

15-16 Perkins Final Report

Instructions

The following questions pertain to activities that happened between July 1, 2015 and June 30, 2016. Your responses will be used to inform the State's Consolidated Annual Report to the federal Office of Career, Technical and Adult Education (OCTAE), which is due by December 31st of each year.

Completed questionnaires are due by Friday, November 4, 2016.

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Recipient Information

1. Date

Today is: MM / DD / YYYY

2. Project number from the Grants Management System (GMS)

Project Number

The Project Number is located in the upper left corner of your center/institution's 2015-2016 Perkins Program Improvement Grant application in the Grants Management System (GMS).

Postsecondary users: please contact Beth Doiron for your project number.

3. Contact information for the individual completing the report:

Name:

Title:

Email Address:

Phone Number:

4. Center/Institution Information

Center or Institution (required):

Address:

Address 2:

City/Town:

State:

ZIP:

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Success Implementing Perkins-funded Planning Areas

Required Use of Funds (1R)

5. Rate your success in 2015-16 at implementing the Perkins-funded Planning Areas listed below. Please indicate your level of success using the following scale:

SUCCESSFUL - Data support that work on the Planning Area has reached a high level of success or significantly improved outcomes for students.

WORKING, BUT NOT COMPLETE - Data support that there has been improvement, but more work is needed to bring the Planning Area up to the level of "successful."

NOT WORKING - Data do not support the amount of time and money expended on this Planning Area. A different approach is needed.

	Successful	Working, but not complete	Not Working	N/A, or No Activity
Secondary-Postsecondary Linkages	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Planning, Coordination, and Collaboration	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Rigorous and Challenging Courses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Professional Development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Size, Scope, and Quality	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Improve, Modernize, Expand Programs, including Adding Relevant Technology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Special Populations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comment (optional)

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Use of Technology

Required Use of Funds (2R)

6. Which of the following have you done to increase the use of technology in your school/institution (check all that apply):

	Done	Not Done
Training educational staff including: teachers; faculty; career guidance and academic counselors; and administrators.	<input type="radio"/>	<input type="radio"/>
Providing students with academic and CTE skills leading to entry into technology fields, including nontraditional fields.	<input type="radio"/>	<input type="radio"/>
Encouraging schools and technology industries to collaborate to offer voluntary internships and mentoring programs.	<input type="radio"/>	<input type="radio"/>

Comment (optional)

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Academic Integration

(Information relating to 3R was not requested from local recipients)

Required Use of Funds (4R)

7. Did your center/institution provide support for career and technical education programs that improve the academic and career technical skills of students through the integration of academics with career and technical education?

- Yes
- No
- Not Sure

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Academic Integration (continued)

8. You indicated that your center/institution supported programs that improve student academic and career technical skills through the integration of academics and CTE. How did your center/institution provide this support?

Helpful Tips:

- Describe how your center or institution strengthened academic and career and technical components.
- Describe how your center or institution integrated coherent and relevant content aligned with challenging academic standards and relevant CTE.
- Describe how these activities help to ensure achievement in core academic and CTE subjects.

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Non-Traditional Fields

Required Use of Funds (5R)

9. Did your center/institution prepare students for non-traditional fields in current and emerging professions?

- Yes
- No
- Not Sure

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Non-Traditional Fields (cont'd)

10. You indicated that your center/institution prepared students to pursue careers in non-traditional fields in current or emerging professions. How did your center/institution prepare students for such careers?

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High Skill, High Wage, High Demand Occupations

Required Use of Funds (5R, cont'd)

11. Did your center/institution provide activities that acquainted all students, including special populations, with high skill, high wage, and/or high demand occupations?

- Yes
- No
- Not Sure

Perkins IV defines special populations as students who fall into one or more of the following categories (in no particular order):

Individuals with Disabilities
Limited English proficiency
Students in programs considered non-traditional for their gender
Single Parents, including single pregnant women
Economically Disadvantaged, including foster children
Displaced Homemakers

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High Skill, High Wage, High Demand Occupations (cont'd)

12. You indicated your center/institution provided activities that acquainted all students, including special populations, with high skill, high wage, and/or high demand occupations. Please describe these activities.

