Increasing Equitable Access to Career and Technical Education

Research Brief

February 2021

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New Hampshire
Department of Education

RESEARCH OVERVIEW

The New Hampshire Department of Education's Bureau of Career Development partnered with RMC Research to identify barriers to equitable access to CTE and to determine potential strategies to address these barriers. RMC Research's collected and analyzed data from multiple sources:

- Qualitative data gathered through interviews, focus groups, and surveys of various stakeholders.
- Information on other state education agencies' approaches to delivering secondary CTE compiled through primary and secondary research.
- Quantitative data on student participation in CTE provided by the New Hampshire Department of Education.

Throughout the project, RMC Research was advised by members of the Equitable Access to CTE Task Force, an advisory group composed of stakeholders with knowledge, expertise, and interest in CTE with insights into New Hampshire-specific contextual factors that relate to the emerging findings.
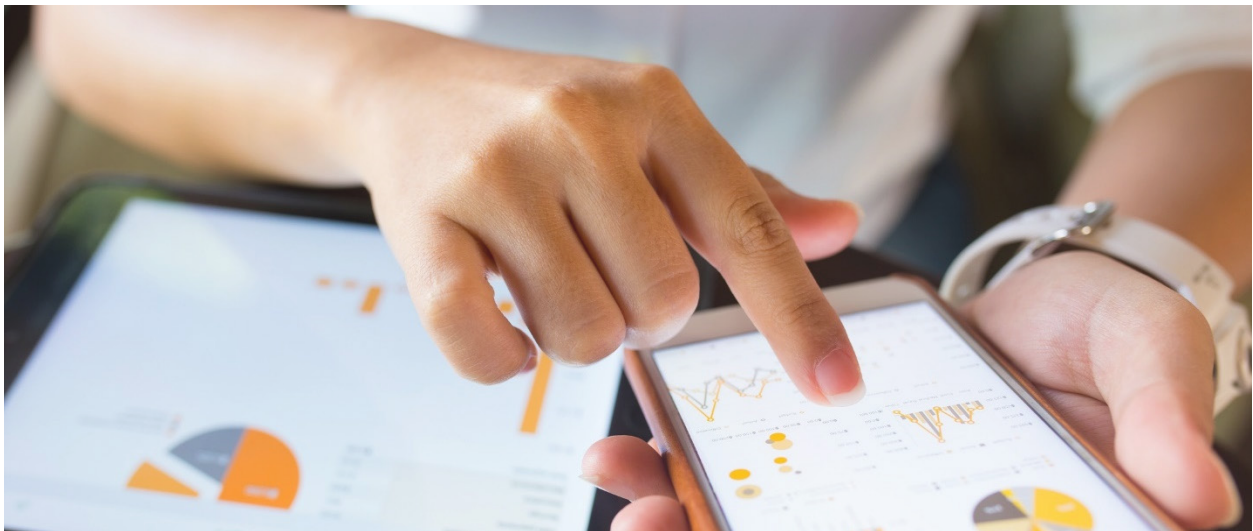
In 2018–2019[1] a total of 9,428 New Hampshire students in Grade 11 and Grade 12 attended programs at CTE centers—about 35% of all students eligible to attend CTE centers statewide.[2]

Career and technical education (CTE) at the secondary level in the state of New Hampshire is primarily delivered through 28[3] regional CTE centers. Regions generally include 2 to 9 high schools from area school districts, with the CTE center located on the campus of one host high school. Students attending the host high school and high schools in the surrounding communities (so-called "sending schools") are eligible to attend programs at the CTE centers.

Although all students are eligible to attend a CTE center upon entering Grade 10, students enrolled at host high schools are far more likely to attend CTE centers than their peers at sending schools. Of the students attending CTE centers that serve multiple high schools,[4] 71% are enrolled the host high school, whereas the remaining 29% travel to the centers from the region's sending high schools.
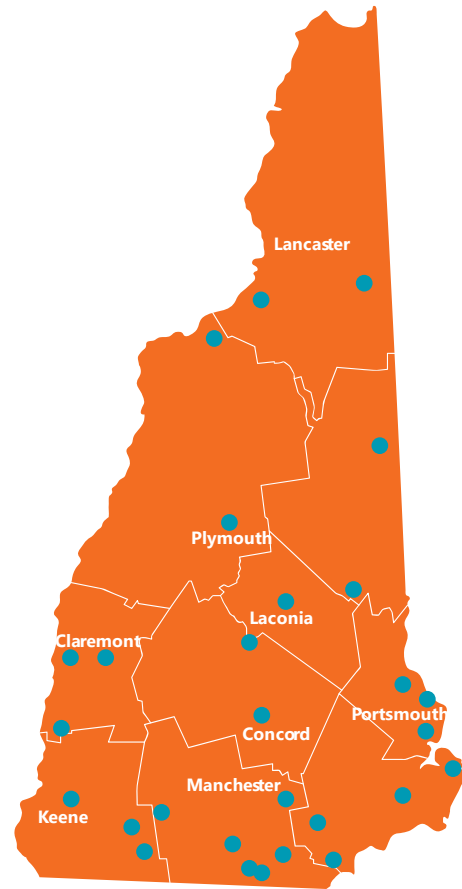

Exhibit 1
Most CTE centers in New Hampshire serve students at their host high school and students from other schools in the region.

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[1]Unless otherwise indicated, all enrollment data in this document are from school year 2018–2019.
[2]Beginning in school year 2019–2020, students in Grade 10 are also eligible to attend CTE centers.
[3]Students residing in communities closely bordering Vermont are eligible to attend one of 5 Vermont-based regional CTE centers.
[4]Two CTE centers (Portsmouth Career Technical Center and Mt. Washington Valley Career Technical Center) serve only a single school (no sending schools). Plymouth Applied Technology Center serves a very small number of sending school students.

Exhibit 2
Statewide, New Hampshire students from host schools are more likely to enroll in CTE centers than students from sending schools.[5]

