HIGH SCHOOL	\$ 10,394.35	\$22,131.69	\$ 32,526.05		
MIDDLE SCHOOL DISTRICT	\$ 1,341.21	\$ 2,269.92	\$ 3,611.12		
ELEMENTARY SCHOOL DISTRICT	\$ 3,746.86	\$27,522.75	\$ 31,269.61		
ELEMENTARY SCHOOL DISTRICT	\$ 415.14	\$ 567.48	\$ 982.61		
ELEMENTARY SCHOOL DISTRICT	\$ 574.80	\$ 2,411.79	\$ 2,986.59		
BALANCE OF REGION (BOR):				\$ 44,401.22	
GAMMA SCHOOL DIST WITH HIGH SCHOOL	\$ 12,054.90	\$32,346.32	\$ 44,401.22		
FORMULA TOTAL:			\$205,043.66		

POLICY STATEMENT

BASIC COST PRINCIPLES

In addition to the mandatory and permissive uses outlined in the Perkins Act itself, all expenditures made by recipients with federal Perkins funds must meet the basic cost principles found in the Office of Management and Budget (OMB) Circulars. OMB Circular A-87 establishes “federal cost principles” for states, local, and Indian tribal governments. Postsecondary institutions are subject to OMB Circular A-21, cost principles for educational institutions. The cost principles of OMB Circulars A-87 and A-21 are the basic guidelines describing permissible ways federal funds may be spent. The general principles in OMB Circulars A-87 and A-21 state that for costs to be allowable, they must be:

- Reasonable and necessary (meaning that, for example, sound business practices were followed, and purchases were comparable to market prices);
 - A cost may be reasonable if the nature of the goods or services acquired and the amount involved reflect the action that a prudent person would have taken under the circumstances prevailing at the time the decision to incur the cost was made. See OMB Circular A-87, Appendix A(C)(2).
- Allocable to the federal award (meaning that the federal grant program, in this case Perkins, derived a benefit in proportion to the funds charged to the program – for example if fifty percent (50%) of an instructor’s salary is paid with Perkins funds, then that instructor must spend at least fifty percent (50%) of his or her time on a Perkins program—with due caution exercised to ensure Perkins funds are not supplanting other funds.);
- Legal under state and local law;
- Are properly documented (and accounted for on a consistent basis with generally accepted accounting principles);
- Consistent with the provisions of the grant program; and
- Not used for cost-sharing or matching any other grant agreement.

Applicable Credits

The term "applicable credits" refers to those receipts or negative expenditures that operate to offset or reduce expense items allocable to the federal award. Typical examples of such transactions are:

- Purchase discounts;
- Rebates or allowances;
- Adjustments of overpayments or erroneous charges.

To the extent that such credits accruing to or received by the eligible recipient relate to the federal award, they shall be credited to the federal award, either as a cost reduction or cash refund, as appropriate.

Unallowable Costs

1. Any cost not allocable to the Perkins program	11. Goods or services for personal use
2. Any costs not necessary and reasonable	12. Interest and other financial costs
3. Alcoholic beverages	13. Lobbying
4. Bad debts	14. Selling and marketing costs (with limited exceptions)
5. Contingency provisions (with limited exceptions)	15. Student internships
6. Contributions/Donations	16. Use of funds for religion
7. Entertainment	17. Acquisition of real property (unless specifically permitted by programmatic statute or regulations)
8. Fundraising and investment management costs (with limited exceptions)	18. Use of funds for construction (unless specifically permitted by programmatic statute or regulations)
9. Fines and penalties	19. Charging tuition or fees collected from students toward meeting matching, cost sharing, or maintenance of effort requirements of a program
10. General government expenses (with limited exceptions pertaining to Indian tribal governments and Councils of Government)	

Period of Availability of Federal Funds

All obligations must occur on or between the beginning and ending dates of the grant project. This period of time is known as the project period or the period of availability. Recipients may not begin to obligate grant funds until they have received application approval from the NH DOE Career Development Bureau. All obligations must be liquidated no later than **90 days** after the end of the project period. Any funds not obligated by the end of the project period or liquidated within 90 days must be returned to the state.

POLICY STATEMENT

CAREER AND TECHNICAL STUDENT ORGANIZATIONS (CTSOs): USING STATE FUNDS

The New Hampshire Department of Education's (NHDOE) Career Development Bureau supports Career & Technical Student Organizations (CTSOs). These co-curricular student leadership organizations offer students, at the secondary and postsecondary levels, opportunities to grow as professionals, develop leadership abilities, apply their technical skills, and compete at the local, state, regional, and national levels.

In the event State General Funds to support CTSOs are authorized and appropriated by the NH Legislature in any given fiscal year or State biennium, each CTSO applying for such funds must be able to demonstrate:

- Inclusion of college and career readiness content that results in strong co-curricular ties linking the CTSO with their related secondary/postsecondary CTE programs.
- Utilization of electronic financial records (for example, Quickbooks or Quickbooks Online) in order to provide financial transparency in all account management activities.
- Facilitation of *at least one* statewide leadership and professional development event annually.
- Facilitation of *at least one* statewide skills competition event annually.
- Integration of community service activities or service learning projects at the local and state level, acting as role models and providing encouragement for service activities to be adopted throughout local chapters.

POLICY STATEMENT

CAREER AND TECHNICAL STUDENT ORGANIZATIONS (CTSOs): USING PERKINS FUNDS

The use of Perkins funds for career and technical student organizations applies to both secondary and postsecondary eligible recipients.

In Sec. 135(c)(5), Perkins IV states “Permissive—Funds made available to an eligible recipient under this title may be used to assist career and technical student organizations.”

Per the memo “[Perkins IV Non-Regulatory Guidance Q & A – Version 3.0](#),¹” released June 2, 2009 by the US Department of Education, Office of Vocational Education (OVAE):

“The Department's long-standing interpretation regarding the types of CTSO costs that may be paid from Federal grant funds is that Perkins funds used for the support of CTSO's may not be used for lodging, feeding, conveying, or furnishing transportation to conventions or other forms of social assemblage. See [34 CFR 403.71\(c\) \(3\)](#),² originally implementing Perkins II.”

Pursuant to the US Department of Education, Office of Career and Adult Education (OCTAE) presentation by Len Lintner and Jose Figueroa at the National Association for Career and Technical Education (NACTE) conference in May, 2014, Perkins funds can be used to support travel, lodging, and the cost of meals at conventions for CTSOs **only for those CTE students who are members of special populations.**

New Hampshire supports the OCTAE guidance and will minutely scrutinize any use of Perkins to support student CTSO event participation.

¹ <http://cte.ed.gov/docs/nonregulatory/PerkinsIVNon-RegulatoryGuidanceQAVersion3.0.pdf>

² <http://www.gpo.gov/fdsys/pkg/CFR-2009-title34-vol3/pdf/CFR-2009-title34-vol3-sec403-71.pdf>

POLICY STATEMENT

CARRY OVER FUNDS

Funds awarded under the authority of the Carl D. Perkins Career and Technical Education Improvement Act of 2006 that are returned at the end of a grant year must be carried over into the subsequent fiscal year for redistribution [General Education Provisions Act 20. U.S.C. 1225(b), Sec. 421(b)]. In making this redistribution, New Hampshire follows a policy of carrying over these funds in a manner that retains the secondary and postsecondary origin of these funds into the subsequent fiscal year. That is, secondary funds are carried over into the secondary funds of the subsequent year and postsecondary funds are carried over into the postsecondary funds of the subsequent year.

POLICY STATEMENT

COMPETITIVE GRANTS

In accordance with State statutes and rules, the Department of Education follows requirements to prepare and post a Request for Proposals prior to contracting with a vendor (person, place, or event). RFP's must be announced for three days in a statewide newspaper and for two weeks on the department's website.

Further detail on requirements related to the granting of funds through a competitive process can be obtained from the education consultant in charge of policy, planning, and accountability in the NH DOE Career Development Bureau. Currently, that individual is Jennifer Kiley, who can be contacted at Jennifer.kiley@doe.nh.gov.

POLICY STATEMENT

DATA MAINTENANCE, STORAGE, AND SECURITY

Secondary

The NH DOE Career Development Bureau follows data storage, maintenance, and integrity guidelines in compliance with State policies established by the New Hampshire Department of Information Technology (DoIT) and the New Hampshire Department of Education (NHDOE).

All data systems in the various departments of the State of New Hampshire must conform to the standards established by the New Hampshire Department of Information Technology.

All student-level data in New Hampshire's public schools are collected using unique State Assigned Student Identifiers (SASIDs), which remain with a student from his or her entry into public school through completion of secondary education. SASIDs are used to link student data from the NHDOE's Initiative for School Empowerment and Excellence (i4see) database to other student-level databases maintained in the NHDOE, including the Career and Technical Education (CATE) database.

The i4see system maintains an extensive data access and management policy governing proper handling of the student-level data in its custody, and the NH DOE Career Development Bureau follows i4see policies in the CATE system. This ensures the highest possible quality for CTE data, and creates smooth linkages between the CATE system and other student level databases maintained in the NHDOE, including those for special education, English language learners, and NCLB assessments. The i4see Student Data Access and Management Policy is outlined in the *i4see Policies and Procedures Manual* (<http://www.education.nh.gov/data/documents/ppmanual.doc>).

Postsecondary

The Community College System of New Hampshire Information Security Access Program (ISAP) recognizes that institutional data is one of the CCSNH's most valuable assets. It is used by the System of Colleges to make operational and budget decisions and to meet State and Federal reporting requirements. THE CCSNH ISP is in place to protect Personally Identifiable Information (PII). For the CCSNH the majority of the data elements considered PII are kept in and secured by Banner, the world's leading higher education software which is very successful at storing, presenting and securing data as it is specifically designed to store and secure PII. Banner access is restricted to CCSNH employees or third party contractors who have work related responsibilities requiring that access.

State and federal laws change over time and may affect the handling and storage of PII. Any implementation of new services that access PII must be reviewed for compliance requirements. Any new requirements must be identified and followed. To remain current, the ISAP is reviewed annually (or sooner if situations dictate). The CCSNH CIO, in consultation with the Chancellor and the System Leadership Team, performs this review and updates the ISAP as required.

This program, policies and any critical training will be disseminated to all CCSNH employees using the CCSNH Intranet. The CCSNH is legally required to notify the New Hampshire Attorney General's Office of any data breaches per TITLE XXXI TRADE AND COMMERCE CHAPTER 359-C, RIGHT TO PRIVACY, *Notice of Security Breach, Section 359-C:20*.

For more specific information on Data Maintenance, Storage and Security policies, please go to <http://www.ccsnh.edu/about-ccsnh/information-technology>.

POLICY STATEMENT

DATA REPORTING TO THE STATE (SECONDARY ONLY)

This Data Reporting policy statement relates to secondary reporting only.

The NH DOE Career Development Bureau has adopted a policy to collect data using the Career and Technical Education (CATE) online data management system. All secondary CTE centers must submit student- and program-level data to CATE in the following manner:

- 1) Uploaded data submissions via extracts from existing student information systems (SIS); or
- 2) Manual online data entry and modification.

The Bureau matches CATE data against other Department databases to retrieve additional data.

CTE data collections are required three times a year, though area CTE centers may choose to update their data as often as they wish throughout the year. The three required data collections are:

- 1) Beginning-of-Year (BOY) - Due October 15
- 2) Middle-of-Year (MOY) - Due February 15
- 3) End-of-Year (EOY) - Due June 30

The due dates for each collection are the same every year. In the event a due date should fall on a weekend or a federal or state holiday, the collection is due the immediate following business day.

School year data are manually entered in the CATE backend by the district user. This information is entered at the beginning of the year prior to any uploaded file submissions. School year data include:

- 1) Begin and end dates for semester one and total school days in the semester
- 2) Begin and end dates for semester two and total school days in the semester
- 3) Total instructional minutes in the day.

All data entered into the CATE system are subject to a variety of verifications and validation rules. These rules apply to data entered manually and data entered using the upload feature. Validation errors generated during batch verification or processing must be fixed either on the workbench or in the CATE system backend, whichever is appropriate. Districts are responsible for correcting all errors encountered during data submission and any data anomalies identified by the Bureau. Bureau staff will not adjust a CTE center's data except in cases where local users are unable to do so due to security role restrictions, and only after receiving a written request for assistance.

Once a submission has been fully and successfully processed, the data in that submission will be available for viewing and reporting from the CATE system. Data retrieved from other New Hampshire Department of Education databases, linked via each student's SASID, will be visible in the backend at this time.

POLICY STATEMENT

EQUIPMENT:

PURCHASE, INVENTORY, AND DISPOSITION

Equipment should be purchased as early as possible in the project to ensure timely receipt and the ability to document useful life within the project period. Orders for equipment may be issued on the start date of the project or date of application initial approval, whichever is later. Order must be dated no later than February 7 of the respective grant period.

State Requirements:

Items to be purchased costing \$1,000 or more must be put out to bid. The local bid procedure must be used, but you must be sure that it meets federal requirements. These requirements are summarized in the Federal Funds Financial Management Manual, Chapter 15, Procurement Standards.

All items of equipment to be purchased with federal funds, (or with local funds used to match federal funds) that have an acquisition cost of \$250 or more and will have a useful life of a minimum of one year, must be included in the annual application and be approved prior to the purchase.

CTE Directors and Perkins Managers must ensure that the proper entries are made in their inventory and appropriate labels/tags are affixed to the items if required. In the case of portable power tools or other items where a label or tag would be inappropriate, the tag number may be permanently engraved or otherwise marked on the item in place of a tag and so indicated in the inventory.

Federal Requirements:

CFR 80.32 Equipment.

(d) Management requirements.

“Procedures for managing equipment (including replacement equipment), whether acquired in whole or in part with grant funds, until disposition takes place will, as a minimum, meet the following requirements:

- (1) Property records must be maintained that include a description of the property, a serial number or other identification number, the source of property, who holds title, the acquisition date, and cost of the property, percentage of Federal participation in the cost of the property, the location, use and condition of the property, and any ultimate disposition data including the date of disposal and sale price of the property.
- (2) A physical inventory of the property must be taken and the results reconciled with the property records at least once every two years.
- (3) A control system must be developed to ensure adequate safeguards to prevent loss, damage, or theft of the property. Any loss, damage, or theft shall be investigated.
- (4) Adequate maintenance procedures must be developed to keep the property in good condition.
- (5) If the grantee or subgrantee is authorized or required to sell the property, proper sales procedures must be established to ensure the highest possible return.”

(e) Disposition.

New Hampshire's policy on the disposition of equipment affirms that when original or replacement equipment acquired under a grant or subgrant is no longer needed for the original project or program or for other activities currently or previously supported by a Federal agency, disposition of the equipment will be made as follows:

- Use the equipment in another Perkins-funded program at the CTE center or the postsecondary institution;
- Offer "working" or equipment of value to another CTE center or postsecondary institution;
- Reassign the equipment by the State Director;
- Use the equipment as trade on when purchasing new equipment;
- Dispose of the equipment using the district's disposition policy.

The director or manager of the CTE center/programs will be responsible for implementing the appropriate disposition method at the secondary level. The Perkins Director at CCSNH will be responsible for implementing the appropriate disposition method at the postsecondary level.

