Bill as Introduced

SB 207-FN – AS INTRODUCED

1999 SESSION

99-0619
04/01

SENATE BILL ***207***

AN ACT relative to authorizing bonds for the construction and renovation of regional vocational education centers.

SPONSORS: Sen. Larsen, Dist 15; Sen. Pignatelli, Dist 13; Sen. Blaisdell, Dist 10; Sen. F. King, Dist 1; Sen. Johnson, Dist 3; Sen. Fernald, Dist 11; Rep. O'Hearn, Hills 26; Rep. Vaughn, Rock 35; Rep. Torr, Straf 12; Rep. LaRose, Hills 27; Rep. Hoadley, Merr 24

COMMITTEE: Education

ANALYSIS

This bill authorizes the state treasurer, as requested by the department of education to issue bonds in such amounts not to exceed $85,000,000 for the purpose of construction and renovation of regional vocational education centers.

Explanation: Matter added to current law appears in ***bold italics.***
Matter removed from current law appears [~~in brackets and struckthrough.~~]
Matter which is either (a) all new or (b) repealed and reenacted appears in regular type.

99-0619
04/01

STATE OF NEW HAMPSHIRE

In the Year of Our Lord One Thousand Nine Hundred and Ninety-Nine

AN ACT relative to authorizing bonds for the construction and renovation of regional vocational education centers.

Be it Enacted by the Senate and House of Representatives in General Court convened:

1 Regional Vocational Education Centers; Bonding Authority Amended. RSA 188-E:10 is repealed and reenacted to read as follows:

188-E:10 Renovation and Construction of Regional Vocational Education Centers; Bonds Authorized. To provide funds for the renovation and construction of regional vocational education centers, the state treasurer, as may be requested by the department of education, is authorized to borrow upon the credit of the state such amounts so that the total state obligation shall at no time exceed $85,000,000 and for said purposes may issue bonds and notes in the name of and on behalf of the state of New Hampshire in accordance with RSA 6-A. The department of education shall request and the treasurer shall issue bonds only for such amounts as are required for the purposes of this section.

2 Effective Date. This act shall take effect July 1, 1999.

LBAO
99-0619
2/25/99

SB 207-FN - FISCAL NOTE

AN ACT relative to authorizing bonds for the construction and renovation of regional vocational education centers.

FISCAL IMPACT:

The Office of Legislative Budget Assistant is unable to complete a fiscal note for this bill as it is awaiting information from an agency.

98

LBAO
99-0619
Revised 2/26/99

SB 207 FISCAL NOTE

AN ACT relative to authorizing bonds for the construction and renovation of regional vocational education centers.

FISCAL IMPACT

The Treasury Department has determined that this bill will increase state general fund expenditures by $403,746 in FY 2000, by $2,289,237 in FY 2001, by $3,724,233 in FY 2002 and by $3,627,983 in FY 2003. There will be no effect on county or local expenditures or on state, county and local revenues. This bill increases general fund bonded indebtedness by $55,000,000.

The Treasury Department has indicated that the amount of all outstanding general fund bonded indebtedness on behalf of and incurred by the state as of June 30, 1998 is $617,500,000. This amount includes the amortization of anticipated general fund bond sales of June 30, 1998 for authorized but unissued debt in the amount of $170,100,000.

The Treasury Department has assumed that the proposed bond authorization will be issued half in FY 2000 and half in FY 2001. The new issuance will be split 33% Zero Coupon Notes (College Savings Bonds) and 67% Current Interest Bonds. College Savings Bonds bear an estimated interest rate of 6% and are amortized at a level debt service model for 20 years. Current Interest Bond rates are variable based on July 1998 rates and are amortized over 20 years (60% of the principal paid in the first ten years, 40% paid in the second 10 years). An estimated debt retirement schedule for all outstanding general fund bonded indebtedness, including the proposed authorization contained in this bill through FY 2003, is displayed below:

FISCAL YEAR ENDING	CURRENT DEBT SERVICE	PROPOSED ADDITIONAL DEBT SERVICE	TOTAL
1999	$63,380,000	$ 0	$63,380,000
2000	$61,188,000	$403,746	$61,591,746
2001	$58,600,000	$2,289,237	$60,889,237
2002	$52,506,000	$3,724,233	$56,230,233
2003	$51,573,000	$3,627,983	$55,200,983

This bill changes the bonding authority from a fixed to a revolving program.