Perkins IV defines special populations as students who fall into one or more of the following categories (in no particular order):

- Individuals with Disabilities
- Limited English proficiency
- Students in programs considered non-traditional for their gender
- Single Parents, including single pregnant women
- Economically Disadvantaged, including foster children
- Displaced Homemakers

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Local Partnerships

13. Did your local partnerships include the following:

	Yes	No
K-12 School Districts	<input type="radio"/>	<input type="radio"/>
Institutions of higher education	<input type="radio"/>	<input type="radio"/>
Adult education providers	<input type="radio"/>	<input type="radio"/>
Employers	<input type="radio"/>	<input type="radio"/>
Labor organizations	<input type="radio"/>	<input type="radio"/>
Parents/Guardians	<input type="radio"/>	<input type="radio"/>
Local CTE Partnerships	<input type="radio"/>	<input type="radio"/>

Other (optional)

When answering the following question, please specify each partnership you are discussing as it is discussed. For example:

>> "Our CTE center's engagement with the parents and guardians of our students has allowed us to..."

>> "Our college's work with local employers has provided our students with..."

14. How did your center/institution's local partnerships enable students to achieve state academic standards, and career and technical skills?

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Secondary or Postsecondary?

15. Is your center/institution a secondary or postsecondary provider of CTE?

- Secondary
- Postsecondary

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Two-Year Degree to Four-Year Degree Transition

16. The following statements describe ways to facilitate student transitions from certificate or 2-year programs (associate degree) to four-year (bachelor degree) or higher levels of higher education. Please rate each one's effectiveness in facilitating these student transitions between levels of education:

	Ineffective	Mildly effective	Mixed effect	Effective	Strongly effective	Don't know/no experience
Statewide articulation agreements between associate degree granting institutions and bachelor degree granting institutions	<input type="radio"/>					
Postsecondary dual and concurrent enrollment programs	<input type="radio"/>					
Academic counseling	<input type="radio"/>					
Financial aid counseling	<input type="radio"/>					
Encouraging students to pursue bachelor degrees	<input type="radio"/>					
Overcoming geographic barriers	<input type="radio"/>					
Overcoming barriers faced by students from special populations	<input type="radio"/>					

Comments (optional)

When answering the following question, please specify each method of transition you are discussing as it is discussed. For example:

>> "Our college's dual enrollment agreements with Four Year College in Big City, NH, and Private University in Small Town, NH, have led to..."

>> "Our college's academic counselors have seen increased interest in transferring Nursing program credits to Four Year College in Big City, NH, and have engaged with the Admissions department at Four Year College to..."

17. Describe how your postsecondary institution used the methods listed above to facilitate student transitions from certificate or two-year degree programs to four-year degree or higher levels of education.

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Feedback

The use of Survey Monkey as a uniform method for the submission and aggregation of Perkins Program Improvement Final Reports is in its second year in SY/AY 2015-16. The questions asked in this survey are identical to those asked of the State by the federal Office of Career, Technical and Adult Education (OCTAE), and your responses will be used to inform the State's narrative to the USDOE as part of our 2015-16 Consolidated Annual Report.

The Bureau welcomes any comments and suggestions you may have with regards to your experiences submitting this Final Report through Survey Monkey. Your recommendations will inform how this and other processes are carried out in the future as we strive to make better use of available technologies.

Thank you for your help!

18. Comments and Suggestions (optional)

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Conclusion

This concludes your center/institution's Perkins Program Improvement grant Final Report for SY/AY 2015-16.

Click the "SEND" button below to submit this Final Report to the Bureau of Career Development. Failure to click "SEND" will result in your center/institution's Final Report NOT being submitted to the Bureau.

Thank you for your time!