Program Improvement and Renovation inventory labels/tags for secondary should be requested from:

**Regina Fiske, Program Specialist
NH Department of Education
Bureau of Career Development
21 S. Fruit St, Ste 20
Concord, NH 03301**

Regina.Fiske@doe.nh.gov

PH: 603-271-3653

Community College System of New Hampshire Inventory Process*

- 1) Asset Value:
 - a. ALL ITEMS, INCLUDING FEDERAL AND LOCAL GRANTS: nonexpendable tangible property with a value of **\$5,000.00** or more with a useful life of one year or more, are considered an asset for inventory purposes.
 - b. STATE FUNDED GRANTS (**grants received from state agencies**): nonexpendable tangible property with a value of **\$250.00** or more with a useful life of one year or more, are considered an asset for inventory purposes.
- 2) When an asset is received, the stock control person shall pull the appropriate paperwork for the order
 - i. The item(s) received are matched to the ordering paperwork
 - ii. Any item(s) that meet the above listed dollar criteria receives an inventory tag (which is a bar code with an assigned number) that identifies the source of funding
 - iii. The item(s) is(are) then distributed to the requestor
 - iv. The paperwork should be filed in a pending folder, awaiting notification of payment

- v. When the college business office processes payment for a fixed asset, they must notify the stock control person.
 - vi. Stock Control person will be responsible for going to FOIDOCH (CCSNH's finance system) and pulling up the information needed to complete the inventory record(s) (invoice, date paid, funding, etc) .
 - vii. The asset's funding is identified at the time of purchase. After the invoice(s) are paid, the stock person enters the asset(s) into Vertere and will have all back up for the purchase identifying it's funding. In Vertere the fund is recorded and it is also marked as a grant purchase.
 - viii. The asset tag(s) can be entered in Vertere (CCSNH's inventory management system)
 - ix. Once the item(s) is (are) entered, an inventory report is run and placed with the complete payables package (requisition, invoice, receiving report and PO asset report).
 - x. The complete package can be filed
- 3) A monthly reconciling process is performed at the Chancellor's Office for assets added, disposed, adjusted or transferred. All back up is filed with the monthly report for audit purposes.
- 4) CCSNH performs a yearly physical inventory process:
- a. An inventory process is created and assigned by the CCSNH Chancellor's Office which includes all assets that are in the Vertere system for their location
 - b. Each campus has the month of June to perform their physical inventory process
 - c. The physical inventory and any discrepancy reports must be filed by June 30th
 - d. In the event an item becomes, missing, stolen or unable to locate, an investigation musty be conducted and documented and kept with the inventory files.
- 5) Inventory reports can be run by multiple parameters:
- a. By purchase order
 - b. By a particular fund
 - c. By a date range
 - d. By location
 - e. Also specialized data builds can be built and exported directly from the system
- 6) Disposition of Equipment
- a. When the original equipment acquired under the Perkins grant is no longer needed for the original project or program or for other activities currently or previously supported by Perkins, disposition of the equipment will be made as follows:
 - (1) Items of equipment with a current per-unit fair market value of less than \$5,000 may be retained, sold or otherwise disposed of with no further obligation to the awarding agency.
 - (2) Items of equipment with a current per unit fair market value in excess of \$5,000 may be retained or sold and the awarding agency shall have a right to an amount calculated by multiplying the current market value or proceeds from sale by the awarding agency's share of the equipment.
 - (3) If the equipment still has useful life, it is recommend that another federal or district program use it. If the item no longer has useful life, it is recommended that the item be disposed of in the best way possible.

** Pending approval of the Board of Trustees*

POLICY STATEMENT

EVALUATION OF STATE PLAN

Evaluation of the services and activities proposed in the State Plan shall be carried out as one of the required uses of State Leadership funds [Sec. 124(b)(1)]. The evaluation must include analysis of overall performance, assessment of how the needs of special populations are being met, and how the CTE programs at secondary and postsecondary are designed to enable special populations to meet State performance targets.

Performance on these indicators must be used to evaluate the services and activities provided at the local level, particularly those designed to serve special populations.

Secondary-level data on CTE students and programs are submitted through the CATE system, from which the Department of Education, Career Development Bureau generates reports that are distributed back to the local eligible recipients for analysis and planning.

Postsecondary-level data on CTE students and programs are collected through the CCSNH Banner system from which the CCSNH Consortium generates reports for analysis and planning.

POLICY STATEMENT

FINAL AGREED-UPON PERFORMANCE LEVELS (FAUPL)

States and local centers are accountable for the quality of career and technical education at the secondary and postsecondary level as measured by eight secondary and six postsecondary indicators:

Secondary Indicators	Postsecondary Indicators
1. Reading/language Arts	1. Technical Skill Attainment
2. Math	2. Credential, Certificate, or Degree
3. Technical Skills Attainment	3. Student Retention or Transfer
4. Completion	4. Placement
5. Graduation Rate	5. Nontraditional Participation
6. Placement	6. Nontraditional Completion
7. Nontraditional Participation	
8. Nontraditional Completion	

The Perkins Act holds states accountable for continually improving the quality of Career and Technical Education. Continuous improvement is measured by state performance on eight secondary performance indicators [Sec. 113 (a)(B)(4)(A)]. Once the State has reached agreement with the US Department of Education (USED) on upcoming performance targets (aka *Final Agreed Upon Performance Levels*, or FAUPL), the State initiates negotiations with secondary centers to set performance targets.

Negotiations with sub recipients are based both on performance targets that the State has negotiated with the USED and on recent actual performance of the center. The *increments* by which State performance targets increase, as agreed to with the USED, are applied to the most recent actual performance levels achieved by the eligible recipient. The most recent actual local performance is based on the most recent *three years* for which there is performance data. In applying these incremental changes to actual recent local performance, the State is simply passing on the commitments it has made to the USED.

POLICY STATEMENT

FUNDING REQUIREMENTS

Secondary

In order to be eligible for Perkins funding, secondary Career and Technical Education (CTE) programs shall follow the criteria found in the second paragraph of **Pathways of Study: Definition and Composition** in this publication.

Failure to meet the above standards will be considered a voluntary forfeiture of eligibility for Perkins support for the subsequent one-year grant period.

Any eligible recipient who makes changes to a program without proper communication between secondary and postsecondary, which must include the college Perkins manager, CCSNH Perkins Director and the NH DOE Career Development Bureau State Director, that causes the aforementioned dual enrollment contracts to become invalidated will be considered as voluntarily forfeiting their eligibility for Perkins support for the subsequent one-year grant period.

Postsecondary

In order to be eligible for Perkins funding, postsecondary Career and Technical Education (CTE) programs shall:

- Partner with at least one secondary CTE program;
- Offer a dual enrollment contract (and, in limited, pre-approved cases, articulation agreements) to at least one secondary CTE program;
- And provide documentation (data) that shows matriculation of students from the secondary CTE program to the postsecondary CTE program.

Without such agreements, postsecondary programs are considered as having voluntarily forfeited their eligibility for Perkins support for the subsequent one-year grant period.

Any eligible recipient who makes changes to a program without proper communication between secondary and postsecondary, which must include the college Perkins manager, CCSNH Perkins Director and the NH DOE Career Development Bureau State Director, that causes the aforementioned dual enrollment contracts to become invalidated will be considered as voluntarily forfeiting their eligibility for Perkins support for the subsequent one-year grant period.

POLICY STATEMENT

HIGH SKILL, HIGH WAGE, OR HIGH DEMAND OCCUPATIONS

Occupations in New Hampshire that are high skill, high wage, or high demand are defined as follows:

High Skill: Occupations requiring:

- Attainment of technical licenses, business/industry credentials, apprenticeships, or certificates and diplomas at the postsecondary level; **or**
- More than 12 months of on-the-job training.

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

High Demand: Occupations with:

- Long-term growth projections for a career that exceeds the median long-term growth projection for all occupations statewide as established by the NH Economic and Labor Market Information Bureau (NH ELMI), Department of Employment Security; **or**
- An average of 100 or more annual openings statewide (either through growth or replacement).

POLICY STATEMENT

INSURANCE COVERAGE

In accordance with § 200.310 of “Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards, Final Rule,” 78 Federal Register 248 (26 Dec. 2013), p. 78629, the NH DOE Career Development Bureau will require all award recipients to maintain insurance policies on all equipment purchased in whole or part with Federal funds. This insurance may fall under the LEA’s general policy or may be a separate policy for only the items purchased with Federal funds; in the case of the latter, the policy may then be paid with funds from the Federal award.

POLICY STATEMENT

LOCAL PLANS AFTER FIVE YEARS

The NH DOE Career Development Bureau has adopted a policy of requiring the time period of local CTE plans to mirror that of the State Plan. Originally, New Hampshire's State Plan was in effect for the five years from SY/AY 2008-2009 to SY/Y 2012-13. Local Plans were required to cover the same five-year period. When the term of the Perkins Act ended in 2013, the Act could only be in effect for one-year periods at a time without federal reauthorization. Local Plans had to cover the same one-year period.

Local Plans and State Plans also have the same occasions for modification. During the initial five-year period, local eligible recipients and the State had annual opportunities to modify plans. After the Act expired, both State and local plans could still be annually modified, but they would no longer be in effect until a particular date or year. Instead, after the initial five-year planning period, the State and local plans will remain in effect for the indefinite period of time until the Perkins Act is reauthorized, or replaced with new legislation.

POLICY STATEMENT

MAINTENANCE OF EFFORT (MOE)

Perkins IV requires states to financially support CTE programs at a level that is at least equal to the amount of support that the state provided the previous year (Title III.A. (b)(1)(B)). If state support drops below the level of the preceding year, the *entire* Perkins award for the second year may be withheld.

As a policy, New Hampshire shall include in its annual operating budget sufficient appropriations to allow the state to meet its maintenance of effort commitment when accepting a grant award authorized by the Carl D. Perkins Career and Technical Education Act of 2006.

Note that there are restrictions on what funds may be used to calculate maintenance of effort. For example, Capital funds, tuition funds, and any State funds not directly controlled by the State receiving agency (State Board of Education, NH Department of Education) are not allowable.

POLICY STATEMENT

MANDATORY DISCLOSURES

In accordance with § 200.113 of “Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards, Final Rule,” 78 Federal Register 248 (26 Dec. 2013), p. 78621, the NH DOE Career Development Bureau will disclose “all violations of Federal criminal law involving fraud, bribery, or gratuity violations potentially affecting the Federal award.”

POLICY STATEMENT

MIDDLE SCHOOL: FUNDING FOR ACTIVITIES

In the Perkins Act, Section 315, middle school expenditures are limited as follows:

“No funds received under this Act may be used to provide career and technical education programs to students prior to the seventh grade, except that equipment and facilities purchased with funds under this Act may be used by such students.”

POLICY STATEMENT

MONITORING: CENTER AND PROGRAM

New Hampshire has a policy of monitoring each Secondary CTE center and Postsecondary CTE programs (beginning FY15) on the basis of risk, but no less than once every five years. Perkins monitoring reviews are required by the Federal Perkins Act, and assist in ensuring quality CTE programs for students in New Hampshire [Sec. 122 (c)(1)(G)].

State guidance on monitoring can be reviewed at <http://www.education.nh.gov/career/career/evaluation.htm>.

The monitoring involves two modes of investigation:

- A *self-evaluation* of each individual approved program as well as center-wide/postsecondary consortium structure and support. At the end of this self-evaluation, documentation on this evaluation must be sent to the NH DOE Career Development Bureau.
- Bureau *staff review* documents sent by the center and the postsecondary consortium on its self-evaluations. Additional documents and reports generated by NH DOE Career Development Bureau/postsecondary consortium are also examined. The monitoring includes the NH DOE Career Development Bureau conducting an on-site review of the center/college.

Each of these methods of investigation looks at two broad areas of center operations:

- *Center-Wide/Postsecondary Consortium Evaluation*: focuses on center/consortium activities and reporting. Center-wide/consortium activities include the Advisory Committee, professional development activities, overall program evaluations, reporting, and equipment.
- *Program Self-Evaluation*:
 - Secondary: focuses on particular program operations, including: program advisory committee activities; community relations; size, scope and quality of instruction; alignment of competencies to curriculum to assessment; use of current technology; postsecondary linkages; program certifications; and career pathways for the program.
 - Postsecondary: focuses on particular program operations, including: program advisory committee activities; community relations; size, scope and quality of instruction; alignment of curriculum to standards, use of current technology; secondary linkages; program certifications and degrees; and career pathways for the program.

POLICY STATEMENT

NEW PROGRAM APPROVAL

New CTE programs at the secondary and postsecondary levels go through an extensive review before being approved at the State level.

Secondary

The application process involves two steps:

1. First, a completed [Intent to Apply for New Program Approval](#) form must be submitted to the administrator of the Career Development Bureau. A copy of the Intent to Apply document may be downloaded from:
http://www.education.nh.gov/career/career/cte_programs.htm.
2. If Perkins program improvement funds will be requested to support this new program development, such requests to the state director of CTE will accompany the Intent to Apply for new program approval.
3. The next step involves a careful review of the proposed program. Requirements examined in this review come from the document also used for monitoring center activities and the renovation of secondary centers. The full [Career and Technical Center Self-Evaluation document](#) used for monitoring, renovation, and new program applications may be downloaded from:
http://www.education.nh.gov/career/career/cte_programs.htm.

The pages of this document that pertain to the approval of new programs are:

- part I, p. 7 (Grid: Part 1-C.11) and
- all of Part II.

Postsecondary

All CCSNH Consortium College CTE programs are developed to provide sufficient educational infrastructure to support existing and future business and industry in a region. Programs provide easily accessible education which meets the needs and desires of the student customer market, and are developed in consideration of the social, economic, demographic and employment needs of the local region and community.

For a new program to be approved at the CCSNH Consortium Colleges, substantial work is done on the new program to include a letter of intent briefly describing the program, its research, development, and approval process by faculty, Curriculum Committee, and Administration on the host campus, along with its documented need and anticipated enrollment and costs. This information is shared with the Vice President of Academic Affairs (VPAA) group for review and possible development collaboration. Once the proposal is accepted by the VPAA's it is then forwarded on to the State Leadership Team at CCSNH for approval, then to the CCSNH Board Academic and Student Affairs Committee. If approved, it is then sent to the full CCSNH Board of Directors for approval.

After approval from the CCSNH Board of Directors level, the college Perkins Manager will submit above packet of information to include the letter of intent briefly describing the program, its research, and development along with documentation of connections to secondary to the CCSNH Perkins Consortium Director who will review it and request additional information if needed. A final package will be sent to the NH Department of Education's Career Development Bureau for approval.

POLICY STATEMENT

PATHWAYS OF STUDY: DEFINITION AND COMPOSITION

In alignment with the U.S. Department of Education, the NH DOE Career Development Bureau defines a career pathway as “a series of connected education and training strategies and support services that enable individuals to secure industry relevant certification and obtain employment within an occupational area and to advance to higher levels of future education and employment in that area.”³

Further, the following criteria have been adopted by the NH DOE Career Development Bureau and included in the [New Hampshire State Board of Education Minimum Standards for Public School Approval](#). The Office of Career, Technical, and Adult Education states that pathways, at a minimum must:

- Incorporate and align secondary and postsecondary education elements,
- Include academic and CTE content in a coordinated, non-duplicative progression of courses,
- Offer the opportunity, where appropriate, for secondary students to acquire postsecondary credits, and
- Lead to an industry-recognized credential or certificate at the postsecondary level, or an associate or baccalaureate degree.

PATHWAYS OF STUDY (POS)⁴ COMPONENTS⁵

1. Policies

Local policies promote POS/Pathway development and implementation.

Effective legislation and policies should:

- Provide for local funding and other resources, such as professional development and dedicated staff time, for POS development.
- Follow established procedures for the design, implementation, and continuous improvement of POS;
- Ensure opportunities for any secondary student to participate in a POS.
- Encourage secondary students to develop an individual graduation or career plan.
- Provide resources for long term sustainability of POS.