71% (6,301)
of students enrolled in NH CTE centers attended host schools

29% (2,579)
attended sending schools
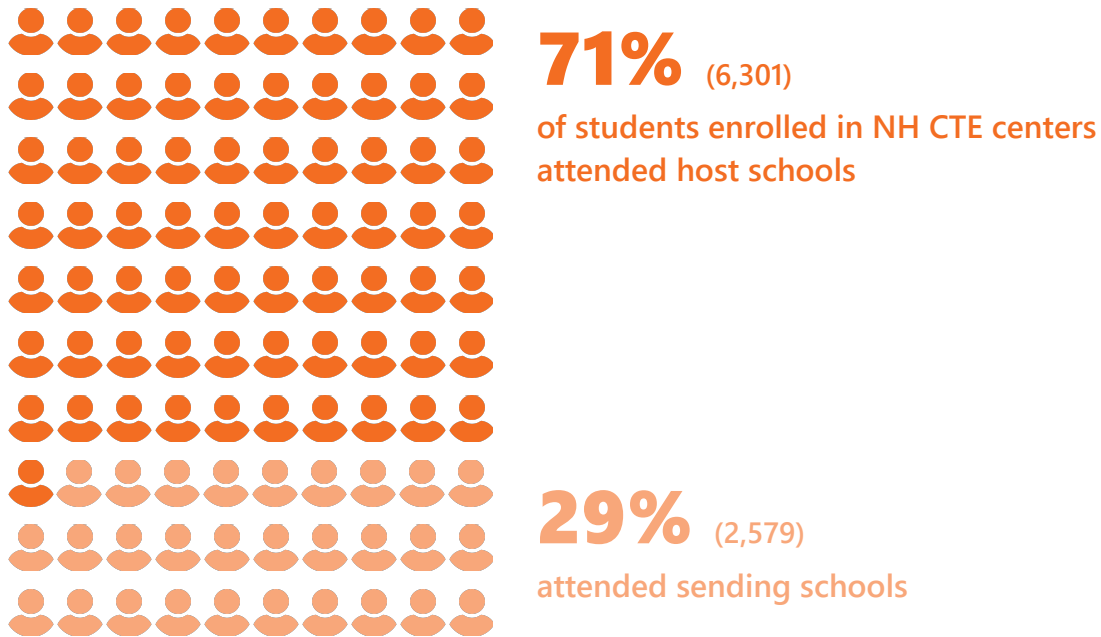
Disparities in enrollment based on students' home high schools are evident statewide and also at the center level. Although CTE centers are intended to serve all students in their region and allot seats in proportion to the enrollment of students attending all of region's participating high schools, most CTE centers primarily serve students at the host high schools. For example, New Hampshire students residing in 1 of 7 school districts in Region 9 can attend the Huot CTE Center located in Laconia. As Exhibit 3 shows, the Huot Center's enrollment is not proportional to enrollment in each Region 9 community. Similar patterns are evident in most of New Hampshire; see also the comparison of the Dover Center's enrollment to Region 6 enrollment. (Proportional enrollments for all centers are available in Appendix C.)

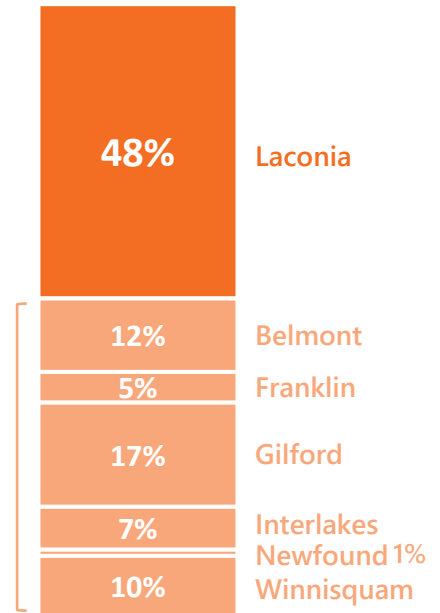[5]2018–2019 data received from New Hampshire Department of Education.

Exhibit 3
The proportion of students from host schools enrolled at CTE centers is often greater than their proportional enrollment in the region.

Region 9 (7 schools) → Huot CTE Center (serves Region 9)

Region 9 (7 schools):
- 19% Laconia (host school)
- 14% Belmont
- 10% Franklin
- 17% Gilford
- 11% Interlakes
- 13% Newfound
- 15% Winnisquam

Huot CTE Center (serves Region 9):
- 48% Laconia
- 12% Belmont
- 5% Franklin
- 17% Gilford
- 7% Interlakes
- Newfound 1%
- 10% Winnisquam
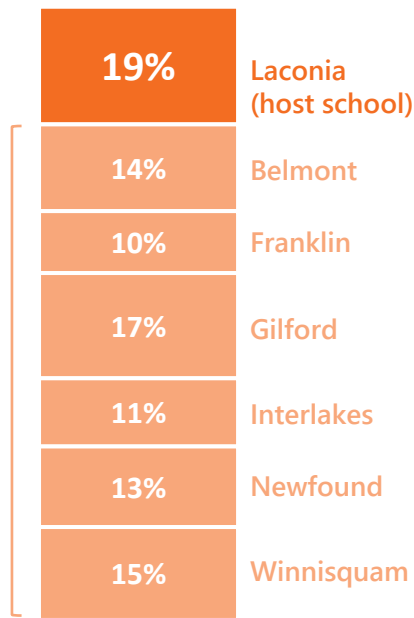
Region 9 (4 schools) → Lakes Region Center (serves Region 9)

Region 9 (4 schools):
- 46% Kingswood (host school)
- 16% Farmington
- 10% Moultonborough
- 28% Prospect Mountain

Lakes Region Center (serves Region 9):
- 80% Kingswood
- 5% Farmington
- 6% Moultonborough
- 10% Prospect Mountain
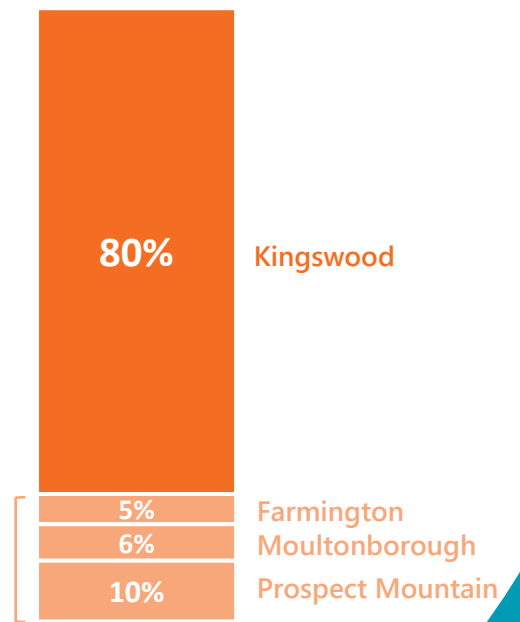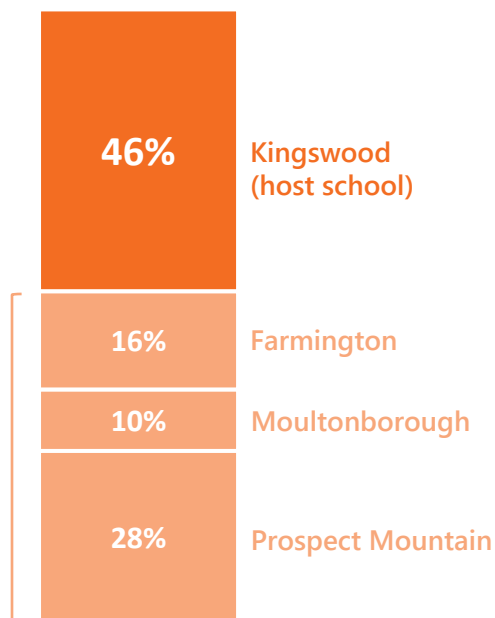
The Meaning of *Equitable Access* to CTE in New Hampshire