Amendments

Senate Education
March 31, 1999
1999-0672s
04/01

Amendment to SB 207

Amend the bill by replacing section 1 with the following:

1 Regional Vocational Education Centers; Bonding Authority Amended. RSA 188-E:10 is repealed and reenacted to read as follows:

188-E:10 Renovation and Construction of Regional Vocational Education Centers; Bonds Authorized. To provide funds for the renovation and construction of regional vocational education centers, the state treasurer, as may be requested by the department of education, is authorized to borrow upon the credit of the state such amounts so that the total state obligation shall at no time exceed $85,000,000 and for said purposes may issue bonds and notes in the name of and on behalf of the state of New Hampshire in accordance with RSA 6-A. The department of education shall request and the treasurer shall issue bonds only for such amounts as are required for the purposes of this section, provided, however, the department shall request and the treasurer shall issue no more than $10,000,000 per biennium.

1999-0672s

AMENDED ANALYSIS

This bill authorizes the state treasurer, as requested by the department of education to issue bonds in such amounts not to exceed $85,000,000 for the purpose of construction and renovation of regional vocational education centers, provided that no more than $10,000,000 in such bonds shall be issued per biennium.

Committee Minutes

Date: March 31, 1999
Time: 9:20 a.m.
Room: Room 105-A, State House

The Senate Committee on Education held a hearing on the following:

SB 207 relative to authorizing bonds for the construction and renovation of regional vocational education centers

Members of Committee present:

Senator McCarley
Senator J. King
Senator D'Allesandro
Senator Disnard
Senator Johnson
Senator Larsen
Senator Squires

Due to tape malfunction, no transcript is available for the public hearing held on March 31, 1999.

Respectfully submitted,

L. Gail Brown
9/24/02

Speakers

SENATE EDUCATION COMMITTEE

Date 3/31/99 Time 9:30 AM Public Hearing on SB 207-FN

Appearing in FAVOR: (Please print) **Please check box at left to speak:**

Speaking?	Name	Address	Representing
☒	Paul Leather		NH Dept of Ed
☒	Nancy Huntley	Nashua	Sanders
☒	Pamela A. Lloyd	Concord High School	Concord Reg Tech Center
☒	Christine Ratza	Concord School District →	
☒	Rep. Richard LaRose	Nashua Dist 27	
☒	Marianne Dustin	23 Baymeadow, Nashua	Nashua High School
☒	George Lucio	Nashua	Nashua School District
☐	Mark Joyce	Penacook	NHSAA
☐	Dean Michener	Concord	N.H. School Boards Assn.
☒	Rep Jan O'Hearn	Nashua	Nashua
☒	Rep. Betty Hoadley	Concord	Concord

Appearing in OPPOSITION: (Please Print) **Please check box at left to speak:**

☑	John Sepulis	Nashua	Assist. Supt.
☐			
☐			
☐			
☐			
☐			
☐			
☐			
☐			
☐			

Testimony

March 10, 1999

Amendment to SB 207 proposed by the Department of Education

SB 207 An Act relative to authorizing bonds for the construction and renovation of regional vocational education centers.

Regional Vocational Education Centers; Bonding Authority Amended. RSA 188-E:10 is repealed and reenacted to read as follows:

188-E:10 Renovation and Construction of Regional Vocational Education Centers; Bonds Authorized. To provide funds for the renovation and construction of regional vocational education centers, the state treasurer, as may be requested by the department of education, is authorized to borrow upon the credit of the state such amounts so that the total state obligation shall at no time exceed $85,000,000 and for said purposes may issue bonds and notes in the name of and on behalf of the state of New Hampshire in accordance with RSA 6-A. The department of education shall request and the treasurer shall issue bonds only for such amounts as are required for the purposes of this section, provided, however, the department shall request and the treasurer shall issue no more than $10,000,000 per biennium.

Effective Date. This act shall take effect July 1, 1999.