³ Other states and the federal government may refer to these as Programs of Study, but New Hampshire has chosen to use the term “Pathway” to avoid confusion with local district course catalogs (aka, programs of studies).

⁴ Also known as career paths

⁵ Adapted from *Career and Technical Programs of Study: A Design Framework*, available at http://s3.amazonaws.com/PCRN/file/POS_Framework_Unpacking_1-20-10.pdf

2. Partnerships

Ongoing relationships among education, business, and other community stakeholders are central to POS design, implementation, and maintenance.

Collaborative partnerships should:

- Create written memoranda of understanding and dual enrollment agreements that elaborate the roles and responsibilities of partnership members;
- Conduct ongoing analyses of economic and workforce trends to identify statewide (or regional) POS to be created, expanded, or discontinued;
- Link into existing initiatives that promote workforce and economic development, such as sector strategies and other activities supported by state; and
- Identify, validate, and keep current the technical and workforce readiness skills that should be taught within a POS.

3. Professional Development

Effective professional development should be sustained, intensive and focused. Opportunities for administrators, teachers, and faculty should:

- Foster POS design, program implementation, and sustainability;
- Support the alignment of curriculum from grade to grade (9-12) and from secondary to postsecondary education (vertical curriculum alignment).
- Support the development of integrated academic and career and technical curriculum and instruction (horizontal curriculum alignment).
- Ensure that teachers and faculty have the content knowledge to align and integrate curriculum and instruction.
- Foster innovative teaching and learning strategies (see #9 below).

4. Accountability and Evaluation Systems

Systems and strategies to gather quantitative and qualitative data on both POS components and student outcomes are crucial for ongoing efforts to development and implement POS.

Well-designed accountability and evaluation systems should provide timely data to evaluate and improve the effectiveness of POS. For CTE centers in New Hampshire, this involves the timely submission of CATE, BOY, MOY, and EOY collections, as well as timely completion of any necessary data corrections identified via anomaly reports. For postsecondary, this process is being reviewed and refined during FY15.

5. College and Career Readiness Standards

The foundation of a POS is comprised of content standards that define what students are expected to know and be able to do to enter and advance in college or their careers. At the secondary level, New Hampshire has approved [statewide technical core competencies](#) for each CTE program currently offered.

Technical core competencies:

- Originate from national standards and are developed and continually validated in collaboration with secondary, postsecondary, and industry partners;
- Must be aligned with local curriculum and assessments;
- Must incorporate essential knowledge and skills (i.e., academic skills, communication, and problem solving), which students must master regardless of their chosen career area or POS; and
- Must employ the same rigorous knowledge and skills in English and mathematics that employers and colleges expect of high school graduates.

6. Course Sequences

Non-duplicative sequences of secondary and postsecondary courses within a POS ensure that students transition to postsecondary education without duplicating classes or requiring remedial coursework.

Well-developed course sequences:

- Map out the recommended academic and career and technical courses in each POS;
- Begin with courses at the secondary level that teach broad foundational knowledge and skills that are common across all POS;
- Progress to more occupationally-specific courses at the secondary level that provide knowledge and skills required for entry into and advancement in a chosen POS;
- Offer opportunities for students to earn both high school credit and postsecondary transcribed credit for coursework taken during high school; and
- Further progress to occupationally specific courses at the postsecondary level that results in a certificate or degree.

7. Credit Transfer Agreements

Credit transfer agreements provide opportunities for secondary students to be awarded transcribed postsecondary credit, supported with formal agreements among secondary and postsecondary education systems.

Well-development agreements:

- Provide a systematic, seamless process for students to earn college credit for postsecondary courses taken in high school, transfer high school credit to any two- and four-year institution in the state that offers the POS, and transfer credit earned at a two-year college to any other two or four-year institution in the state that offers the POS.
- College credit should be automatically transcribed at the college for high school students so that they can transfer seamlessly into the postsecondary portion of a POS without the need for additional paperwork or petitioning for credit.
- Describe the expectations and requirements for, at a minimum, teacher and faculty qualifications, course prerequisites, postsecondary entry requirements, location of courses, tuition reimbursement, and credit transfer process.

8. Counseling and Academic Advisement

Counseling and academic advisement help students to make informed decisions about which POS to pursue.

Comprehensive counseling and academic advisement systems:

- Are based on state and/or local guidance and counseling standards, such as the National Career Development Guidelines.⁶
- Ensure that guidance, counseling, and advisement professionals have access to up-to-date information about POS offerings to aid students in their decision making.
- Offer information and tools to help students learn about postsecondary education and career options, including prerequisites for particular POS.
- Offer resources for students to identify their career interests and aptitudes and to select appropriate POS.
- Provide information and resources for parents to help their children prepare for college and careers, including workshops on college and financial aid applications.
- Offer Web-based resources and tools for obtaining student financial assistance.

9. Teaching and Learning Strategies

Innovative and creative instructional approaches enable teachers to integrate academic and technical instruction and students to apply academic and technical learning in their POS coursework.

Effective teaching and learning strategies should:

- Be jointly led by interdisciplinary teaching teams of academic and career and technical teachers or faculty.
- Employ contextualized work-based, project-based, and problem-based learning approaches.
- Incorporate team-building, critical thinking, problem-solving, communication skills, such as through the use of career and technical student organization (CTSO) activities.

10. Technical Skills Assessments

Local assessments provide ongoing information on the extent to which students are attaining the necessary knowledge and skills for entry into and advancement in postsecondary education and careers in their chosen POS.

Well-developed technical skills assessments:

- Measure student attainment of technical skill proficiencies at multiple points during a POS.
- Employ industry-approved technical skill assessments based on industry standards, where available and appropriate.

⁶ See http://cte.ed.gov/acrn/ncdg/ncdg_what.htm.

- Employ State-developed and/or approved assessments where industry-approved assessments do not exist.
- Incorporate performance-based assessment items, to the greatest extent possible, where students must demonstrate the application of their knowledge and skills.

Quality:

Program quality is a combination of acceptable size and scope, as can be evaluated by numerous program quality rubrics. New Hampshire has adopted an abbreviated and modified version of the program quality rubrics developed by the National Dissemination Center for Career and Technical Education at the Ohio State University⁷. These modified rubrics are included in the attachments to this policy manual.

Additionally, the Southern Regional Education Board offers the Indicators for Signature Features of Rigorous Career Pathway Programs of Study Self-Assessment, which is also included as an appendix to this policy manual.

⁷ *What Makes a Career-Technical Education Program Exemplary?: A Rubric For Secondary-Level Programs*, developed by the National Dissemination Center for Career and Technical Education at the Ohio State University; Sheila Thompson, Program Manager, 2002.

POLICY STATEMENT

PERKINS APPLICATIONS, PART I: SUBMISSION

Secondary

Upon receipt of the annual Perkins Program Improvement Application and estimated allocation from the NH Department of Education's Career Development Bureau, (typically sometime in February or March) applicants will work to submit applications for annual Perkins funding.

The deadline for submissions is the first **work day in June**. Applications may be submitted earlier than this date, but this will have no impact on the grant start date. Applications submitted after this date will be considered late; there is no guarantee that late submittals will be reviewed and approved by the grant start date of **August 22**.

A list of eligible recipients failing to submit their Perkins application in GMS by the start date of August 22 will be forwarded to the Office of the Commissioner of Education for follow-up with the respective superintendents.

Perkins funds not awarded to any eligible recipient by the last work day in November will either be:

- Reallocated to all eligible recipients with approved applications, using the statutory formula described in Perkins IV (Sec. 131 and 132);
- Carried over in to the following fiscal year.

Postsecondary

Upon receipt of the annual Perkins Program Improvement Application and estimated allocation from the NH Department of Education's Career Development Bureau, (typically sometime in February or March), the CCSNH Perkins Director will forward all supporting documents, application and budget template to all seven CCSNH College Perkins Managers and the Thompson School Perkins Manager.

Applications, budget narratives, program quality rubric summary sheets documenting information for program seeking funding, and a narrative documenting secondary connections for any program seeking Perkins funding will be submitted to the CCSNHJ Perkins Manager no later than the first **work day in May**. Application will include detailed application planning area activities along with performance measures and outcomes for each planning area.

POLICY STATEMENT

PERKINS APPLICATIONS, PART II: REVIEW AND APPROVAL

Secondary

All secondary applications and their attachments are submitted in to the Grants Management System. Once submitted, staff at the Career Development Bureau conduct the following work:

- Date of submission
- Date of completion of first review
- Date of completion of second review
- Date/approval of Targeted Improvement Plan, if applicable
- Date of receipt of General Assurances
- Date of receipt of Certificate of Assurances
- Date of receipt and approval of Non-Discrimination Statement
- Confirmation of correct allocation in GMS
- Confirmation of correct dates for project start and end
- Review and feedback on all programs of study
- Program by program comparison of Program Quality Rubrics and Perkins Approved Programs; date of completion/approval
- Date of receipt/approval of application review
- Date of full approval of all of the above

Once all the elements listed above are completed and approved, the application will be approved.

Postsecondary

All postsecondary applications and their attachments are submitted to the CCSNH Perkins Manager. Applications are reviewed jointly by the CCSNH Perkins Manager and a representative from NH DOE's Career Development Bureau. Data used to evaluate submissions are:

- Quality of secondary and postsecondary connections as outlined in legislation
- Running Start dual enrollment courses within approved programs
- CCSNH matriculation reports identifying CTE secondary students in CCSNH postsecondary programs*

After a review of all applications with the data applications are returned to individual colleges to revise/edit their applications. These revisions must be returned to the CCSNH Perkins Manager no later than May 15. A second review will take place with NH DOE's representative and the full application, for all seven colleges, will be submitted through the GMS system no later than the first working day of June.

Once submitted, staff at the Career Development Bureau conduct the following work:

- Date of submission
- Date of completion third review
- Date/approval of Targeted Improvement Plan, if applicable
- Date of receipt of General Assurances
- Date of receipt of Certificate of Assurances
- Date of receipt and approval of Non-Discrimination Statement
- Confirmation of correct allocation in GMS
- Confirmation of correct dates for project start and end
- Receipt of CCSNH Degree and Certificate programs
- Program by program comparison of Program Quality Rubrics and Perkins Approved Programs; date of completion/approval
- Date of receipt/approval of application review
- Date of full approval of all of the above

Once all the elements listed above are completed and approved, the application will be approved.

POLICY STATEMENT

PERKINS FUNDS: CONFERENCE EXPENSES, FOOD, TRAVEL, MEETINGS, SUMMER CAMPS

Food

When considering approving the use of Perkins funding for the purchase of food, this office considers several factors:

- Will the food be provided by the center's culinary program students?
- If the answer to the previous question is yes, is the preparation or serving of food directly tied to the competencies of the program?

If the answers to the above questions are "yes," food may be an allowable expense.

As in the past, food purchases for everyday lesson plans, etc. are considered maintenance and are the responsibility of the district.

Travel, Conference Expenses & Meetings

In accordance with § 200.474 of "Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards, Final Rule," 78 Federal Register 248 (26 Dec. 2013), pp. 78661-78662:

Perkins funds can pay for the costs of attending a conference or meeting:

- If attendance at that conference or meeting is consistent with its approved application and is reasonable and necessary to achieve the goals and objectives of the grant. If the attendance is deemed as meeting these parameters, the sub-recipient must provide written documentation;
- If the primary purpose of the meeting or conference is to disseminate technical information; and
- There is no other more effective or efficient alternative available to accomplish the desired results at a lower cost (such as webinars or video conferencing).

If attendance is justified (based on review of the above), then Perkins can pay for:

- Registration fees
- Food
- Transportation
- Per diem, and
- Lodging.

All expenses charged to the Perkins grant must be necessary and reasonable for grant purposes, including the number of attendees who will attend the event.

Per § 200.432, pp. 78650, Perkins funds can pay for hosting a meeting or conference and may cover:

- Rental of facilities;
- Speakers' fees

- Costs of meals and refreshments;
- Local transportation; and
- Other items incidental to such conference

Meal and refreshment expenses may only be covered if they are “necessary” to accomplish the goals and objectives of Perkins grant(s). For additional guidance on when these expenses are deemed necessary, please see [Memorandum to Ed. Grantees Regarding the Use of Grant Funds for Conferences and Meetings](#)⁸.

Perkins funds **cannot** pay for:

- Alcoholic beverages,
- Entertainment, including costs for amusement, diversion, or social activities.

Further guidance regarding what can and cannot be funded comes from the 2014 National Council for Technical Education conference workshop “Perkins 202”:

1. When a grantee is hosting a meeting, may the grantee use Federal grant funds to pay for food, beverages, or snacks?

Generally, there is a very high burden of proof to show that paying for food and beverages with Federal funds is necessary to meet the goals and objectives of a Federal grant. When a grantee is hosting a meeting, the grantee should structure the agenda for the meeting so that there is time for participants to purchase their own food, beverages, and snacks. In addition, when planning a meeting, grantees may want to consider a location in which participants have easy access to food and beverages.

While these determinations will be made on a case-by-case basis, and there may be some circumstances where the cost would be permissible, it is likely that those circumstances will be rare. Grantees, therefore, will have to make a compelling case that the unique circumstances they have identified would justify these costs as reasonable and necessary.

If program offices have questions, they should consult with their program attorney.

2. May Federal grant funds be used to pay for food and beverages during a reception or a “networking” session?

In virtually all cases, using grant funds to pay for food and beverages for receptions and “networking” sessions is not justified because participation in such activities is rarely necessary to achieve the purpose of the meeting or conference.

3. May a grantee enter into a contract with a hotel under which Federal grant funds will be used to provide meals, snacks, and beverages as part of the cost for meeting rooms and other allowable conference-related costs?

Federal grant funds may only be used for expenses that are reasonable and necessary. In planning a conference or meeting and negotiating with vendors for meeting space and other relevant goods and

⁸ UNITED STATES DEPARTMENT OF EDUCATION
Office of the Chief Financial Officer

services, grantees may only pay for allowable costs. If a hotel vendor embeds food and beverage costs into a hotel contract for meeting space, the grantee should work with the hotel to have the food and beverage costs identified and “backed out” of the contract, and have the price they are paying for meeting space appropriately adjusted to reflect the fact that food and beverages are not being purchased. The fact that food and beverages are embedded in a contract for meeting space does not mean that the food and beverages are being provided at no cost to the grantee.

4. What if a hotel or other venue provides “complimentary” beverages (e.g., coffee, tea) and there is no charge to the grantee hosting the meeting?

The grantee has an obligation, under these circumstances, to confirm that the beverages are truly complimentary and will not be reflected as a charge to the grant in another area. For example, many hotels provide complimentary beverages to all guests who attend a meeting at their facility without reflecting the costs of those beverages in other items that their guests or, in this case, the grantee purchases. As noted above, it would not be acceptable for a vendor to embed the cost of beverages in other costs, such as meeting space.

5. May indirect cost funds be used to pay for food and beverages?

The cost of food and beverages, because they are easily associated with a specific cost objective, such as a Department grant, are properly treated as direct costs, rather than indirect costs. As noted above, Federal grant funds cannot be used to pay for food and beverages unless doing so is reasonable and necessary.

6. May Federal grant funds be used to pay for alcoholic beverages?

No. Use of Federal grant funds to pay for the cost of alcoholic beverages is strictly prohibited.

7. May a grantee use non-Federal resources (e.g., State or local resources) to pay for food or beverages at a meeting or conference that is being held to meet the goals and objectives of its grant?