New Hampshire faces a common concern among forward-thinking states in trying to provide all secondary students with opportunities to participate in high-quality CTE. States and local communities seeking to expand access to CTE are often challenged by both structural equity barriers (e.g., course scheduling, credit requirements, transportation) and social equity barriers (e.g., stigma against CTE participation, racial and gender biases, and actual or perceived student limitations due to disability or English learner status).
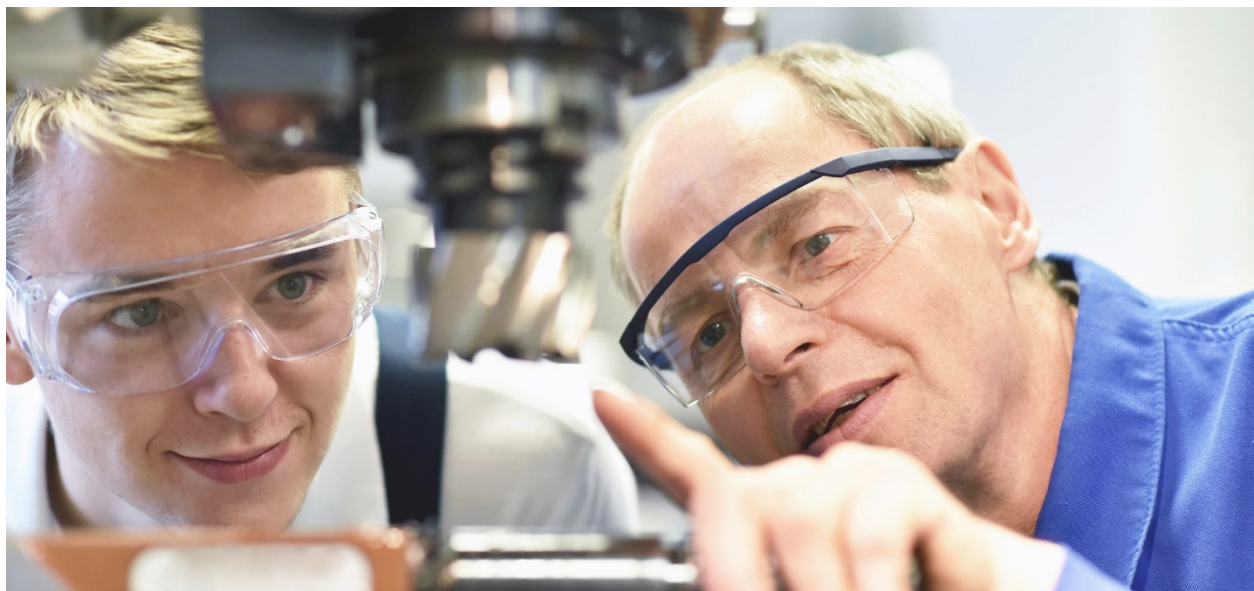
In speaking with New Hampshire stakeholders and examining enrollment data, the evaluation found that **the primary factor impacting students' participation in CTE was whether they attended a host or sending high school within their region**, rather than factors such as gender, race, ethnicity, socio-economic status, special education status, or English learner status.

However, analyses of national data[6] show that students face disparities in CTE access based on race and other demographic attributes. Likewise, RMC Research's analysis of New Hampshire's CTE center enrollment data indicates some disparities in student attendance based on gender, race and limited English proficient status (see Appendix A). Additionally, some stakeholders reported specific incidences of students experiencing CTE access barriers based on their English language proficiency or disability status.

Accordingly, although attending a host school rather than a sending school appears to be the single greatest issue impacting overall CTE participation, the evaluator recommends that ongoing analyses of New Hampshire's CTE participation data include probing for indicators of inequity among student subgroups, and that implementation of initiatives to increase access include measures to address specific equity needs beyond geographic access.

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[6]https://www.americanprogress.org/issues/education-k-12/news/2019/08/28/473876/advancing-racial-equity-career-technical-education-enrollment/

FINDINGS

Research Questions. RMC Research's conversations with stakeholders focused on 3 main research questions:

1. **What is currently working well with respect to CTE in New Hampshire?**
2. **What are the major barriers driving inequitable access to CTE?**
3. **What potential strategies could mitigate these barriers and increase equitable access?**

WHAT IS WORKING WELL IN CTE IN NEW HAMPSHIRE?

Stakeholders described many positive aspects of CTE in New Hampshire.

- **High-Quality Programs.** On the whole, stakeholders reported that New Hampshire's secondary CTE programs are rigorous; well designed; and taught by caring, committed and skilled faculty.

- **Preparing Students for College and Career.** When describing the value of CTE, stakeholders noted that CTE courses help students prepare for both college and career. The courses place learning into "real world," "relevant," and "directly applicable" contexts, and in many cases help students earn college credit and industry-recognized credentials.

- **A Sense of Community.** In addition to preparing students for their academic and professional futures, stakeholders valued CTE for its broad and diverse program offerings. As one CTE leader stated, "There is something for everyone," and the programs give students a chance to connect with peers who share their particular interests.

- **Discovering CTE.** When reflecting on practices that effectively help students learn about CTE, many stakeholders pointed to the essential role of hands-on, experiential activities such as CTE summer camps. Additionally, current CTE student make effective ambassadors to their peers.

- **Relationships Matter.** Stakeholders generally agreed that strong relationships between centers, host and sending schools and districts is essential to supporting the best outcomes for students—especially when barriers to CTE attendance arise. The role of school counselors is deemed particularly important in this regard because their relationships with both the CTE centers and the students they support are key factors in helping students understand and access CTE.

WHAT ARE THE BARRIERS TO EQUITABLE ACCESS?

Stakeholders identified a wide array of barriers to students attending CTE centers, which are **presented below in order of most to less frequently cited.** Closely related issues are clustered together into 4 main types: systems barriers**,** information and understanding barriers**,** academic equity barriers**,** and enrollment barriers**.** Stakeholders often described contextual overlap across the themes, which are noted as appropriate.

Barrier Type 1: Systems

Stakeholders frequently identified 4 distinct but closely interrelated systems barriers as major roadblocks for students wishing to attend CTE centers—especially for students enrolled at sending schools.

Scheduling. Attending a CTE center can be a challenge for students when programs scheduled at the CTE center conflict with their school's schedule. For example, students might forgo participating in a CTE program they are interested in because of a scheduling conflict with an essential or desired academic course or nonacademic activity conflicts. Students attending both host and sending schools might experience these kinds of scheduling challenges.

Calendar & Schedule Misalignment. Stakeholders reported that although regional school district and CTE leaders meet annually to discuss calendar alignment between schools and CTE centers, as required by New Hampshire regulations, misalignments persist and cause scheduling challenges for students. Host schools, sending schools, and CTE centers–even those within the same CTE region–might have varying daily bell schedules, school year start and end dates, snow closure days, and educator professional development days. These misalignments are most challenging for students attending sending schools.

Transportation. Students attending host schools, where a regional CTE center is collocated on campus or embedded within the main school building, are more easily able to access CTE courses than their peers who attend sending schools. In contrast, sending school students are transported daily from their school to the CTE center and back again, which results in a significant loss in instructional time.