George M. Luoto
Director
email: luotog@nashua.edu

Marianne D. Dustin
Assistant Director
email: dustinm@nashua.edu

Nashua Technology Center
Nashua High School

36 Riverside Drive
Nashua, NH 03062
(603)594-4311, x159/Fax: 594-4373

TESTIMONY BEFORE THE STATE SENATE EDUCATION COMMITTEE
MARCH 31, 1999 – SENATE BILL 207

Attached are testimonies that were presented to the House on Wednesday, March 3, 1999, in support of HB413. These testimonies certainly should be considered at this hearing for SB207.

We submit this to you for your review, as many of our private sector business representatives regretfully could not be here due to business demands.

Respectfully submitted,

George M. Luoto, Director
Vocational/Technical Education

Marianne D. Dustin, Assistant Director
Vocational/Technical Education

Attachments

MARCH 3, 1999
STATE HOUSE HEARING

My name is Joseph Giuliano. I am the Superintendent of Schools in Nashua and am here in support of House Bill 413-FN-A relative to State funding for the renovation of regional vocational education centers.
Although I am here representing Nashua, this bill impacts the entire State.

The Nashua School District has approximately 13,500 students. Our vocational education program is part of a regional program that serves approximately 20,000 students, and is one of the first of several regional vocational centers funded by the State 25 years ago.

At some point in time, each of these 25-year-old facilities will need to be renovated and upgraded. Currently, I believe 7 centers are requesting funding for renovations.

Last year the Nashua Board of Education asked the New England School Development Educational Council from Newton, Massachusetts, to conduct a survey analysis of our school facilities. Their report dated January 1998 identifed the vocational program as one of the weakest programs in the Nashua system due to inadequate, out-of-date equipment and poor facilities.

In Grades 9-12 in Nashua, approximately 1,600 students take one or more vocational courses during the course of a particular year. My point is that the vocational program impacts a large number of students.

Traditionally high schools in New Hampshire do a good job of addressing the educational needs of students wishing to go on to college. For example, in Nashua approximately 70% of students go on to higher education; and each year we have students going on to Ivy League schools such as Harvard, Dartmouth, Yale, and others.

(over)

However, in the vocational/technical education area, poor facilities and equipment deny students in the Nashua region the opportunity to train on state-of-the-art equipment to prepare for the world of work. These students are being shortchanged. We have seen a steady increase in the dropout rate, which parallels the decline of the vocational program at Nashua Senior High School.

To renovate and expand the current vocational center in Nashua will cost approximately $23 million. The cost is based on adding state-of-the-art programs and equipment that are in demand in the region; for example, cosmetology, hospitality and tourism, machining technology, telecommunications, and pre-engineering.

Your support of House Bill 413-FN-A will have an immediate and long-range impact on thousands of students in New Hampshire by providing the resources that will allow them to acquire the skills to be competitive in the work world and to become productive citizens who contribute to the economy of the State.

I know the State is faced with many competing needs; however, I maintain spending the money in a proactive manner to address educational needs may have a bearing on what we fund in the future.

TESTIMONY OF PAUL W. CHANT, ESQUIRE REGARDING NASHUA TECHNOLOGY CENTER

Good afternoon. My name is Paul Chant. I am a partner with the Hamblett & Kerrigan, P.A. law firm in Nashua. I appear here today as a representative of the Greater Nashua Chamber of Commerce. I serve as Chair of the Chamber's Education Issues and Action Committee. I am here today to make the strongest statement possible in support of the funds for a new technology center at Nashua High School.

Southern New Hampshire is one of the country's finest examples of a successful technology based economy. Although the manufacturing economy is still important, a large percentage of the new jobs for our current students will be in the technology service center including tech support of traditional services as well as emerging areas like software and biotechnology.

We hope to carry an urgent message to the committee that members of the business community have expressed significant concerns over Nashua's vocational center for several years. Rather than a modern, exciting, alternative method to achieving a good job, the current vocational center has become a repository for students with lesser skills who have been provided with curriculum and technology often seriously outdated, using technological tools more than 25 years old.

The Nashua business community wants to hire Nashua graduates for its entry level technological jobs, but they must be at a competitive level. The technology center, with its curriculum plan, will bring Nashua students to that level. We request your support.