Grantees should follow their own policies and procedures and State and local law for using non-Federal resources to pay for food or beverages, including its policies and procedures for accepting gifts or in-kind contributions from third parties. However, if non-Federal funds are used to pay for food at a grantee-sponsored meeting or conference, the grantee should make clear through a written disclaimer or announcement (e.g., a note on the agenda for the meeting) that Federal grant funds were not used to pay for the cost of the food or beverages. Grantees should also be sure that any food and beverages provided with non-Federal funds are appropriate for the grantee event, and do not detract from the event’s purpose.

8. May grantees provide meeting participants with the option of paying for food and beverages (e.g., could a grantee have boxed lunches provided at cost for participants)?

Yes. Grantees may offer meeting participants the option of paying for food (such as lunch, breakfast, or snacks) and beverages, and arrange for these items to be available at the meeting.

Summer Camps

Funding for food at summer camps and summer programs held by CTE centers and/or postsecondary institutions, either for exposure or enrichment, may be eligible for funding through the Summer Food Service Program. For more information regarding application deadlines, etc., please contact Cheri White, Administrator, Bureau of Nutrition, NH Department of Education, at 603-271-3860 or cheri.white@doe.nh.gov.

POLICY STATEMENT

PERKINS FUNDS: MOTOR VEHICLE PURCHASES

Perkins funds may not be used to support any portion of the purchase of any roadworthy vehicle. In general, Perkins funding cannot be used for vehicle expenses (including lease, rental, etc.) except if such expenditures are determined to be the most effective way to eliminate a barrier of access for students.

The burden of proof that such expenditure is the most effective method to eliminate a barrier of access for students rests with the applicant. Documentation must be included with the annual Perkins application.

In the case where an allowance is requested, the following issues must be addressed:

- Under no circumstance is a vehicle obtained with Perkins funding to be used for any purpose other than those explicitly addressed in the grant application.
- The vehicle shall not be loaned or rented to other school groups and non-school groups.
- The vehicle shall be properly registered and inspected in accordance with New Hampshire statutes and administrative rules.
- It is expected that any vehicle obtained with Perkins funding will be covered by an insurance plan that a prudent person would employ to cover the activities and individuals the vehicle was obtained for, as described in the Perkins grant application.
- Neither the State of NH nor the federal government assumes any liability associated with the use of any vehicle obtained with Perkins funding.
- All maintenance, including the cost of maintenance, of said vehicle is the sole responsibility of the applicant.
- All individuals who operate the vehicle shall be properly licensed by the State Of New Hampshire to operate a vehicle of its type.
- Students shall not operate the vehicle under any circumstances even if licensed.
- All required safety equipment shall be mounted or on board the vehicle at all times and shall be fully serviceable whenever the vehicle is in use.
- No more than the maximum number of passengers for which the vehicle is rated shall be transported at one time.

POLICY STATEMENT

PERKINS FUNDS: PERKINS-FUNDED POSITIONS

It is the policy of the NH DOE Career Development Bureau, to limit the use of Perkins funds to program improvement. Staff positions do not constitute improvement, unless they involve program expansion. As a general rule, staff positions are determined to be maintenance of the program and the financial responsibility of the eligible recipient.

It is further the policy of the NH DOE Career Development Bureau to support the development of new programs, allowing Perkins to fund required positions of the newly established program for up to three years, with the understanding that the eligible recipient will include the required positions in the local budget at its earliest opportunity. *Failure to secure local district funding for the required positions prior to the start of the fourth school year does not alter the three-year limit on the use of Perkins funds for this purpose.*

POLICY STATEMENT

PERKINS FUNDS: REQUIRED AND PERMISSIVE USES

Perkins funds are awarded for improvement of CTE programs at the secondary and postsecondary level. There must be a clear correlation between relevant data and the requested expenditures. The NH Department of Education requires local eligible sub-recipients to restrict 95% of the expenditures of Perkins funds to the “Required and Permissive” uses described in Section 135, pp. 52-54 of the [Carl D. Perkins Act of 2006](#).⁹

The NH Department of Education further allows sub-recipients to expend up to 5% for administration as defined in the glossary.

Although the Perkins Act of 2006 outlines the required and permissive use of funds, the primary requirement is that all requested funds are aligned with program improvement.

⁹ http://cte.ed.gov/docs/perkins_iv.pdf

POLICY STATEMENT

PROGRAM ADVISORY COMMITTEES

(This policy will be updated to reflect the final language included in SB 190 (2015 Legislature)).

POLICY STATEMENT

PROGRAM IMPROVEMENT VS. MAINTENANCE

Perkins funds granted to eligible recipients should only be used for the improvement of CTE programs. In Section 135(a), on Local Uses of Funds, Perkins IV states, “Each eligible [local] recipient that receives funds under this part shall use such funds to *improve* career and technical education programs” (emphasis added).

To further specify the difference between improvement and maintenance, NH DOE Career Development Bureau has set a time limit on what constitutes improvement versus maintenance in approving annual expenditures. On the assumption that improvements turn into maintenance activities or expenditures over time, three years were given before an improvement expenditure must be moved into maintenance. Thus, after three years of Perkins support, *an expenditure budgeted for a fourth year will no longer be accepted as an improvement and will be disallowed.*

Equipment purchases may also be supported with Perkins funds, again, as long as they represent improvements. In determining whether an equipment purchase represents an improvement or maintenance expenditure, the critical question is whether the proposed expenditure is the same as the earlier purchase or represents an upgrade. Applicants for Perkins support will need to provide evidence that the proposed purchase is an upgrade and not a purchase that repeats an earlier approved expenditure.

POLICY STATEMENT

PROGRAM INCOME

In accordance with § 200.80 of “Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards, Final Rule,” 78 Federal Register 248 (26 Dec. 2013), p. 78616, program income is defined as follows:

“Program income means gross income earned by the non-Federal entity that is directly generated by a supported activity or earned as a result of the Federal award during the period of performance. (See § 200.77 Period of Performance.) Program income includes but is not limited to income from fees for services performed, the use of rental of real or personal property acquired under Federal awards, the sale of commodities or items fabricated under a Federal award, license fees and royalties on patents and copyrights, and principal and interest on loans made with Federal award funds. Interest earned on advances of Federal funds is not program income. Except as otherwise provided in Federal statutes, regulations, or the terms and conditions of the Federal award, program income does not include rebates, credits, discounts, and interest earned on any of them.

See also § 200.407 Prior written approval (prior approval). See also 35 U.S.C. 200-212 “Disposition of Rights in Educational Awards” applies to inventions made under Federal awards.”

Per § 200.307 of “Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards, Final Rule,” 78 Federal Register 248 (26 Dec. 2013), p. 78627, “program income may be added to the Federal award by the Federal entity and the non-Federal entity. **The program income must be used for the purposes and under the conditions of the Federal award**” (emphasis added).

Per guidance in June 2015 from Andrew Johnson, Grants Management Specialist, U.S. Department of Education, **any income generated by CTE programs must not go in to general funds**. All subrecipients are advised to have clear documentation regarding income path and should be prepared to provide this documentation during the monitoring process.

POLICY STATEMENT

PROGRAMS OF STUDIES/COURSE GUIDES

To ensure that all students are aware of and have access to career and technical education opportunities, all regional CTE programs should be accurately included in the high school Programs of Studies of the receiving district and any sending districts that are included in the regional center's Regional Agreement.

All Programs of Studies, for the receiving district and all sending districts, *must* contain a nondiscrimination statement. The nondiscrimination statement language provided as part of the required attachments associated with the [Perkins Program Improvement application](http://www.education.nh.gov/career/career/cte_programs.htm) is preferred. A copy of the Perkins Program Improvement application may be downloaded from: http://www.education.nh.gov/career/career/cte_programs.htm.

These CTE programs should be clearly identifiable as the programs for which the center has received Bureau of Career Development approval.

Sending district Programs of Studies must also list CTE programs available through their region's CTE center(s).

In addition to clearly identifying approved CTE programs, *all* Programs of Studies must denote a distinct sequence of courses that a student must take to successfully concentrate in and complete a particular CTE program.

Where necessary and appropriate, all Programs of Studies should list any prerequisites associated with the center's approved CTE programs and those programs' related courses.

All Programs of Studies should identify secondary/postsecondary linkages associated with each approved CTE program. These secondary/postsecondary linkages should provide students with a seamless transition from high school to college or university. Such linkages may include, but are not limited to: Running Start, SNHU in the High School, or other dual credit opportunities, or 2+1, 2+2 or 2+2+2 offerings evidenced in the Career Pathway Plans of Study (CPPOS).

Programs of Studies and the Annual Perkins Program Improvement Application

Regional CTE centers *must* submit *all* receiving district and sending district Programs of Studies as attachments to their annual Perkins Program Improvement application, using one of the following four options. Each Program of Study will be evaluated using the above criteria.

POLICY STATEMENT

RECORDS OF PROCUREMENT

In accordance with § 200.318 of “Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards, Final Rule,” 78 Federal Register 248 (26 Dec. 2013), pp. 78631-78632, the NH DOE Career Development Bureau will require all award recipients to maintain records of procurement. These records must include, but are not limited to, the following:

- Rationale for the method of procurement;
- Selection of contract type;
- Contractor selection or rejection; and
- The basis for contract price.

POLICY STATEMENT

REGIONAL ADVISORY COMMITTEES

The NH DOE Career Development Bureau recommends that regional advisory committees meet, at minimum, twice per school year.

POLICY STATEMENT

REGIONAL AGREEMENTS

The New Hampshire Department of Education must enter into formal agreements with the receiving district(s) that comprises a secondary CTE region. These agreements enable the Commissioner of Education to designate to these districts the status of a CTE region, which is a fundamental precondition of receiving State funds to construct or renovate a center (RSA-E:1 and Ed 1402.01).

New Hampshire Rules (Ed 1400) specify the requirements of CTE regions and the regional agreements document that these requirements will be met. As listed in the rules, regional agreements must, at the minimum, address:

- Responsibilities of sending and receiving districts;
- Responsibilities of the Department of Education;
- Assurances that the programs available at the center are consistent with what has been approved for the center;
- Enrollments at the center;
- End date of the agreement;
- Assurances that sending and receiving district(s) will cooperate in executing a master plan for the center;
- Maintenance of the center.

This list also allows for additional conditions to be included in the agreement and over the years these conditions have become more comprehensive. In 2008 a template for the regional agreements was approved by the Attorney General of New Hampshire. Copies of this template are available from Regina Fiske of the NH DOE Career Development Bureau (Regina.Fiske@doe.nh.gov). Once approved by the State Board of Education and signed by the Commissioner of Education, the agreements are valid for a time period not less than ten years, with possible extension granted by the Department.

POLICY STATEMENT

REPORTS FROM ELIGIBLE RECIPIENTS

Eligible recipients must provide two annual reports to the State:

- *Evaluation of the year's initiatives*—By ninety days after the end of the grant period, Perkins grantees must provide a report on the success of the previous year's initiatives. Each initiative must be evaluated in terms of its positive effect on performance as measured by the eight secondary and six postsecondary performance indicators. Successful initiatives may be repeated or expanded, while unsuccessful initiatives are expected to end, be replaced, or at least significantly modified.
- *Analysis of performance data*—Each annual application for Perkins funds must include an analysis of performance on all indicators. The Department of Education will provide statistical reports on performance on each indicator; applicants are expected to conduct gap and trend analysis of this data. Any performance that falls below 90% of the agreed-upon local goal must be addressed by the development and implementation of a Targeted Improve Plan submitted as an attachment to the Annual Perkins Performance Improvement application.

POLICY STATEMENT

RESERVE FUNDS

The Carl D. Perkins Career and Technical Education Improvement Act of 2006 requires states to award no less than 85% of their entire state award to local grantees, and of this amount, states may reserve up to 10%. This reserve must still be awarded locally, but it may be used to fund specific activities stipulated by the State. As a policy, New Hampshire has capped the reserve fund at 4.00% [Sec. 112 (c)].

POLICY STATEMENT

RISK ASSESSMENT

In accordance with § 200.207 of “Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards, Final Rule,” 78 Federal Register 248 (26 Dec. 2013), p. 78623, the NH DOE Career Development Bureau may assess a sub-recipient as a risk, based on a history of failure to comply with the general or specific terms and conditions of the award **or** failure to meet expected performance goals. The NH DOE Career Development Bureau may impose additional specific award conditions to a sub-recipient, to include:

- requiring payments as reimbursements rather than advance payments;
- withholding authority to proceed to the next phase until receipt of evidence of acceptable performance within a given period of performance;
- requiring additional, more detailed financial reports;
- requiring additional project monitoring;
- requiring the sub-recipient to obtain technical or management assistance; and
- establishing additional prior approvals.

If these additional conditions are to be imposed, the NH DOE Career Development Bureau will inform the sub-recipient of:

- the nature of the additional requirements;
- the reason why the additional requirements are being imposed;
- the nature of the actions needed to remove the additional requirement, if applicable;
- the time allowed for completing the actions if applicable; and
- the method for requesting reconsideration of the additional requirements imposed.

In the event the sub-recipient fails to meet the additional specific award conditions, documentation will be forwarded to the Office of the Commissioner of Education for follow-up with the respective superintendents.

POLICY STATEMENT

RECOMMENDED SAFETY GUIDELINES FOR CTE PROGRAMS

The following text provides general safety guidelines for career and technical education programs. School administrators and faculty can use the guidelines to monitor for safety in the individual programs within their centers, labs and classrooms. The guidelines cover many important aspects of safety, but not all. Teachers and faculty may use the Safety Checklist to do periodic safety inspections of their classrooms and lab areas. Teachers and faculty may also obtain safety materials particular to their program areas or from other sources, including the National Institute for Occupational Safety and Health (NIOSH) Safety Checklist Program for Schools.¹⁰

All CTE centers are advised to undergo annual “walk-throughs” to ensure buildings and classes continue to meet codes and are free of danger. These annual inspections should be conducted by district administrators, state veterinary inspectors, state and local health officers, and local fire departments.

These guidelines are provided as recommendations only, and are intended to be used in addition to the existing safety policies already in place within an institution, school or district that houses career and technical education programs.

¹⁰ <http://www.dcd.gov/niosh/docs/2004-101/indexprog.html>.

SAFETY GUIDELINES FOR CAREER & TECHNICAL EDUCATION PROGRAMS

The goals of safety programs in career and technical education are:

- 1) To eliminate injuries and/or environmentally caused illnesses for students, staff and visitors;
- 2) To prepare students for employment in today's safety conscious workplaces (all aspects of the industry); and
- 3) To reduce the expenditure of resources on liability litigation and workers compensation claims.

Area 1. Recommendations for Supervision

- 1) **NEVER** leave students in a classrooms or labs without providing for supervision by a **professional** employee of the school system. If you have an emergency and must leave your assigned area for a few minutes, call or send a student to the office and ask them to send someone to relieve you.
- 2) If the person supervising your students in your absence (including substitute teachers) is not certified in your CTE area, students should not be allowed to operate equipment or engage in hands-on activities that carry the risk of injury or environmental hazards.
- 3) All CTE teachers should provide lesson plans for substitutes that do not require hands-on activities and should leave a notice for subs in big, bold print that students should not engage in hands-on activities in your absence.
- 4) Teachers should have a sign-out/sign-in and hall pass procedure to monitor students who leave the area during class time. If a student leaves without permission or fails to return in a reasonable time after signing out, notify the office immediately. If the entire class takes a break within your area, you must supervise them. If the whole school takes a break at the same time, clarify who is responsible for your students.
- 5) In those cases where the instructor must monitor students at work in different locations, other professional personnel should be recruited to supervise the additional groups of students. If that is not possible, the instructor should, at minimum, review the appropriate safety instruction for the task(s) to be performed, assign one student in each group to be the team safety supervisor, and supply each team safety supervisor with a two-way radio so the instructor and each team safety supervisor can be in constant communication.