Funding. Budgeting for the costs of student transportation and CTE center tuition was often mentioned as a concern by school, district, and CTE center leaders. Although nearly all school and district leaders interviewed reported that no students were denied access to CTE due to a lack of funding, stakeholders generally agreed that the cost of student transportation and tuition are factors in local budgets and can be a challenge in some cases.

Barrier Type 2: Information and Understanding

Stigma. Stakeholders widely cited that negative perceptions about CTE creates a barrier for many students. In particular, stakeholders often remarked that adult influencers—such as parents, teachers, and school counselors—can directly or indirectly discourage students from attending CTE programs. Such adult perceptions of CTE may be rooted in outdated ideas about the nature of CTE—for example, that CTE is incompatible with aspirations to attend college. However, stakeholders reflected that stigma against CTE may also be introduced and reinforced by school or district policies with regard to weighting CTE course credit.

Lack of Knowledge. Many stakeholders noted that students, their adult influencers, and even community leaders such as school board members lack knowledge about CTE generally and about the specific programs available in their high schools' regions. In some cases, lack of knowledge may exacerbate CTE stigma. For example, parents or other adult influencers who have not visited modern CTE classrooms might incorrectly imagine them resembling antiquated vocational programs. In other cases, lack of knowledge serves as a barrier because students or their adult influences are not aware of the CTE programs that might have interested them.

Barrier Type 3: Academic Equity

Course Credit Weighting. For students concerned with maintaining a high-weighted GPA, school or district policies about the relative weight of CTE courses can be a barrier. Several stakeholders noted that honors level or Advanced Placement courses taken at a student's high school are weighted more heavily than CTE courses—even though CTE courses generally bear college credit. Stakeholders often remarked that although such policies might not pose a barrier as challenging as scheduling and transportation issues, they are particularly concerning from an equity lens. That is, discrepant course credit weighting policies can reinforce stigma against CTE programs, insinuating that CTE courses are worth less than other course options.

Local Eligibility Policies. New Hampshire law states that any student in Grades 10, 11 or 12 may attend a CTE center. However, stakeholders reported that some sending schools have local policies regarding eligibility to attend the CTE center based on factors such as behavior record, GPA, English learner status, and grade level.

Graduation Requirements. Stakeholders shared that local school and district policies regarding the number of credits and specific courses required to graduate can create barriers to attending CTE centers. Furthermore, such policies often intersect with scheduling and transportation barriers. For example, a student planning to attend a CTE program in the latter part of their high school career might find that doing so conflicts with their remaining opportunities to take a required course or earn a certain number of academic content credits needed to graduate.

Barrier Type 4: Enrollment

Application Process. Many CTE centers require interested students from sending schools to apply for admission. Some stakeholders reported that the application process alone can present an access barrier—especially if the student does not have support navigating the application process. Overall, though, stakeholders expressed concerns about the inequity of requiring only sending school students—and not host school students—to apply. Some stakeholders also worried that host school students' ability to enroll directly exacerbates CTE stigma because it might create the impression among host students that they are not equal participants in the CTE program.

Program Availability. At many CTE centers, popular programs are consistently enrolled at capacity, resulting in some interested students being unable to attend.

WHICH STRATEGIES COULD INCREASE EQUITABLE ACCESS IN NEW HAMPSHIRE?

New Hampshire recognizes that all districts and CTE regions have unique contexts, assets, and challenges. The evaluation findings suggest that New Hampshire students would be best served by a substantial menu of options that CTE regions, districts, schools, and the state Department of Education could consider implementing in response to local capacity and needs. **The proposed strategies are based on discussions with a diverse set of stakeholders in New Hampshire and research on CTE delivery in other states.**

Members of the Equitable Access to CTE Task Force engaged in an analysis of the extent to which the various strategies would be most actionable and most impactful. **Based on the Task Force analysis, and further discussions with key stakeholders, some strategies emerged as 'priorities' for consideration.** Many barriers to equitable CTE access are interrelated (e.g., scheduling and transportation) and are further influenced by local context; accordingly, some of the proposed strategies could address more than one equitable access barrier and could be implemented in a customized manner to serve students' needs in each region, district, or school context. Additionally, some of the suggested strategies could be implemented locally by individual schools, districts or communities – whereas others would need to be led by the New Hampshire Department of Education, in partnership with stakeholders.

Priority Strategies

▶ **Improve regional calendar alignment.** CTE center leaders, regional district leaders, and New Hampshire Department of Education leaders should develop an action plan for improving the process for aligning school and CTE center calendars. They might consider adopting lessons learned in the state of Maine, where regional schedules driven by alignment with CTE centers.

▶ **Execute a statewide campaign to rebrand and promote CTE.** A statewide campaign to share accurate information about CTE in New Hampshire could address access barriers stemming from lack of knowledge and negative perceptions of CTE. The New York State Department of Education successfully implemented such an effort that could serve as a possible model. In New Hampshire, wide variety of stakeholders could be collaboratively engaged in designing and disseminating the key messages—including individuals readily identifiable as likely advocates for CTE (such as current CTE students, educators, and program administrators) and others with distinct perspectives such as CTE program graduates, school counselors, postsecondary education representatives, and school board members. New Hampshire's newly implemented requirement for all incoming Grade 9 students to complete a career assessment and discuss related course and career-ready credential options with their counselors could be a key lever for ensuring that all students receive information about CTE programs aligned to their interests.

▶ **Expand CTE programs in local high schools.** Offering high-quality CTE programs within a high school can present challenges. Programs requiring specialized and costly laboratory equipment, such as automotive technology, health sciences, and culinary studies may not be well suited as offerings in most high schools. However, many programs can be provided in typical classroom settings. A few New Hampshire high schools currently offer CTE courses onsite. The New Hampshire Department of Education might facilitate sharing of best practices and technical assistance for other districts who may be interested in offering students some CTE options in their own schools.

▶ **Increase CTE exploratory opportunities in middle grades.** Attending a regional CTE center, especially for students attending sending schools, requires advanced planning to identify programs, apply for admission, and complete required courses at their own school. However, many stakeholders noted that most students first learn about the CTE centers in Grade 9 though a presentation made by a CTE administrator, or through conversations with their school counselor. However, CTE students interviewed for this study shared that visiting the CTE center in person was a key factor in their decision to ultimately enroll. Providing more students with hands-on exploratory opportunities at the CTE center during the middle grades might support more informed decision making about attending CTE in high school.

▶ **Develop a statewide hybrid CTE academy.** New Hampshire's Virtual Learning Academy Charter School (VLACS) offers a model for a hybrid CTE academy composed of lecture components that students could complete online and laboratory components that students could complete at nearby partner organizations or CTE centers. Additionally, valuable lessons can be gleaned from the hybrid online and in-person approach to CTE instruction being implemented during the 2020–2021 due to the COVID-19 pandemic.

Additional Strategies

▶ **Pilot an academic and CTE inclusive high school.** In the neighboring state of Massachusetts, about half of the student participating in CTE programs students do so by attending one of several regionally located academic and CTE-inclusive high schools. (Other students attend CTE offered at their local high schools, or at regional educational collaboratives.) This model allows students to attend their CTE and other subject classes, receive support services, and have nonacademic experiences (e.g., sports and clubs) in a single location for 4 years. The first semester of Grade 9 is designated as "exploratory," whereby all freshmen rotate through each CTE program the school offers before electing a pathway to follow.

▶ **Consider alternative CTE Center enrollment schedules.** Like New Hampshire, the neighboring state of Vermont delivers CTE primarily through regional CTE centers, most of which are collocated on campus with a high school. Students attending neighboring high schools travel to and from the CTE center, which creates many of the same scheduling and transportation challenges. However, some Vermont CTE centers provide students with flexible enrollment options. Rather than travel back and forth to the center for 2 or more years, students may opt to cluster their CTE courses, spending whole days at the CTE center for one semester or academic year. This approach both minimizes time lost travelling between 2 locations, and gives

students longer blocks of time to engage in more complex CTE projects and off-site work-based learning experiences.

▶ **Revise course weighting policies.** New Hampshire school districts that weight courses in order to determine ranked student GPA might consider eliminating the policy, as some districts have already done. Alternatively, they might reexamine why CTE courses—which generally bear college credit—are not weighted similarly to other potentially college credit bearing courses such as Advanced Placement. Districts interested in pursuing this potential strategy might find that school board members are important stakeholders to collaborate with.

▶ **Expand opportunities for embedded academic credit in CTE courses.** Advocates of CTE often note that students appreciate seeing how academic subjects, such as math, science, and English language arts have practical applications in their programs of study. To reflect such subject matter learning that may already be embedded in CTE course content, districts might consider formally recognizing certain CTE courses as counting toward required credits in academic subjects. New Hampshire's Learn Everywhere initiative, which prioritizes subject matter competency, could be a helpful framework for identifying where CTE courses fit into subject specific learning standards.

▶ **Align program offerings with student demand and workforce needs.** In line with Perkins funding regulations and best practice in CTE, leaders of CTE centers currently engage in annual local needs assessments to ensure that their programs are meeting the needs of their students and aligned to their regional economy. However, several stakeholders noted that the demand for certain CTE programs aligned with high-growth career pathways (such as health care) exceeds the capacity to enroll interested students. Conversely, some stakeholders reported that other CTE programs which are also aligned to career pathways with promising local economic growth (such as manufacturing) are under-enrolled, or in some cases not offered in key regions of the state.

Appendix A
New Hampshire and National Enrollment by Race, Gender, English Language, and Disability Status

Overall, CTE participation by race in New Hampshire closely resembles the state's secondary student population by race, with White students slightly overrepresented.[7,8,9]

	Students Grades 11–12 New Hampshire	NH CTE
American Indian/Alaska Native	0%	0%
Asian/Pacific Islander	3%	3%
Black/African American	2%	2%
Hispanic/Latino	4%	5%
White	87%	88%
Multiple	2%	2%
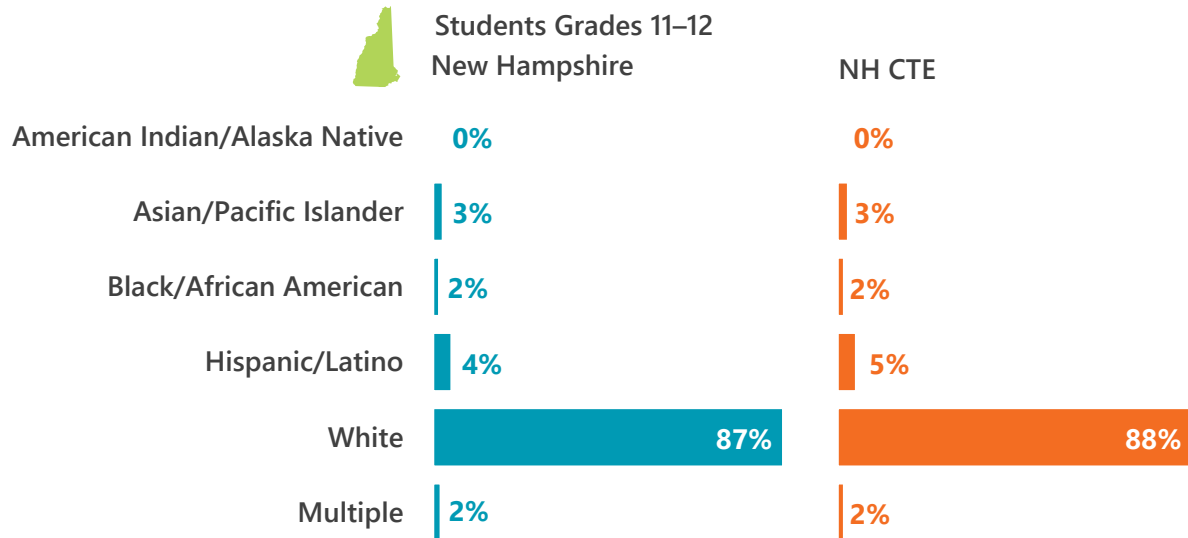
National secondary and CTE enrollment.[7,10,11]

	Students Grades 9–12 United States	United States CTE
American Indian/Alaska Native	1%	1%
Asian/Pacific Islander	5%	4%
Black/African American	15%	15%
Hispanic/Latino	26%	29%
White	49%	47%
Multiple	3%	3%
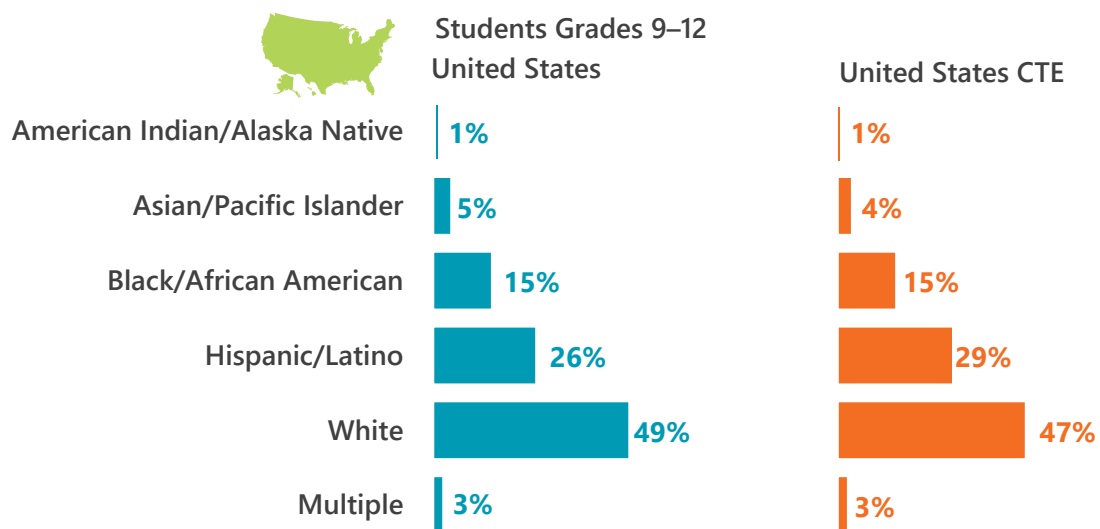
In New Hampshire, female students are underrepresented in CTE relative to their proportion statewide.[12]