Area 2. Classroom Management

- 1) Your classroom rules should contain specific instructions related to safety. One example would be the rule prohibiting horseplay. Another would be the rule that no student operates any piece of equipment or engages in any activity until he/she has received safety instruction for that equipment or activity and passed the relevant safety

test with 100% accuracy. Parents as well as students should sign to indicate that they have read and agree with the rules. ***Don't lose these signed copies.***

- 2) No students except yours should be allowed in your lab and your students should not be allowed to visit other labs.
- 3) Enforce all safety rules all the time. Make the penalties severe enough that your students know you mean business. Grade them on demonstrating/violating safe practices. Let them know that if they break safety rules on the job they will likely be fired.
- 4) Post safety posters or reminders in prominent places. Create a general climate that reinforces the “safety first” concept.
- 5) Make students aware that CTE programs may use flammable or explosive materials and therefore, it is of paramount importance that they take all fire drills seriously.

Area 3. Classroom, Lab and Equipment

- 1) Maintain a clean and orderly classroom and lab. Have the necessary equipment and supplies on hand all the time to clean up oil and grease floor spills. Know the “who, what, when and how” of cleaning up bio-hazardous substances and always consult the Material Data Safety Sheet (MSDS) before proceeding. If the MSDS specifies that certified personnel are required to conduct the clean-up, evacuate the area and call your county maintenance department.
- 2) Replace any equipment that does not have all currently available safety guards. If you can't replace it, get rid of it anyway. Remember that “safety first” means safety has a higher priority than curriculum requirements.
- 3) Make sure your lab meets air quality and ventilation standards.
- 4) Don't forget that high decibel noise levels are also a hazard. Make sure students use the appropriate personal protective equipment to protect their hearing.
- 5) Electrical safety procedures should be taught in every lab.
- 6) Make sure all students (as well as teachers and visitors) properly use the personal safety clothing and equipment required for your program area. Do not allow students to engage in lab activities without it.
- 7) Correct all deficiencies noted by the Health Department, the Fire Marshal's Office, the State Veterinary Office or the district's insurance company immediately. If someone else is responsible for correcting the deficiency, keep documentation that you have notified them of the need. Discontinue the use of any equipment cited until the deficiency is corrected.
- 8) Make sure your classroom/lab has all recommended first aid materials prominently available, i.e., first aid kit, eye wash station, etc.

- 9) If there are students in the class who are taking medication that may impair the ability to safely operate machinery, ask for a letter from the school nurse stating that the students can safely perform those tasks before you allow them to do so.
- 10) It is recommended at **the beginning of each semester; complete the recommended Safety Inspection Checklist. Allowing students to assist will help raise their awareness of the importance of safety. Instructors and students can also go to the NIOSH web site noted in the introduction.**

Area 4. Hazardous Materials

- 1) Get rid of all hazardous materials that are not absolutely needed or that can be replaced with other, non-hazardous materials. For instance, replace mercury fever thermometers with alcohol thermometers.
- 2) Make sure all hazardous materials are stored in clearly labeled containers.
- 3) Make sure all hazardous materials are stored under lock and key anytime they are not being used.
- 4) Make sure all containers of flammable materials are stored in explosion/flame proof cabinets or storerooms.
- 5) Make sure you have Material Safety Data Sheets for all hazardous materials in your area. Make sure your students know where they are and how to use them in an emergency.
- 6) Contract with a licensed company to dispose of hazardous wastes. Use the storage containers and equipment (i.e., parts washers) they provide unless you are sure yours are safer.
- 7) Do not attempt to clean up all hazardous material spills yourself. If the MSDS indicates the need for certified personnel, evacuate the area and call your county maintenance department.

Area 5. Curriculum

- 1) Make sure you provide for thorough and frequent safety instruction in all your lesson plans.
- 2) Make sure you have adequate instructional materials that address safety.
- 3) Instruct and test students annually to 100% mastery on all general safety rules ***before you allow them in the lab. Keep copies of these tests.***
- 4) Instruct and test students annually to 100% mastery on each piece of equipment or each activity ***before you allow them to participate. Keep copies of these tests.***

Area 6. Investigating and Reporting

- 1) Report all injuries, however slight, to your school administrator immediately.
- 2) Apply first aid as indicated until a medically trained person takes over.
- 3) Conduct an immediate investigation and document everything. Remember that what might seem like a minor injury may turn out later to be a more serious matter. Note the date and time of the accident, who was injured, what they were doing at the time of the incident, what they were supposed to be doing (if different), what your inspection of the accident site revealed, who witnessed the accident, when the administrator was notified and how, when medical help was called or when the student was transported for medical care, when and how the parents were notified, etc. Keep these records forever.
- 4) Identify corrective actions that need to be taken to ensure this type of accident does not occur again.

These are general safety procedures. You must also observe all safety rules specific to your program. Contact the CTE Director of your school for additional safety information.

Safety Inspection Checklist
CTE Shops and Laboratories

Inspection Performed by: _____

Date of Inspection: _____

Introduction

A safe environment is an essential part of the school safety education program. The safe environment will exist only if hazards are discovered and corrected through regular and frequent inspections by a school safety team consisting of administrators, teachers, and students.

Directions

Who Inspects?

This will depend upon local policies. It is recommended, however, that CTE teachers and the safety committee make regular inspections. It is also a good idea to include students as observers during inspections. This not only tends to share responsibility, but stimulates a broader interest in the maintenance of a safe school environment.

When to Inspect?

At a minimum, a formal safety inspection should be made at the beginning of every school semester. Daily observations should be made in regards to general safety maintenance.

How to Inspect?

Inspections should be well planned in advance. They should be systematic and thorough. No location that may contain a hazard should be overlooked. Inspection reports should be clear and concise, but with sufficient explanation to make each recommendation for improvement understandable.

Follow-up

The current report should be compared with previous records to determine progress. The report should be studied in terms of the accident situation so that special attention can be given to those conditions and locations which are accident producers. Each unsafe condition should be corrected as soon as possible in accordance with acceptable procedures. A policy should be developed in regard to taking materials and equipment out of service because of unsafe conditions.

Checking Procedures

Check the appropriate box, using the following letter scheme:

S – Satisfactory (needs no attention)

A – Acceptable (needs some attention)

U – Unsatisfactory (needs immediate attention)

Recommendations should be made in all cases where an “A” or a “U” is checked.

Space is provided at the end of the form for such comments. Designate the items covered by the recommendations, using the reference code number applicable (A-1, B-16, etc.) Blank lines have been left in each section if you wish to add other observable safety items.

A. General Physical Condition

S A U

1.	Machines, benches, and other equipment are arranged to conform to good safety practice			
2.	Condition of stairways			
3.	Condition of aisles			
4.	Condition of floors			
5.	Condition of walls, windows, and ceiling			
6.	Illumination is safe, sufficient, and well placed			
7.	Ventilation is adequate and proper for conditions			
8.	Adequate temperature control			
9.	Fire extinguishers are of proper type, adequately supplied, properly located and maintained			
10.	Teacher and students know the location of an how to use the proper type of fire extinguisher for various fires			
11.	Number and location of exits is adequate and properly identified and posted prominently in each area			
12.	Proper procedures have been formulated for emptying the room of students and taking adequate precautions in case of emergencies			
13.	Lockers are inspected regularly for cleanliness and fire hazards			
14.	Locker doors are kept closed			
15.	Walls are clear of objects that might fall			
16.	Utility lines are properly identified			
17.	Teachers know the procedure in the event of fire including notification of the fire department and the evacuation of the building			
18.	Air in shop is free from excessive dust, smoke, etc.			
19.				
20.				
21.				
22.				
Evaluation for the Total Rating of A. General Physical Condition				

B. Housekeeping

S A U

1.	General appearance as to orderliness			
2.	Adequate and proper storage space for tools and materials			
3.	Work benches are kept in an orderly manner			
4.	Corners are clean and clear			
5.	Special tool racks are available and kept in an orderly manner			
6.	Tool, supply, and material room is orderly			
7.	Sufficient scrap boxes are provided			
8.	Scrap stock is put in scrap boxes promptly			
9.	Materials are stored in an orderly and safe condition			
10.	A spring lid metal container is provided for waste and oily rags			
11.	All waste materials and oily rags are promptly placed in the proper containers			
12.	Containers for oily rags and waste materials are frequently and regularly emptied			
13.	Dangerous materials are stored in appropriate cabinets			
14.	MSDSs are kept for all chemicals			
15.	Bulk storage of dangerous materials is provided outside of the main building			
16.	Flammable liquids are not used for cleaning purposes			
17.	Floors are free of oil, water, and foreign material			
18.	Floors, walls, windows, and ceilings are cleaned periodically			
19.				
20.				
21.				
22.				
Evaluation for the Total Rating of B. Housekeeping				

C. Equipment

S A U

1.	Machines are arranged to protect workers from hazards of other machines			
2.	Danger zones are properly indicated and guarded			
3.	Gears and moving belts are protected by permanent closure guards			
4.	All guards are used for every operation			
5.	All equipment control switches are easily available to the operator			
6.	All machines are "locked out" when the instructor is out of the room			
7.	Adequate storage facilities are available for tools and equipment when not in immediate use			
8.	Nonskid areas are provided around machines			
9.	Machines are in safe working condition			
10.	Machines are guarded to comply with American Standards Association and local state code			
11.	Adequate supervision is maintained when students are using machines and dangerous tools			
12.	Tools are kept sharp, clean, and in safe working order			
13.	All hoisting devices are in safe operating condition			
14.	Machines are shut off while unattended			
15.				
16.				
17.				
18.				
19.				
20.				
21.				
22.				
Evaluation for the Total Rating for C. Equipment				

D. Electrical Installation

S A U

1.	All switches are enclosed			
2.	There is a master control switch for all the electrical installations			
3.	Electrical outlets and circuits are properly identified			
4.	No electrical extension cords are used			
5.	All machine switches are within easy reach of the operator			
6.	Electrical motors and equipment are wired to comply with the National Electric Code			
7.	Individual cut-off switches are provided for each machine			
8.	Machines are provided with overload and underload controls			
9.	No temporary wiring is evident			
10.				
11.				
12.				
13.				
Evaluation for the Total Rating for D. Electrical Installation				

E. Personal Protection

S A U

1.	Goggles or protective shields are provided and required for all work where eye hazards exist			
2.	Shields and goggles are provided as needed			
3.	Rings and other jewelry are removed when working in the shop			
4.	Proper apparel, including safety boots, is worn			
5.	Respirators are provided for dusty or toxic atmospheric conditions			
6.	Provisions are made for cleaning and sterilizing respirators			
7.	Sleeves are rolled above elbows when operating machines			
8.	Clothing is free from loose sleeves, loose coats, etc.			
9.	Hoods are down			
10.	Ear protection is provided, as needed			
11.	Ipods and other music devices are not being used during class			
12.				
13.				
Evaluation for the Total Rating for E. Personal Protection				

F. Instruction

S A U

1.	Shop safety is taught as an integral part of each teaching unit			
2.	Safety rules are posted particularly at each danger station			
3.	Printed safety rules are given to each student			
4.	Student shop safety committees are formed and are active			
5.	Safety contests are utilized			
6.	Audiovisual aides are used in instruction			
7.	Safety tests are given			
8.	Safety posters are used			
9.	Guest lecturers are used to discuss industrial safety			
10.	Tours are taken of industrial plants as a means of studying safety practices			
11.	Periodic safety inspections of the shop are made by a student committee			
12.	A proper record is kept of safety instructions			
13.				
14.				
15.				
16.				
Evaluation for the Total Rating of F. Instruction				

G. First Aid

S A U

1.	An adequately stocked first aid cabinet is provided			
2.	The first aid is administered by a qualified individual			
3.	First aid instruction is provided to all students			
4.				
5.				
6.				
7.				
Evaluation for the Total Rating of G. First Aid				

POLICY STATEMENT

SECONDARY ENROLLMENT REQUIREMENTS

The language of this policy is currently under review, pending the establishment of a statewide advisory board relative to Senate Bill 190.

POLICY STATEMENT

SIZE, SCOPE, AND QUALITY

Size, Scope, and Quality are defined as follows:

Size: Centers and colleges are expected to maintain a minimum enrollment of eight students per each course in an approved CTE program. Resources must be adequate to meet the needs of all students participating in each program.

Evaluation of *Size* encompasses several categories:

- 1) Space
 - a. Is the program large enough to support regional enrollments?
 - b. Is there a classroom?
 - c. Are there lab facilities?
 - d. Are these spaces large enough to meet the needs of the program?
 - e. Are these spaces accessible for students with special needs?
- 2) Equipment
 - a. Does the program possess all necessary equipment?
 - b. Does the equipment meet industry needs?
 - c. Is equipment maintenance provided regularly to ensure equipment meets industry standards for safety?
- 3) Technology
 - a. Are students instructed in the use and application of program-related technology?
 - b. Is technology used effectively for maximum student benefit?
 - c. Are students exposed to and familiar with the use of technology both in class and at worksites?
 - d. Is technology used to allow for distance learning?

Scope: The Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV) calls for states to offer “career and technical programs of study.”¹¹ At a minimum, these plans of study (POS) must:

- Incorporate and align secondary and postsecondary education elements;
- include academic and CTE content in a coordinated, non-duplicative progression of courses;
- offer the opportunity, where appropriate, for secondary students to acquire postsecondary credits; and
- lead to an industry-recognized credential or certificate at the postsecondary level, or an associate or baccalaureate degree¹².

¹¹ In New Hampshire, these are referred to as “plans of study” to avoid confusion with the traditional use of “program of studies” to refer to a school’s course guide.

¹² See [New Hampshire State Board of Education Minimum Standards for Public School Approval](#)

PLAN OF STUDY (POS)¹³ COMPONENTS AND SUBCOMPONENTS¹⁴

1. POLICIES

Local policies promote POS / Pathway development and implementation.

Effective local policies should:

- provide for local funding and other resources, such as professional development and dedicated staff time, for POS development;
- follow established procedures for the design, implementation, and continuous improvement of POS;
- ensure opportunities for any secondary student to participate in a POS;
- encourage secondary students to develop an individual graduation or career plan; and
- provide resources for long-term sustainability of POS.

2. PARTNERSHIPS

Ongoing relationships among education, business, and other community stakeholders are central to POS design, implementation, and maintenance.

Collaborative partnerships should:

- create written memoranda of understanding and dual enrollment agreements that elaborate the roles and responsibilities of partnership members where necessary;
- conduct ongoing analyses of economic and workforce trends to identify statewide and regional POS to be created, expanded, or discontinued;
- link into existing initiatives that promote workforce and economic development, such as sector strategies and other activities supported by the state; and
- identify, validate, and keep current the technical and workforce readiness skills that should be taught within a POS.

3. PROFESSIONAL DEVELOPMENT

Effective professional development should be sustained, intensive, and focused. Opportunities for administrators, teachers and faculty should:

- foster POS design, program implementation, and sustainability;
- support the alignment of curriculum from grade to grade (9-12) and from secondary to postsecondary education (vertical curriculum alignment);
- support the development of integrated academic and career and technical curriculum and instructions (horizontal curriculum alignment);
- ensure that teachers and faculty have the content knowledge to align and integrate curriculum and instruction; and
- foster innovative teaching and learning strategies

¹³ Also known as career paths

¹⁴ Adapted from *Career and Technical Programs of Study: A Design Framework*, available at http://cte.ed.gov/file/POS_Framework_Unpacking_1-20-10.pdf

4. ACCOUNTABILITY AND EVALUATION SYSTEMS

Systems and strategies to gather quantitative and qualitative data on both POS components and student outcomes are crucial for ongoing efforts to development and implement POS.