Students Grades 11–12
New Hampshire

Female 49%
Male 51%
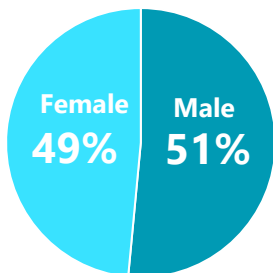
NH CTE

Female 43%
Male 57%

In the United States, female students are underrepresented in CTE to a slightly lesser extent than in New Hampshire.[13]

Students Grades 9–12
United States

Female 49%
Male 51%

United States CTE

Female 46%
Male 54%

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[7]Data for Students in Grades 9–12 in New Hampshire generated using the Elementary/Secondary Information System (ELSi) application from the National Center for Education Statistics; see http://nces.ed.gov/ccd/elsi/.

[8]Data for NH CTE students in 2018–2019 provided by the New Hampshire Department of Education (unpublished).

[9]Percentages might not sum to 100% due to rounding.

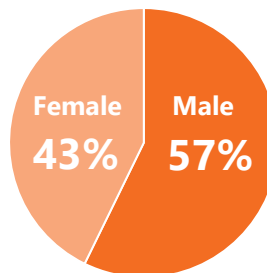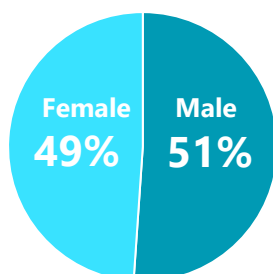[10]Data for Students in Grades 9–12 in the United States generated using ELSi.

[11]Data for U.S. CTE students generated using the Perkins Collaborative Resources Network (PCRN) data explorer application with the following filters applied: Select "CTE Participant Enrollment Data"; State: All; Year: 2018–2019; Education Type: Number of Secondary; Student Populations: Gender, Race/Ethnicity. See https://perkins.ed.gov/pims/DataExplorer/CTEParticipant

[12]Percentages might not sum to 100% due to rounding. Data for New Hampshire students in 2018–2019 provided by the New Hampshire Department of Education (unpublished).

[13]Data for U.S. students generated using the Elementary/Secondary Information System (ELSi) application from the National Center for Education Statistics with the following filters applied: State(s) (All Years): All 50 + DC; see http://nces.ed.gov/ccd/elsi/. Data for U.S. CTE students generated using the PCRN data explorer application from the U.S. Department of Education Office of Career, Technical, and Adult Education Methodology with the following filters applied: Select "CTE Participant Enrollment. See https://perkins.ed.gov/pims/DataExplorer/CTEParticipant

New Hampshire students identified with limited English proficiency (LEP) are slightly underrepresented in CTE.[14]

Grades 11–12
New Hampshire

3% of all students

2% of CTE students

Nationally, students identified as English language learners (ELL) are slightly overrepresented in CTE.[15]

Grades 9–12
United States

6% of all students

7% of CTE students

New Hampshire students with disabilities are slightly overrepresented in CTE.[12]

Grades 11–12
New Hampshire

15% of all students

16% of CTE students

Nationally, students with disabilities are slightly underrepresented in CTE.[16]

All Grades
United States

14% of all students

11% of CTE students

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[14]Data for New Hampshire students in 2018–2019 provided by the New Hampshire Department of Education (unpublished).
[15]Data source refers to students as English language learners rather than students with limited English proficiency.
Data are from school year 2017–2018, the most recent year for which ELL data for all U.S. students are available from the Digest of Education Statistics; see https://nces.ed.gov/programs/digest/d19/tables/dt19_204.27.asp. Data for ELL students participating in CTE in 2018–2019 generated using the PCRN data explorer application from the U.S. Department of Education Office of Career, Technical, and Adult Education with the following filters applied: Select "CTE Participant Enrollment, LEP. See https://perkins.ed.gov/pims/DataExplorer/CTEParticipant.
[16]National Center for Education Statistics does not report enrollment numbers for students with disabilities by grade level. Data for all U.S. students from the National Center for Education Statistics Condition of Education Report, Students with Disabilities Indicator. https://nces.ed.gov/programs/coe/indicator_cgg.asp. Data for U.S. CTE students generated using the PCRN data explorer application from the U.S. Department of Education Office of Career, Technical, and Adult Education with the following filters applied: Select "CTE Participant Enrollment, Disability Status.

Appendix B
New Hampshire, National, and Neighbor States CTE Enrollment

In school year 2018–2019, students were eligible to attend CTE centers in Grades 11 and 12. At that time 9,428 New Hampshire students attended programs at CTE centers—about 35% of all Grade 11 and Grade 12 students statewide (n = 26,924).[17]

**CTE Attendance
2018–2019 NH Students Grades 11–12**

CTE **35%**

Not CTE **65%**
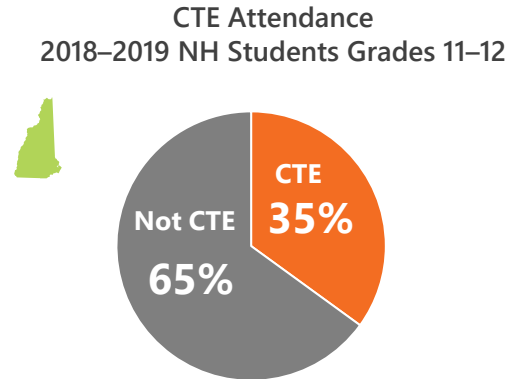
Beginning in school year 2019–2020, Grade 10 students also became eligible to attend programs at CTE centers. In that school year, 10,265 students attended programs at CTE centers, which represents about 25% of all New Hampshire students in Grades 10, 11, and 12 (n = 40,549).[18]

**CTE Attendance
2019–2020 NH Students Grades 10–12**

CTE **25%**

Not CTE **75%**

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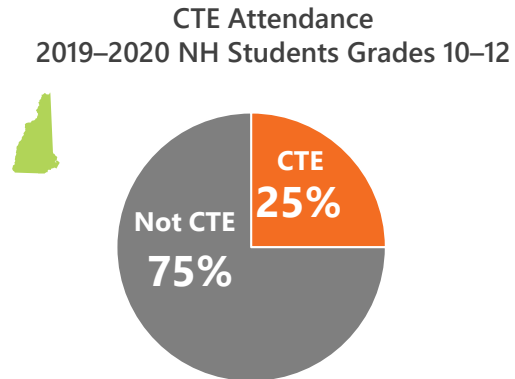
[17]Data for New Hampshire grade 10, 11 and 12 students in school years 2018-2019 and 2019-2020 from the New Hampshire Department of Education; see https://www.education.nh.gov/who-we-are/division-of-educator-and-analytic-resources/bureau-of-education-statistics/enrollments-by-grade
[18]Data for student enrollment at CTE centers in school year 2019-2020 provided by the New Hampshire Department of Education (unpublished).