Well-designed accountability and evaluation systems should provide timely data to evaluate and improve the effectiveness of POS. For CTE centers in New Hampshire, this involves the timely submission of CATE BOY, MOY, and EOY collections, as well as timely completion of any necessary data corrections identified via anomaly reports. For postsecondary, this process is being reviewed and refined during FY15.

5. COLLEGE AND CAREER READINESS STANDARDS

The foundation of a POS is comprised of content standards that define what students are expected to know and be able to do to enter and advance in college and/or their careers. At the secondary level, New Hampshire has approved statewide technical core competencies for each CTE program currently offered.

Technical core competencies:

- originate from national standards and are developed and continually validated in collaboration with secondary, postsecondary, and industry partners;
- must be aligned with local curriculum and assessments;
- must incorporate essential knowledge and skills (i.e., academic skills, communication, and problem solving), which students must master regardless of their chosen career area or POS; and
- must include the same rigorous knowledge and skills in English and mathematics that employers and colleges expect of high school graduates.

6. COURSE SEQUENCES

Non-duplicative sequences of secondary and postsecondary courses within a POS ensure that students transition to postsecondary education without duplicating classes or requiring remedial coursework.

Well-developed course sequences:

- map out the recommended academic and career and technical courses in each POS;
- begin with courses at the secondary level that teach broad foundational knowledge and skills that are common across all POS;
- progress to more occupationally-specific courses at the secondary level that provide knowledge and skills required for entry into and advancement in a chosen POS;
- offer opportunities for students to earn both high school credit and postsecondary transcribed credit for coursework taken during high school; and
- further progress to occupationally specific courses at the postsecondary level that results in a certificate or degree.

7. GUIDANCE COUNSELING AND ACADEMIC ADVISEMENT

Career counseling and academic advisement help students to make informed decisions about which POS to pursue.

Comprehensive career counseling and academic advisement systems:

- are based on state and/or local career and counseling standards, such as the National Career Development Guidelines¹⁵;
- ensure that career, counseling, and advisement professionals have access to up-to-date information about POS offerings to aid students in their decision making;
- offer information and tools to help students learn about postsecondary education and career options, including prerequisites for particular POS;
- offer resources for students to identify their career interests and aptitudes and to select appropriate POS;
- provide information and resources for parents to help their children prepare for college and careers, including workshops on college and financial aid applications; and
- offer web-based resources and tools for obtaining student financial assistance.

8. TEACHING AND LEARNING STRATEGIES

Innovative and creative instructional approaches enable teachers to integrate academic and technical instruction and students to apply academic and technical learning in their POS coursework.

Effective teaching and learning strategies should:

- be jointly led by interdisciplinary teaching teams of academic and career and technical teachers or faculty;
- employ contextualized work-based, project-based, and problem-based learning approaches; and
- incorporate team-building, critical thinking, problem-solving, communication skills, such as through the use of career and technical student organization (CTSO) activities.

9. TECHNICAL SKILLS ASSESSMENTS

Local assessments provide ongoing information on the extent to which students are attaining the necessary knowledge and skills for entry into and advancement in postsecondary education and careers in their chosen POS.

Well-developed technical skills assessments:

- measure student attainment of technical skill proficiencies at multiple points during a POS;
- employ industry-approved credentials based on industry standards, where available and appropriate (e.g., LNA, EMT, AWS, ServSafe, etc.);
- incorporate performance-based assessment items, to the greatest extent possible, where students must demonstrate the application of their knowledge and skills;
- result in the awarding of secondary credit, postsecondary credit, or a special designation on a student's high school diploma; and
- incorporate performance-based assessment items, to the greatest extent possible, where students must demonstrate the application of their knowledge and skills.

Quality: Program quality is a combination of acceptable size and scope, as can be evaluated by numerous program quality rubrics. New Hampshire has adopted an abbreviated and modified version of the program quality rubrics developed by the National Dissemination Center for Career and Technical

¹⁵ http://www.ncda.org/aws/NCDA/asset_manager/get_file/3384/ncdguidelines2007.pdf

Education at the Ohio State University¹⁶. These modified rubrics are included in the attachments to this policy manual. Additionally, the Southern Regional Education Board offers the Indicators for Signature Features of Rigorous Career Pathway Programs of Study Self-Assessment, which is also included as an appendix to this policy manual.

¹⁶ *What Makes a Career-Technical Education Program Exemplary?: A Rubric For Secondary-Level Programs*, developed by the National Dissemination Center for Career and Technical Education at the Ohio State University; Sheila Thompson, Program Manager, 2002.

POLICY STATEMENT

SPECIAL POPULATIONS

All students must have access to quality CTE in New Hampshire at the secondary and postsecondary levels, including students from special populations as defined in Section 3(29) of the [Carl D. Perkins Act of 2006](#)¹⁷ (Perkins IV).

Perkins IV defines special populations as the following:

- Individuals with disabilities;
- Individuals from economically disadvantaged families, including foster children;
- Individuals preparing for fields nontraditional for their gender;
- Single parents, including single pregnant women;
- Displaced homemakers; and
- Individuals with limited English proficiency.

¹⁷ http://cte.ed.gov/docs/perkins_iv.pdf

POLICY STATEMENT

STATE PLAN

The NH DOE Career Development Bureau, as the eligible agency for the State, shall have the lead role in developing, submitting, and implementing the State Plan. As stipulated in the Carl D. Perkins Career and Technical Education Improvement Act of 2006 (Perkins IV), states must develop multi-year plans for uses of the Perkins funds and gain approval of these plans from the US Department of Education prior to implementation.

As a policy, NH DOE Career Development Bureau shall obtain input from public agencies, partner organizations, and stakeholder groups, as identified in Sec. 112 (b)(1)(A)(I – xii).

After authorization by the State Board of Education, NH DOE Career Development Bureau shall implement and administer the State Plan for the life of the plan.

POLICY STATEMENT

SUPPLEMENT, NOT SUPPLANT

The policy of NH DOE Career Development Bureau with regard to the supplement, not supplant provision in the Perkins Act is that all recipients and subrecipients of these federal funds shall adhere to the guidance in the Act, as well as the guidance included in OMB Circular A-133, March 2011, Page 4-84.048-9.

Funds made available from the Carl D. Perkins Act must be used to supplement, not supplant other funds. Perkins funds are to be used to supplement the educational programs generally offered with state and local resources. To be in compliance with this requirement, a district may not divert state and local funds from an activity merely because Perkins funds are available. In accordance with other federal funds, districts may only use Perkins money to provide supplemental services that would not have been provided had the Perkins funds not been available. Perkins funds pay for improvements in CTE by supplementing, or expanding upon, local funds – not replacing them.

A basic “test” for possible supplant is to ask the following questions:

- Did state or local funds pay for this expense in the prior year?
- Is this required under other Federal, state, or local law?
- Is Perkins funding being asked to pay for something that is being provided with other (state, local, or non-Perkins federal) funds for non-CTE students?

If the answer to any of the above questions is yes, then use of Perkins funds is supplanting.

Specific circumstances should be presented to the NH Department of Education, Bureau of Career Development, if there continues to be a question of supplement, not supplant.

Supplement, Not Supplant Citations:

Carl Perkins Applied Technology Act of 2006, Title III General Provisions, Part A—Federal Administrative Provisions, Sec. 311. Fiscal Requirements states:

- “(a) **Supplement not Supplant.** – Funds made available under this Act for career and technical education activities shall supplement, and shall not supplant, non-Federal funds expended to carry out career and technical education activities and tech prep program activities.”

POLICY STATEMENT

END-OF-PROGRAM TECHNICAL SKILLS ASSESSMENTS

New Hampshire will use “end-of-program” assessments to determine if CTE programs succeed in graduating students who have learned the required technical skills taught in the full sequence of courses in a program. Simply stated, end-of-program assessments answer the question, “How do we know the required learning has taken place on a program level?”

End-of-program assessments focus exclusively on the attainment of competencies and are used to obtain information on students’ attainment of technical skills, as required in Perkins IV accountability under secondary indicator 2S1, “Technical Skill Attainment.”

There are other uses, however, that have value at the local level. Broadly, the assessments provide critical information for program improvement and program sustainability. Assessment results may also be used to identify improvements needed to raise program performance to higher levels of success, and they may be used to determine whether past investments in a program have brought about the desired improvements. At the local level, assessment results report concrete observations about a program, not simply as abstract measures of a program’s effectiveness. Outcomes at this level include more clearly understanding and articulating program learning goals, or knowing how to recognize them in student work. The results can also be used to make decisions about curriculum changes or staffing needs when instructors retire or new hires join a center’s faculty.

As the name implies, end-of-program assessments take place after students complete the sequence of courses in a program. Third-party vendor(s) of assessment services are selected to work with the NH DOE Career Development Bureau; this selection takes place through an RFP process. The vendor is responsible for ensuring that the assessments yield valid and reliable results.

These assessments should not be confused with the program assessments done as part of the monitoring, renovation, or new program application processes. The monitoring, renovation, or new program reviews not only touch on technical skills attainments, but examine a broader set of program requirements such as program oversight, equipment, or secondary/postsecondary linkages.

POLICY STATEMENT

TERMINATION OF APPROVED NH CTE PROGRAMS

At the Request of the LEA

A written request to the State Director of Career & Technical Education is required. Such request must include a statement addressing the regulatory items listed below. This can be done in an email or via written communication and addressed to:

State Director of Career & Technical Education
Division of Career Technology & Adult Learning
Career Development Bureau
State Office Park South
21 South Fruit Street, Suite #20
Concord, NH 03301

E-mails should be addressed to regina.fiske@doe.nh.gov.

The State Director of Career & Technical Education will review the request to ensure that all appropriate steps have been taken. A written response will then be generated and forwarded to the requesting Career and Technical Education Regional Center Director and/or Superintendent of Schools for that Center.

NH Code of Administrative Rules states that “the receiving board shall provide career and technical education program in at least 5 of the 16 career and technical education clusters giving due regard to equal opportunity for access and success for both boys and girls to participate;” [ref: ED 1403.01(aa)(1)].

Twenty Center Regional agreements include a “termination” clause. A sample statement follows:

The termination of any approved CTE program(s) by the Receiving District shall become effective after one (1) year’s written notice to the Regional Advisory Committee, the Sending Districts, and the NH Department of Education. Termination may be granted by waiver of the Commissioner if less than 12 months.

At the Discretion of the NH DOE Career Development Bureau

At the discretion of the NH DOE Career Development Bureau, programs may be terminated or temporarily suspended for cause. This may include, but is not limited to:

- Monitoring findings;
- Low student enrollment;
- Unqualified instructors;

- Unresolved safety concerns;
- Failure to deliver curriculum aligned with the state competencies;
- Failure to align with the definition of a pathway, as set forth in the [New Hampshire State Board of Education Minimum Standards for Public School Approval](#), Ed 306.02(b), and this manual.

POLICY STATEMENT

TEXTBOOK PURCHASES

Perkins funds cannot be used to purchase textbooks for secondary programs. This prohibition originates in RSA 189:16, where it states, "The school board shall purchase, at the expense of the city or town in which the district is situated, textbooks and other supplies required for use in the public schools."

POLICY STATEMENT

THEFT OF PERKINS-PURCHASED EQUIPMENT

The State policy for stolen items that were purchased in part or in whole with Perkins funds is mostly determined by the districts/institution's policy and protocols.

Statutory requirements related to theft of equipment deal mostly with safeguards and controls against theft. At CFR 80.32 (d)(3), EDGAR requires that equipment must be inventoried, tagged, and checked for updates. Federal education regulations¹⁸ also require grantees to investigate and fully document cases of "loss, damage, or theft."¹⁹

The State of New Hampshire also requires CTE centers and postsecondary institutions to inform the NH Department of Education.

¹⁸ On December 26, 2014, the EDGAR requirements will be replaced with the OMNI Circular regulations. Further information on the new regulations can be found at: <http://www.ed.gov/edblogs/ovae/2014/03/07/the-omb-super-circular-is-now-the-omni-circular/>.

¹⁹ <http://www2.ed.gov/policy/fund/reg/edgarReg/edgar.html>

POLICY STATEMENT

TUITION AND TRANSPORTATION

The State of New Hampshire will reimburse sending districts for transporting students to and from the centers at which their programs are offered (RSA 188:-E and Rules 1304 and 1402). Where regularly scheduled school or public bus transportation are available and compatible with school and student schedules, the round-trip daily rate shall be paid for days of school attendance for career and technical education.

Tuition payments to CTE centers by the State shall be made on an available-funds basis. Sending districts are responsible for paying 25% of a portion of the established cos per pupil for the prior year school year. Cost per pupil data are posted at: www.education.nh.gov/data/financial.htm.

The State will not, however, pay tuition for introductory, exploratory, or pre-tech programs.

Questions or needs for further information should be directed to Carrie Gorman, Career and Technical Education, Bureau of Career Development, at 603-271-3384 or Carrie.Gorman@doe.nh.gov.

POLICY STATEMENT

USE OF CTE CENTER SPACE

Career and Technical Education centers were built with taxpayer money through the support of the state legislature and must be dedicated to CTE. These investments in CTE came with the understanding that programs offered at these centers would generate skilled, knowledgeable workers for businesses in New Hampshire. This capital budget support from the state legislature continues today with the renovation of those CTE centers.

The New Hampshire Code of Administrative Rules ED 1404.08 states:

If funding is approved by the legislature, all the school board chairpersons in the region and the commissioner of the department shall sign an agreement containing at a minimum the following elements.

- (i) Assurances of maintaining the facilities and equipment for the purposes approved in the qualified project.

Regional Agreements are developed and approved between each of the centers, their respective sending districts and the State of New Hampshire, Department of Education.

An older version of the regional agreements includes the following language:

Space constructed with state capital budget funds must be used exclusively for CTE programs unless the State Director of CTE has approved a waiver on the use of such space on an annual basis.

A newer version of the regional agreements includes this language:

Use of space provided by the State for Career and Technical Education programs by non-Career and Technical Education programs is permitted when it does not interfere with the delivery of Career and Technical Education programs, there is no other facility space available, and it is of limited duration. Such use must be reported to the Department prior to using the space.

In the absence of waiver approval or acknowledgement of notification, it is expected that Career and Technical Education programs occupy all state-constructed space. The CTE director is responsible for ensuring the continued dedication of the state constructed space to CTE.

Further information on the use of CTE center space is available from the State Director/Administrator.

POLICY STATEMENT

VALID AND RELIABLE DATA

It is the policy of the NH DOE Career Development Bureau, to evaluate all data submitted through the Career and Technical Education (CATE) online data management system to ensure that the validity and reliability of those data are preserved. To that end, data quality is safeguarded through a variety of processes, including but not limited to:

- **User access restrictions:** Users access the CATE system through New Hampshire's single sign-on system, myNHDOE. Each user has their own single sign-on (SSO) account, and database access is controlled through role-based security level restrictions.
- **Unduplicated data collection:** Student data across all New Hampshire Department of Education (NHDOE) data systems are connected to each student's unique State assigned student identifier (SASID), housed in the Department's i4see student information system. School, district and SAU data are connected to those entities by unique identification codes housed in the NHDOE's Common Database. These shared elements prevent duplicated data collection by ensuring each program area's data system utilizes common identifiers for shared data elements. Program specific data can then be combined at a student, school, district or SAU level with data from other NHDOE data systems without the need for duplicate collections.
- **Batch verification and processing:** All data submitted to CATE must first undergo batch verification on the CATE/i4see workbench. Data on the workbench are passed through C4DQ Certify, a rules-based data quality program, to ensure that the data entered are congruous with data housed in other NHDOE data systems and meet the requirements imposed by C4DQ's validation rules. Validation errors must be corrected before a submission will reach batch verified status.
Once CATE submissions have been batch verified on the workbench they must go through an additional verification procedure, known as "batch processing," before being available through the CATE backend. Processing compares the data in each batch verified submission against data *that have previously been entered into the CATE backend*, either through prior batch processing or manual data entry. Irregularities in the data comparison must be fixed either in the backend or in the batch verified submission(s) on the workbench, whichever is more appropriate.
- **Submission monitoring:** Bureau staff monitor the status of CTE center CATE submissions throughout the year, with particular attention paid to the time frames during which each data collection is due. Outstanding batch submissions that have not been processed will prompt a communication from the Bureau to the center in question, either by phone or email, to inquire about the delay and to offer technical assistance if needed.
- **Anomaly reports:** Invalid data entries that cannot be detected during batch verification or processing are identified by NH DOE Career Development Bureau following the successful processing of a center's final CATE EOY submission(s). Anomaly reports containing these irregular data elements are distributed to each center for correction. These reports are re-run multiple times by the Bureau for each center until the center's data no longer generate any

anomalies. Anomaly reports may be added or retired from year to year as data concerns are identified or eliminated.

It is the policy of the Bureau that all CATE data anomalies for a particular school year will be corrected prior to the subsequent school year's CATE BOY submissions.

- **Validation reports:** Certain data elements that are not subject to batch verification or processing rules – such as enrollment, concentrator or completer totals -- are compiled by the Bureau for each center and distributed with each center's end-of-year anomaly reports. These validation reports are provided as a comparative reference for centers to review and identify any problems in their data. Validation reports were created with the understanding that it is the centers themselves that are best equipped to identify areas of concern that should be fixed before their data can be considered final. For example, a completer percentage that looks unusually high or unusually low to the Bureau may look perfectly reasonable to center personnel, and vice versa. Validation reports may be added or retired from year to year as potential areas of concern are identified or eliminated.
- **Local data ownership:** All data submitted to CATE are the responsibility of the district tasked with compiling and submitting those data. It is the policy of NH DOE Career Development Bureau that Bureau staff shall not adjust any school's CATE data unless a local user is unable to do so due to role-based security restrictions, or when it would present an unreasonable burden to expect a local user to make such adjustments. *Any* adjustments made to local data by Bureau staff must first be requested and authorized in writing by the center and agreed to by the Bureau.

ATTACHMENTS

GLOSSARY OF TERMS

Administrative Cap (Local): Institutions applying for funds under Title I, Section 131 of Perkins IV may use up to 5% of Perkins grants for administrative purposes (including indirect costs) associated with the administration of activities assisted under this title. The balance of funds is to be used to address required and permissible activities.

Allocation Amounts: Estimated allocation dollar amounts will be released on or before April 1st each year. The prior year's allocation amount should be used for planning purposes until a final allocation dollar amount is determined.

Articulation Agreement: An articulation agreement is a signed document between secondary and postsecondary institution(s) that indicates the specific courses in the career path that will yield credit upon entry into the articulated postsecondary institution. This is not a transcribed credit, and is not a preferred secondary/postsecondary link.

Articulated Credit: Articulated credit refers to the college credits students earn through an articulation agreement with a college for successfully completing certain high school courses where students achieve learning outcomes, skills and abilities comparable to those covered in a college course. The college credit is not awarded until the student is enrolled at the college that issued the articulation agreement. This is not transcribed credit, and is not a preferred secondary/postsecondary link. (See also "Transcribed Credit")

Career and Technical Education (CTE): CTE is comprised of organized educational activities that offer a sequence of courses that provide individuals with coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in current or emerging professions; provide technical skill proficiency, an industry-recognized credential, a certificate, or an associate degree; and might include prerequisite courses, other than a remedial course. CTE educational activities also include competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, occupation specific skills, and knowledge of all aspects of an industry – including entrepreneurship – of an individual.

Career Clusters®: A group of occupations and industries that share similar knowledge and skills. A CTE center must offer programs from at least five (5) of the sixteen (16) Career Clusters®:

Agriculture, Food & Natural Resources	Human Services
Architecture & Construction	Information Technology
Arts, A/V Technology & Communications	Law, Public Safety, Corrections & Security
Business, Management & Administration	Manufacturing
Education & Training	Marketing
Finance	Science, Technology, Engineering and
Government & Public Administration	Mathematics (STEM)
Health Science	Transportation, Distribution & Logistics
Hospitality & Tourism	

CATE: CATE is the acronym for New Hampshire's Career And Technical Education data system, which works in conjunction with i4see to collect and verify data relating specifically to CTE students, courses and programs.

CCSNH: The acronym for the Community College System of New Hampshire.

CIP Code: “CIP” is the acronym for the federal *Classification of Instructional Programs*. The CIP code is the unique identifier for an instructional program and is intended to facilitate the organization, collection and reporting of program data. CIP codes in New Hampshire are primarily associated with CTE programs, but CIP codes are available for instructional programs across the academic and technical spectrum.

CPPOS (Career Pathway Plan of Study): An educational plan created using a state-approved development model that identifies a recommended sequence of instruction, beginning in high school and continuing through college, that prepares a student for entry into high-wage, high-skill, and/or high-demand careers. Each CPPOS should be documented in a standardized format for use by students, their parents, and guidance counselors, and include references to dual enrollment opportunities when available.

Common Career Technical Core (CCTC): The CCTC are the result of a state-led initiative to establish a set of rigorous, high-quality benchmark standards for CTE. The goal of the CCTC is to provide students with the knowledge and skills needed to thrive in a global economy. The CCTC includes a set of end-of-program standards for each of the 16 Career Clusters® and their 79 Career Pathways, as well as an overarching set of Career Ready Practices, which address the knowledge, skills and dispositions that are important to becoming career ready.

Competency Profile: Also known as a “Competency Framework” or “Program Competency”. A competency profile is comprised of a collection of technical skill and employability skill *competency statements* that together identify behavioral performance in a particular work setting. The competency statements included in New Hampshire’s secondary statewide program competencies are considered “core competencies,” meaning they represent the *minimum content* in which an individual must be proficient in order to successfully enter a given career field. Alteration of these core competencies impacts program outcomes and affects a student’s ability to be successful in that field. (See also: “Competency Statement” and “Knowledge, Content and Skill Statement”). All competencies are based on national standards (i.e., auto-NATEF, Teaching All Levels). The national standard is indicated at the top of each competency profile.

Competency Statement: A broad subject statement that describes the academic and technical knowledge, skills, and attitudes that enable students to effectively demonstrate and perform the tasks and activities in a given content area. For example, “Understand the management of greenhouse systems required for healthy plants and profitable business operations.” New Hampshire’s secondary CTE competencies and their corresponding knowledge, content and skill items are developed using national standards, and are validated by business and industry and postsecondary representatives to ensure that competencies are characteristic of current career field expectations. (See also “Knowledge, Content and Skill Statement” and “Competency Profile”)

Concentrator (Postsecondary): A postsecondary/adult student who: completes at least 12 academic or CTE credits within a single program area sequence that is comprised by 12 or more academic and technical credits and terminates in the award of an industry recognized credential, a certificate, or a degree; **OR** 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.

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

Course: One unit in a sequence of instruction comprising a CTE program.

Dual Enrollment: Dual enrollment refers to the opportunity for secondary students to enroll in a college course taught at their high school by high school faculty certified by the postsecondary institution granting the credit. Dual enrollment courses provide both high school and college credit. Dual enrollment courses must be taught using the college course syllabus. At least one course in each CTE program should yield dual credit.

EDGAR: EDGAR is the acronym for the federal Education Department General Admistrative Rules.

Eligible Agency: The agency responsible for the administration of career and technical education in the State, which in New Hampshire is the Department of Education (see Perkins Act Sec. 3[12]).

Eligible Recipient: A local CTE center or school (see Perkins Act Sec. 3[13]) eligible to receive secondary assistance under Sec. 131, or an institution or consortium of institutions eligible to receive postsecondary assistance under Sec. 132.

Employability Skills: Also known as “soft skills,” these are the applied knowledge and skills (such as decision-making, teamwork, problem solving) used to perform effectively across a broad range of occupations.

End-of-Program Assessment: A systematic method for evaluating student knowledge and skills attained through participation in a career and technical education program. Results can then be categorized and analyzed in order to evaluate the overall effectiveness of the instruction received. Effective end-of-program assessments align with New Hampshire’s established technical core program competencies; are developed, administered and scored outside of the classroom (i.e., by a third party); and the results can be compiled and analyzed to inform future instruction within that program.

FAUPL: FAUPL stands for Final Agreed Upon Performance Levels. FAUPL negotiations establish performance goals for state and local Perkins performance indicators. The FAUPL is negotiated between the federal level (Office of Career Technical and Adult Education, US Department of Education) and the state level (Career Development Bureau, NH Department of Education). Under Perkins IV it became a requirement to negotiate between the state level (Career Development Bureau, NHDOE) and the local level (CTE program improvement grant recipients) to agree upon appropriate levels of performance for the local level. (See also “Performance Indicators”)

GMS: GMS is the acronym for New Hampshire’s online Grants Management System.

I4see: i4see is the acronym for New Hampshire’s Initiative For School Empowerment and Excellence data system, which is used for secondary student level data collection.

Knowledge, Content and Skill Statement: A skill statement that describes the behavior a secondary learner must demonstrate to show they possess the ability to perform critical work functions in a particular work setting. For example, “*Classify plants according to growth habit,*” or, “*Manipulate and evaluate environmental conditions (e.g., irrigation, shading) to foster germination, growth, and development.*” A series of related knowledge, content and skill statements grouped together comprise a competency area, which is expressed through a *Competency Statement*. (See also “Competency Statement,” “Competency Profile”)

Local Educational Agency: As defined in ESEA, a public board of education or other public authority legally constituted within a State for either administrative control or direction of, or to perform a service function for, public elementary schools or secondary schools in a city, county, township, school district, or other political subdivision of a State, or for a combination of school districts or counties that is recognized in a State as an administrative agency for its public elementary schools or secondary schools.

National Student Clearinghouse: A non-profit organization that provides enrollment and degree data for more than 3,500 colleges and universities in the United States, accounting for more than 98% of all students in public and private postsecondary institutions in the country.

NHCTA: NHCTA is the acronym for New Hampshire Career and Technical Administrators.

Nontraditional Program: (also known as nontrad program and/or Nontraditional Occupation/Program) A career and technical education program in a field of work for which individuals from one gender comprise less than 25 percent of the labor force, as reported by the US Department of Labor (DOL). For example, *Automotive Mechanics* is a nontraditional field for females, while *Cosmetology* is a nontraditional field for males. (See also “Nontraditional Student”)

Nontraditional Student: A student of the underrepresented gender enrolled in a program considered nontraditional for their gender. For example, a male enrolled in a Cosmetology program is a nontraditional student. A female enrolled in a Cosmetology program is *not* a nontraditional student.

OCTAE: The US Department of Education’s Office of Career Technical and Adult Education, formerly known as OVAE (Office of Vocational and Adult Education).

Participant (Secondary): A secondary student enrolled in a career and technical education (CTE) program area.

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

Performance Indicators: Also known as “Performance Measures” or “Core Indicators,” Performance indicators (PIs) are part of Perkins accountability and are used to assess the effectiveness career and technical education in certain key academic and technical areas. Under Perkins IV there are eight (8) PIs at the secondary level (high school) and six (6) PIs at the postsecondary level (college). PI goals and definitions are negotiated through the FAUPL process. (See also “FAUPL”)

<i>SECONDARY Indicators</i>	<i>POSTSECONDARY Indicators</i>
1S1 – Academic Achievement: Reading/Language Arts	1P1 – Technical Skill Attainment
1S2 – Academic Achievement: Mathematics	2P1 – Credential, Certificate or Degree
2S1 – Technical Skill Attainment	3P1 – Student Retention or Transfer
3S1 – High School Completion	4P1 – Student Placement
4S1 – Graduation Rate	5P1 – Nontraditional Participation
5S1 – Placement	5P2 – Nontraditional Completion
6S1 – Nontraditional Program Participation	
6S2 – Nontraditional Program Completion	

Perkins Act: The federal Carl D. Perkins Career and Technical Education Improvement Act. The most recent reauthorization (Perkins IV) was passed in 2006.

Program (CTE): A CTE program is comprised of a sequence of courses designed to prepare each student for entry into higher education, entry into high skill, high wage, and/or high demand occupations, or both, utilizing instruction and activities that emphasize: the development of competency-based academic knowledge related to the career field; high employability and performance skills; an understanding of all aspects of the career field that the student is studying; and occupation-specific skills that provide the individual student with the ability to obtain employment and to adapt to the changing demands of the

workplace. A CTE program shall provide students with experiences leading to licensure, certification, and further education or training in their chosen field. (*Ed 306.34*)

Program Completer (Secondary): A secondary student who has completed 90% of the knowledge, content and skill items identified in the competency framework of a career and technical (CTE) program at the level of proficient or better. It is expected that the next reauthorization of the Perkins Act (Perkins V) will require proficiency in at least 95% of a program's knowledge, content and skill items for a student to be considered a program completer. There is no definition for a postsecondary Program Completer.

Region: Career and Technical Education Centers in New Hampshire are organized into geographic regions to provide CTE at the local level. Regions are governed by formal regional agreements that identify the school districts, both sending and receiving, that make up a region. Parties to these agreements include receiving districts, sending districts, and the New Hampshire Department of Education. The agreements outline the responsibilities of each of the parties with respect to the regional delivery of career and technical education in New Hampshire.

Running Start: The name given to the range of dual enrollment opportunities offered to New Hampshire high schools by the Community College System of NH.

Secondary/Postsecondary Linkages: Connections made collaboratively between regional secondary CTE centers and postsecondary institutions that provide a seamless pathway for students to progress from high school to college. Examples of such linkages are *articulation agreements* (not preferred), *dual enrollment opportunities*, and "2+2+2" and "2+1" initiatives. **It is the shared responsibility of all CTE programs (secondary and postsecondary) to make these connections to ensure a seamless pathway with multiple outcomes for students.**

Special Populations: Special populations as defined in Perkins IV [Section 3(29)] are as follows: individuals with disabilities; individuals from economically disadvantaged families, including foster children; individuals preparing for fields that are nontraditional for their gender; single parents, including single pregnant women; displaced homemakers; and individuals with limited English proficiency.

Third-Party Assessment: See "End -of-Program Assessment."

Transcripted Credit: Transcripted credit is college credit earned through a dual enrollment or concurrent enrollment course that provides college credit that appears on a college transcript and can be transferred to another college upon acceptance of credits from the accepting college.

Tuition and Transportation (T&T): The Department of Education is authorized to pay from its regular budget tuition and the cost of transportation for full or part-time students attending secondary education programs at designated CTE centers whose residence is in a district where the high school of normal attendance does not offer a similar CTE program.

ACRONYMS AND ABBREVIATIONS

Government agencies are famous for the use of acronyms and abbreviations. NH DOE Career Development Bureau is no different. Listed below are a number of frequently used acronyms with which you may wish to familiarize yourself. You will find them used often.