Nationally, the grade level in which students are eligible to participate in CTE varies. Generally, though, secondary CTE encompasses students in Grades 9 through 12. In school year 2018–2019, approximately 52% of secondary students in the United States participated in CTE programs.[19]

**CTE Attendance
2018–2019 US Students All Grades**

Not CTE
48%

CTE
52%
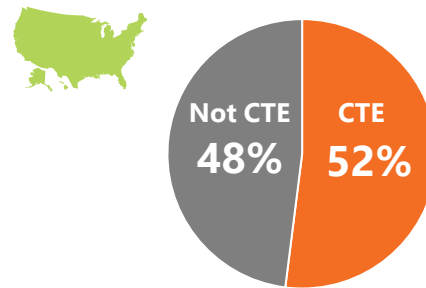
In New Hampshire's closest neighboring states—Massachusetts, Vermont, and Maine—secondary student participation in school year 2018-2019 was 21%, 19%, and 15%, respectively.

**CTE Attendance
2018–2019 US Students All Grades**

State	Percentage
US	52%
NH	17%
MA	21%
VT	19%
ME	15%

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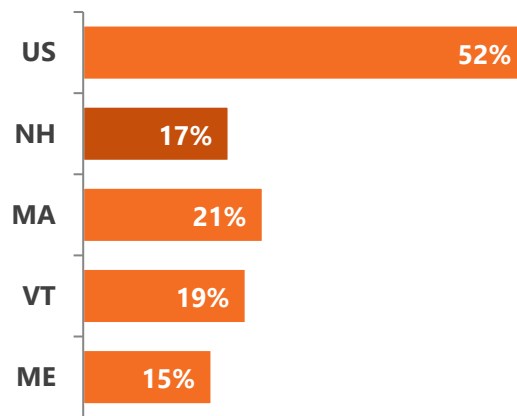
[19] Data for U.S. students, including NH neighbor states, generated using the Elementary/Secondary Information System (ELSi) application from the National Center for Education Statistics with the following filters applied: State(s) (All Years): All 50 + DC; see http://nces.ed.gov/ccd/elsi/. Data for U.S. CTE students, including NH neighbor states, generated using the PCRN data explorer application from the U.S. Department of Education Office of Career, Technical, and Adult Education Methodology with the following filters applied: Select "CTE Participant Enrollment. See https://perkins.ed.gov/pims/DataExplorer/CTEParticipant. Data from Arkansas, Kansas, Nebraska, North Carolina, and Washington are excluded from this calculation because they include students in middle grades in secondary CTE participation reporting.

Appendix C
Additional Regional Proportional Enrollments

Key

■ CTE center host school	■ CTE center host school
■ Other school in region	■ School in region participating in CTE center
	■ School in region NOT participating in CTE center
	■ School NOT in region participating in CTE center

Columns on the left show the proportional enrollment of students at the *high schools* in each region. Columns on the right show the proportional enrollment of *students from each high school that attend the center*, even if that high school is not officially part of the region.

Region 2[20] (2 schools)

74%	**Berlin HS**
26%	Gorham HS

Berlin Center (serves Region 2)

87%	**Berlin HS**
13%	Gorham HS

Region 3 (7 schools)

11%	Groveton HS
7%	Lin-Wood HS
11%	Lisbon HS
20%	**Littleton HS**
12%	Profile HS
6%	Stratford HS
33%	White Mountains HS

Hugh Gallen Center (serves Region 3)

3%	Groveton HS
1%	Lin-Wood HS
22%	Lisbon HS
46%	**Littleton HS**
7%	Profile HS
0%	Stratford HS
22%	White Mountains HS

Region 3 (7 schools)

11%	Groveton HS
7%	Lin-Wood HS
11%	Lisbon HS
20%	Littleton HS
12%	Profile HS
6%	Stratford HS
33%	**White Mountains HS**

White Mountains Center (serves Region 3)

4%	Groveton HS
8%	Lin-Wood HS
0%	Lisbon HS
10%	Littleton HS
1%	Profile HS
0%	Stratford HS
77%	**White Mountains HS**

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[20]Six regions are not included in this appendix. CTE centers serving regions 1, 4, 7, and 20 are located in the state of Vermont. CTE centers in regions 5, 6, and 19 serve very few or no sending school students.

Region 6 (6 schools)

%	School
33%	**Dover HS**
6%	Newmarket HS
3%	Nute HS
19%	Oyster River HS
10%	Somersworth HS
29%	Spaulding

Dover CTE Center (serves Region 6)

%	School
78%	**Dover HS**
0%	Newmarket HS
3%	Nute HS
7%	Oyster River HS
3%	Somersworth HS
7%	Spaulding

Region 8 (6 schools)

%	School
16%	Belmont HS
12%	Franklin HS
19%	Gilford HS
13%	Inter-Lakes HS
22%	**Laconia HS**
18%	Winnisquam HS

Huot Center (serves Region 8)

%	School
12%	Belmont HS
5%	Franklin HS
17%	Gilford HS
7%	Inter-Lakes HS
48%	**Laconia HS**
10%	Winnisquam HS
1%	Newfound HS

Region 8 (6 schools)

%	School
16%	Belmont HS
12%	Franklin HS
19%	Gilford HS
13%	Inter-Lakes HS
22%	Laconia HS
18%	**Winnisquam HS**

Winnisquam Center (serves Region 8)

%	School
2%	Belmont HS
7%	Franklin HS
9%	Gilford HS
7%	Inter-Lakes HS
7%	Laconia HS
65%	**Winnisquam HS**
4%	Merrimack HS

Region 9 (4 schools)

16%	Farmington HS
46%	**Kingswood HS**
10%	Moultonborough HS
28%	Prospect Mountain HS

Lakes Region Center (serves Region 9)

5%	Farmington HS
80%	**Kingswood HS**
6%	Moultonborough HS
10%	Prospect Mountain HS

Region 9 (7 schools)

14%	Belmont HS
10%	Franklin HS
17%	Gilford HS
11%	Interlakes HS
19%	**Laconia HS**
13%	Newfound HS
15%	Winnisquam HS

Huot CTE Center (serves Region 9)

12%	Belmont HS
5%	Franklin HS
17%	Gilford HS
7%	Interlakes HS
48%	**Laconia HS**
1%	Newfound HS
10%	Winnisquam HS

Region 10 (3 schools)

54%	**Claremont HS**
32%	Newport HS
14%	Sunapee HS

SRV Claremont (serves Region 10)

79%	**Claremont HS**
16%	Newport HS
5%	Sunapee HS

Region 10 (3 schools)

54%	Claremont HS
32%	**Newport HS**
14%	Sunapee HS

SRV Newport (serves Region 10)

12%	Claremont HS
83%	**Newport HS**
4%	Sunapee HS
1%	**Mascoma HS**

Region 11 (9 schools)