ACTE	Association for Career and Technical Education
AY	Academic Year (primarily used by postsecondary)
BC 1/BC 2	Building Construction 1/Building Construction 2 forms
BCD	Bureau of Career Development (more generally referred to as CDB)
BOY	B eginning of Y ear (CATE reporting)
CAGS	Certificate of Advanced Graduate Study
CAN	Common Account Number (used by NHDOE to differentiate grant awards)
CAR	Consolidated Annual Report (used with the Carl Perkins Applied Technology Act of 2006)
CATE	Career and Technical Education data collection system
CCSNH	Community College System of New Hampshire
CCTC	Common Career Technical Core
CDB	(NH DOE) Career Development Bureau
CFDA	Catalog of Federal Domestic Assistance
CFR	Code of Federal Regulation
CIP	Classification of Instructional Programs (federal vocational program codes)
CPPOS	Career Pathway Plan of Study
CTC	Career Technology Center
CTE	Career and Technical Education
CTSO	Career Technical Student Organization
DAS	Department of Administrative Services
DDU	Disability Determination Unit
DECA	Distributive Education Clubs of America
DINI	District(s) in Need of Improvement
DOE	Department of Education
DOL	Department of Labor
DRED	NH Department of Resources and Economic Development
ECE	Early Childhood Education
Ed.	New Hampshire Code of Administrative Rules - Education
EDGAR	Education Department General Administrative Regulations
EIN	Employer Identification Number
ELMI	Economic & Labor Market Information (NHES)
EOY	E nd of Y ear (CATE reporting)
ESEA	Elementary Secondary Education Act
ESL	English as a Second Language (a program in schools)

FAP#	Federal Assistance Program Number (found in the CFDA)
FBLA	Future Business Leaders of America
FCCLA	Family, Career and Community Leaders of America
FERPA	Family Education Rights and Privacy Act
FFA	Future Farmers of America (officially changed to FFA)
FY	Fiscal Year
G & C	Governor and Council (New Hampshire)
GBCC	Great Bay Community College
GMS	Grants Management System
HOSA	Health Occupations Students of America
HHS	Health & Human Services (Department of)
I4SEE	Initiative for School Empowerment and Excellence
IDEA	Individuals with Disabilities Education Act
IEP	Individualized Education Program
JROTC	Junior Reserve Officers' Training Corps
KSC	Keene State College
LEA	Local Education Agency
LRCC	Lakes Region Community College
MCC	Manchester Community College
MOA	Memorandum of Agreement
MOE	Maintenance of Effort
MOU	Memorandum of Understanding
MOY	Middle of Year (CATE reporting)
NACTEI	National Association for Career Technical Education Information
NAPE	National Alliance for Partnerships in Equity
NASDCTEc	National Association of State Directors for Career and Technical Education Consortium
NBEA	National Business Education Association
NCC	Nashua Community College
NCES	National Center for Education Statistics
NCLB	No Child Left Behind (federal legislation re: ESEA)
NEC	New England College
NECAP	New England Common Assessment Program
NHCTA	New Hampshire Association of Career and Technical Administrators
NHDHHS	New Hampshire Department of Health and Human Services
NHDOC	New Hampshire Department of Corrections
NHDOE	New Hampshire Department of Education

ACRONYMS AND ABBREVIATIONS

NHDOL	New Hampshire Department of Labor
NHEIAP	New Hampshire Educational Improvement and Assessment Program
NHES	New Hampshire Employment Security
NHSEIS	New Hampshire Special Education Information System
NHTI	New Hampshire Technical Institute – Concord’s Community College
NHLRA	New Hampshire Lodging and Restaurant Association
NRA	National Restaurant Association
OBM	Office of Business Management
OCR	Office for Civil Rights
OCTAE	Office of Career Technical and Adult Education (USDOE)
OSHA	Occupational Safety & Health Administration
OVAE	Office of Vocational & Adult Education (<i>now known as OCTAE</i>)
P+	PerformancePLUS (formerly Performance Pathways)
PETAC	Pre-Engineering Technology Advisory Council
PI	Performance Indicator
PLTW	Project Lead The Way
POS	Program of Study (course guide at secondary schools)
PSU	Plymouth State University
RFP	Request for Proposals
RSA	Revised Statute Annotated
RVCC	River Valley Community College
SASID	State Assigned Student ID
SEA	State Education Agency
SINI	School(s) in Need of Improvement
SIS	Student Information System
SKILLS USA	Career and Technical Student Organization for Trade & Industrial Education students
SMCC	Southern Maine Community College
SNHU	Southern New Hampshire University
STEM	Science, Technology, Engineering and Mathematics
SY	School Year
T & T	Tuition and Transportation (of CTE students)
TA	Technical Assistance (government)
TSAS	Thompson School of Applied Science (UNH)
UNH	University of New Hampshire
USDA	United States Department of Agriculture
USDHHS	United States Department of Health and Human Services
USDOE	United States Department of Education
USDOL	United States Department of Labor
USNH	University System of New Hampshire

Voc Rehab
VR

Vocational Rehabilitation
NH Division of Vocational Rehabilitation

WIA
WMCC
WOC

Workforce Investment Act
White Mountains Community College
Workforce Opportunities Council

PROGRAM QUALITY RUBRICS

Center: _____ Program: _____

1. Program goals and objectives are clear, challenging, and appropriate for the intended population.					Column that portrays my program status (1-4)
	Column 1	Column 2	Column 3	Column 4	
a.	No program goals in place.	Some program goals are evident; however, goals may not be clear or appropriate for the target population.	Program goals are mostly clear and appropriate for the target population.	Program goals are clear, challenging, and appropriate for the learner population.	
b.	Program goals are not based on current research or successful practice in CTE.	Some program goals appear to be based on research or successful practice in CTE.	Most program goals appear to be based on research and successful practice in CTE.	Program goals are clearly based on current research and successful practice in CTE.	
c.	Program goals do not reflect high expectations for student achievement.	Program goals are somewhat challenging in regard to student achievement.	Program goals reflect high expectations for the majority of students enrolled.	Program goals clearly reflect high expectations for <i>all</i> students enrolled in the program.	
d.	Program goals do not address higher-order thinking skills or problem solving.	Some goals address higher-order thinking skills or problem solving.	Higher-order thinking skills and problem solving are implied by project goals.	Program goals clearly and specifically address the development of higher-order thinking skills and problem solving.	

2. The program content is aligned with learning goals, and is accurate, current, and appropriate for the intended population.					Column that portrays my program status (1-4)
	Column 1	Column 2	Column 3	Column 4	
a.	Program has outdated technology that is no longer used in industry; students do not have the opportunity to learn about state-of-the-art technology in their field.	Program has access to some current technology; students have some understanding of technological advances in their field.	Program has current technology that reflects industry norms; students can articulate technological trends that affect the field.	Program clearly uses state-of-the-art technology based on industry trends; students possess deep understanding of technological advances in their field.	
b.	Program does not have the necessary resources or materials to provide a positive learning environment.	Program has some resources and materials that provide an adequate learning environment.	Program has many high quality resources and materials that contribute to a positive learning environment.	Program has a wealth of resources and materials to provide a rich learning environment for students.	
c.	Curriculum materials are not culturally or ethnically inclusive or free of bias.	Some curriculum materials are culturally inclusive and free of bias.	Most curriculum materials reflect the diversity of the learner population and are free of bias.	All curriculum materials are culturally inclusive and respectful of a variety of demographic groups.	

2. The program content is aligned with learning goals, and is accurate, current, and appropriate for the intended population.					Column that portrays my program status (1-4)
	Column 1	Column 2	Column 3	Column 4	
d.	Instruction does not accommodate diverse learning styles.	Instructional methods are somewhat varied, based on limited knowledge of students' learning styles.	Instructional methods appear to be based on knowledge of students' learning styles and preferences.	Instructional methods clearly accommodate students' learning styles, based on research and best practices.	
e.	Students do not have the opportunity to develop a deep understanding of all aspects of the industry.	Students have some opportunities to learn about all aspects of industry within the program.	Students regularly learn about all aspects of the industry within the program.	Students have multiple high-quality experiences that contribute to a deep understanding of all aspects of industry.	
f.	Students have no work-based learning opportunities.	Students have a few work-based learning opportunities.	Students have several work-based learning opportunities.	Work-based learning is a key component of the program.	

3. The program reflects the vision promoted in recognized academic and occupational standards and by state and national legislation, as appropriate.					Column that portrays my program status (1-4)
	Column 1	Column 2	Column 3	Column 4	
a.	Program has not earned certification recognized by industry and professional or trade associations, or state licensing boards.	Program is working toward certification in at least one area.	Program has recently earned certification in one or more areas.	Program may have been one of the first of its kind to learn certification or has earned multiple certifications at multiple levels.	
b.	Students do not have the opportunity to earn industry-recognized credentials during the program.	Students will soon have the opportunity to earn certification in at least one area.	Students will have at least one credentialing option available during the program.	Students have multiple credentialing options in high-demand industry areas.	
c.	Program curriculum is not aligned with appropriate <i>academic</i> standards.	Some academic standards within one discipline are aligned; however, these may not be at grade level.	Curriculum is aligned with grade-level academic standards in at least one discipline area.	Program curriculum is aligned with grade-level academic standards at the state or national level in at least two disciplines.	
d.	Program curriculum is not aligned with appropriate state or national <i>skill</i> standards.	Employability skills are addressed as an "add-on" to the program.	SCANS skills are addressed through student projects, lessons, and curriculum materials.	SCANS skills are clearly integrated into the curriculum teaching methods, and student expectations.	
e.	Program has never been recognized for student achievements, teacher quality, or program outcomes.	Some components of the program have been recognized with the school for quality, student achievement, or outcomes.	Program has been recognized at the state or local level for student achievement, teacher quality, or program excellence.	Program has been recognized nationally for program excellence, student achievement, and quality.	

4. Collaborations with internal and external organizations and stakeholders are maintained to strengthen the quality and effectiveness of the program.					Column that portrays my program status (1-4)
	Column 1	Column 2	Column 3	Column 4	
a.	Program does not involve business and industry with program development, curriculum, workplace learning experiences, or program improvement	The program has an advisory committee that meets once or twice a year to provide input on program improvement, curriculum, and work-based experiences.	Business and industry are frequently requested to provide input on program development, curriculum, work-based learning, and program improvement.	Business and industry are extensively involved in tangible, meaningful ways regarding program development, curriculum, work-based learning experiences, and program improvement.	
b.	Program has no partnership agreements that address program goals, or existing agreements are not implemented effectively.	Partnerships with internal and external groups have had some impact on program quality and student achievement.	Program partners with at least one external organization in ways that enhance program quality and student achievement.	Multiple partnerships with internal/ external groups clearly contribute significantly to program quality and student achievement.	
c.	School and community leaders do not support the program in tangible ways.	School and community leaders express verbal or written support for the program.	School and community leaders allocate resources to the program that enhance the program quality and effectiveness.	School and community leaders' support for the program clearly contributes to program quality in tangible ways.	
d.	The program does not contribute to whole school improvement.	The program's teachers participate in whole school improvement strategies.	The program's content is aligned with whole school improvement.	The program design and content are clearly an integral part of whole school improvement.	
e.	The program is not part of a well-developed career pathway that includes both secondary and postsecondary levels	The program leads to at least one career pathway at the postsecondary level.	The program is part of a system that leads to career pathways at the associate-degree level.	The program is clearly a vital component of multiple career pathways at the secondary and postsecondary levels, including 2- and 4-yr. colleges.	

Center: _____

Program Quality Summary Sheet

Program Title →																			
Rubric ID # ↓																			
1.a.																			
1.b.																			
1.c.																			
1.d.																			
2.a.																			
2.b.																			
2.c.																			
2.d.																			
2.e.																			
2.f.																			
3.a.																			
3.b.																			
3.c.																			
3.d.																			
3.e.																			
4.a.																			
4.b.																			
4.c.																			
4.d.																			
4.e.																			
Totals																			

Use this summary sheet to record your *honest evaluation* of the status of each of the criteria described in the Program Quality Rubric for each of your approved CTE programs.

When responses are entered for each program, enter the total points recorded for each program. Review the totals. Specifically focus on low numbers, as those programs or areas within those programs with lower amounts/totals can be considered “Struggling” or “Improving” and are most in need of improvement.

Any program scoring from 60 to 80 points are “Promising” to “Exemplary” and may not need program improvement at this time.

Note: Original rubric designed by the National Dissemination Center for Career and Technical Education; adapted for use by the NH DOE 2014-02-10

UNITED STATES DEPARTMENT OF EDUCATION
Office of the Chief Financial Officer

**Memorandum to ED Grantees Regarding the Use of Grant Funds for
Conferences and Meetings**

You are receiving this memorandum to remind you that grantees must take into account the following factors when considering the use of grant funds for conferences and meetings:

- Before deciding to use grant funds to attend or host a meeting or conference, a grantee should:
 - Ensure that attending or hosting a conference or meeting is consistent with its approved application and is reasonable and necessary to achieve the goals and objectives of the grant;
 - Ensure that the primary purpose of the meeting or conference is to disseminate technical information, (e.g., provide information on specific programmatic requirements, best practices in a particular field, or theoretical, empirical, or methodological advances made in a particular field; conduct training or professional development; plan/coordinate the work being done under the grant); and
 - Consider whether there are more effective or efficient alternatives that can accomplish the desired results at a lower cost, for example, using webinars or video conferencing.
- Grantees must follow all applicable statutory and regulatory requirements in determining whether costs are reasonable and necessary, especially the Cost Principles for Federal grants set out at 2 CFR Part 200 Subpart E of the, “Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards.” In particular, remember that:
 - Federal grant funds cannot be used to pay for alcoholic beverages; and
 - Federal grant funds cannot be used to pay for entertainment, which includes costs for amusement, diversion, and social activities.
- Grant funds may be used to pay for the costs of attending a conference. Specifically, Federal grant funds may be used to pay for conference fees and travel expenses (transportation, per diem, and lodging) of grantee employees, consultants, or experts to attend a conference or meeting if those expenses are reasonable and necessary to achieve the purposes of the grant.
 - When planning to use grant funds for attending a meeting or conference, grantees should consider how many people should attend the meeting or conference on their behalf. The number of attendees should be reasonable and necessary to accomplish the goals and objectives of the grant.
- A grantee hosting a meeting or conference may not use grant funds to pay for food for conference attendees unless doing so is necessary to accomplish legitimate meeting or conference business.
 - A working lunch is an example of a cost for food that might be allowable under a Federal grant if attendance at the lunch is needed to ensure the full participation by conference attendees in essential discussions and speeches concerning the purpose of the conference and to achieve the goals and objectives of the project.
- A meeting or conference hosted by a grantee and charged to a Department grant must not be promoted as a U.S. Department of Education conference. This means that the seal of the U.S. Department of Education must not be used on conference materials or signage without Department approval.

- All meeting or conference materials paid for with grant funds must include appropriate disclaimers, such as the following:

The contents of this (insert type of publication; e.g., book, report, film) were developed under a grant from the Department of Education. However, those contents do not necessarily represent the policy of the Department of Education, and you should not assume endorsement by the Federal Government.
- Grantees are strongly encouraged to contact their project officer with any questions or concerns about whether using grant funds for a meeting or conference is allowable prior to committing grant funds for such purposes.
 - A short conversation could help avoid a costly and embarrassing mistake.
- Grantees are responsible for the proper use of their grant awards and may have to repay funds to the Department if they violate the rules on the use of grant funds, including the rules for meeting- and conference-related expenses.

12/2014