11%	Bow HS
28%	Concord HS
6%	Hillsboro-Deering HS
5%	Hopkinton HS
11%	John Stark HS
9%	Kearsarge HS
14%	Merrimack Valley HS
13%	Pembroke HS
3%	Pittsfield HS

Concord Center (serves Region 11)

7%	Bow HS
43%	Concord HS
3%	Hillsboro-Deering HS
2%	Hopkinton HS
4%	John Stark HS
5%	Kearsarge HS
19%	Merrimack Valley HS
12%	Pembroke HS
3%	Pittsfield HS
0.16%	Manchester Memorial HS
0.16%	Newport HS

Region 12 (6 schools)

14%	Coe-Brown Academy
29%	Dover HS
3%	Nute HS
17%	Oyster River HS
28%	Somersworth HS
9%	Spaulding HS

Creteau Center (serves Region 12)

0%	Coe-Brown Academy
1%	Dover HS
0.26%	Nute HS
1%	Oyster River HS
0%	Somersworth HS
98%	Spaulding HS

Region 12 (6 schools)

14%	Coe-Brown Academy
29%	Dover HS
3%	Nute HS
17%	Oyster River HS
28%	Somersworth HS
9%	Spaulding HS

Dover Center (serves Region 12)

0%	Coe-Brown Academy
77%	Dover HS
3%	Nute HS
7%	Oyster River HS
3%	Somersworth HS
7%	Spaulding HS
0.21%	Newmarket HS
0.21%	Portsmouth HS

Region 12 (6 schools)

14%	Coe-Brown Academy
29%	Dover HS
3%	Nute HS
17%	Oyster River HS
9%	Somersworth HS
28%	Spaulding HS

Somersworth Center (serves Region 12)

0%	Coe-Brown Academy
4%	Dover HS
0%	Nute HS
2%	Oyster River HS
91%	Somersworth HS
3%	Spaulding HS

Region 13 (3 schools)

21%	Fall Mountain HS
59%	Keene HS
20%	Monadnock HS

Cheshire Center (serves Region 13)

4%	Fall Mountain HS
91%	Keene HS
5%	Monadnock HS
0.28%	Conval HS

Region 13 (3 schools)

21%	Fall Mountain HS
59%	Keene HS
20%	Monadnock HS

Fall Mountain Center (serves Region 13)

97%	Fall Mountain HS
1%	Keene HS
0%	Monadnock HS
1%	Claremont HS

Region 14[21] (3 schools)

27%	Conant HS
50%	Conval HS
23%	Mascenic HS

Region 14 Center (serves Region 14)

2%	Conant HS
97%	Conval HS
0%	Mascenic HS
1%	Wilton-Lyndeboro HS

Region 14 Auto Program (serves Region 14)

27%	Conant HS
36%	Conval HS
9%	Hollis-Brookline HS
9%	Milford HS
18%	Wilton-Lyndeboro HS
0%	Mascenic HS

Region 15 (8 schools)

11%	Bedford HS
12%	Exeter HS
8%	Goffstown HS
10%	Londonderry HS
3%	MST High School
10%	Manchester Central
10%	Manchester Memorial
5%	Manchester West

Manchester School of Technology (serves Region 15)

10%	Bedford HS
0.34%	Exeter HS
16%	Goffstown HS
10%	Londonderry HS
28%	MST High School
11%	Manchester Central
19%	Manchester Memorial
5%	Manchester West
1%	Pinkerton Academy
0.17%	Windham HS

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[21]Region 14 also includes a satellite building trades program hosted at Conant High School; however, separate data for those enrollments were not available and are not shown as a separate center in this figure.

Region 16 (8 schools)

%	School
14%	Alvirne HS
5%	Campbell HS
15%	Merrimack HS
10%	Milford HS
21%	Nashua North HS
23%	Nashua South HS
9%	Souhegan HS
2%	Wilton-Lyndeboro HS

Milford Center (serves Region 16)

%	School
0%	Alvirne HS
0%	Campbell HS
0%	Merrimack HS
94%	Milford HS
0%	Nashua North HS
0%	Nashua South HS
2%	Souhegan HS
2%	Wilton-Lyndeboro HS
1%	Bedford HS
1%	Goffstown HS
2%	Hollis-Brookline HS

Region 16 (8 schools)

%	School
14%	Alvirne HS
5%	Campbell HS
15%	Merrimack HS
10%	Milford HS
21%	Nashua North
23%	Nashua South
9%	Souhegan HS
2%	Wilton-Lyndeboro HS

Nashua North and South Centers[22] (serve Region 16)

%	School
1%	Alvirne HS
0%	Campbell HS
3%	Merrimack HS
0.19%	Milford HS
44%	Nashua North
50%	Nashua South
0.47%	Souhegan HS
0%	Wilton-Lyndeboro HS
1%	Hollis-Brookline HS
0.09%	Keene HS

[22]Nashua North High School and Nashua South High school each host a CTE center. However, because data for sending school enrollments at the separate centers were not available, they are reported together in this figure.

Region 16 (8 schools)

14%	**Alvirne HS**
5%	Campbell HS
15%	Merrimack HS
10%	Milford HS
21%	Nashua North HS
23%	Nashua South HS
9%	Souhegan HS
2%	Wilton-Lyndeboro HS

Palmer Center (serves Region 16)

86%	**Alvirne HS**
5%	Campbell HS
4%	Merrimack HS
0.23%	Milford HS
2%	Nashua North HS
1%	Nashua South HS
0.45%	Souhegan HS
0%	Wilton-Lyndeboro HS
1%	**Hollis-Brookline HS**
0.45%	**Londonderry HS**
0.23%	**Timberlane HS**

Region 17 (5 schools)

9%	Pelham HS
46%	**Pinkerton HS**
16%	Salem HS
16%	Timberlane HS
13%	Windham HS

Pinkerton Center (serves Region 17)

5%	Pelham HS
89%	**Pinkerton HS**
1%	Salem HS
2%	Timberlane HS
1%	Windham HS
2%	**Campbell HS**
0.12%	**Sanborn HS**

Region 17 (5 schools)

9%	Pelham HS
46%	Pinkerton Academy
16%	**Salem HS**
16%	Timberlane HS
13%	Windham HS

Salem Center (serves Region 17)

0%	Pelham HS
1%	Pinkerton Academy
77%	**Salem HS**
11%	Timberlane HS
11%	Windham HS

Region 18 (6 schools)

16%	**Exeter HS**
3%	**Epping HS**
3%	**Newmarket HS**
4%	**Raymond HS**
7%	**Sanborn HS**
10%	**Winnacunnet HS**

Seacoast Center (serves Region 18)

49%	**Exeter HS**
8%	**Epping HS**
9%	**Newmarket HS**
6%	**Raymond HS**
15%	**Sanborn HS**
11%	**Winnacunnet HS**
0.14%	**Campbell HS**
0.28%	**Manchester Central**
0.14%	**Pembroke HS**
0.14%	**Portsmouth HS**
0.14%	**Salem HS**
0.28%	**Timberlane HS**