Nashua High School has been grappling with a growing drop-out profile at its high school. For many students, the school does not offer effective training in the areas where they know jobs exist. To name a few: computer maintenance, software maintenance, basic systems management, pre-engineering, plumbing and HVAC, basic electrical, and electronics. Students need to experience the technology center to see and learn the skills

for the work force before they lose faith in the system as a leader in their lives and careers.

Technology centers often achieve a 93%-97% attendance rate. This rate is achieved because what students are experiencing, what they are learning is relevant to them. They can see where their training will take them. They see that their investment of time and energy will be worth it when they graduate. In turn, they do not drop out. They stay in school. The state's investment is a good one.

By the 8th or 9th grade, many students know whether their future will be a 4-year college or they know that high school will likely be the end of their former education.

Career development is a K-12 issue. Clear, systematic vocational/ethnical curriculum pathways must be made known to 8th and 9th graders. Proper course sequencing to insure that these students acquire the skills necessary for the field in which they are training must be established, right up to and including job-placement and post-secondary technology school placement.

This "grid" is the road map to show students they can make it and succeed on your investment. It does not exist now. It is needed. The new technology center plan provides such a grid and such a plan. It will offer the students the direct they need.

I Thank you for your time. I hope your committee will support this important project.

G:\PUBLIC\PWC\CHAMBER\NTIS-TECH.WPD

HOLLIS LINE MACHINE CO., INC.

603-465-2251 • Fax 603-465-2932
295 South Merrimack Road
Hollis, New Hampshire 03049
http://www.hollisline.com

In 1988 the New Hampshire Machining Associstion was started from an offshoot out of the craft committees of Nashua High School and the New Hampshire Vocational Technical College. There was a common thread that formed a bond in the local Machine Shops because the machining industry was changing because the computer had entered the shop and wasn't going to leave.

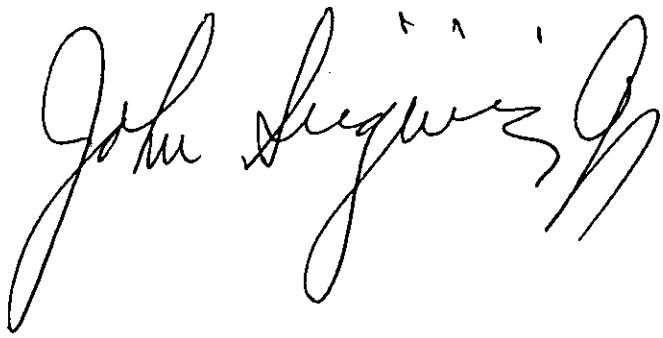
The machining industry uses computers to design new machines,later in the process machine parts are machined in computer controlled milling machines and lathes. These machines may be worth hundreds of thousands of dollars, and it takes a machinists who run these complex machines years of experence to learn the skills in this trade.

In the last 10 years,I saw the Nashua High Machining program slowly die, by trying to teach on old worn or broken machines not repaired in years,or a teacher trying to teach in a dark class room lacking the modern equiptment he knows is being used in industry.

In 1993 I left the Nashua High Craft committee because nothing was changing ,and moved to Milford High Craft Committee to help guide the new technology center being planned. After many years of planning ,the new center was built the students now have a modern clean well lit teaching and learning center , I was amazed how much energy the students now have to learn the new technology to help them get a job after leaving High School

In October 1998 I was asked to help plan the new center in Nashua after seeing what has happened in The New Technology Center in Milford I feel this center needs to be built in Nashua because the system in the high school is not working kids are not feeling they are learning things for the future and that is all kids have

sincerly
John Siergiewicz Jr.
General manager
Hollis Line Machine Company
Hollis ,N.H.



New Hampshire Machining Association
P.O. Box 1581, Merrimack, NH 03054 *website* http://www.nhmachine.org *e-mail* mktknhma@worldpath.net

REMARKS MADE IN TESTIMONY BEFORE THE APPROPRIATIONS COMMITTEE OF THE NEW HAMPSHIRE STATE LEGISLATURE. MARCH 3, 1999

Thank you for this opportunity to appear before you in support of this critical bill - HB 413

The NH Machining Association was formed in 1990 by a group of machining shop owners and educators including staff members from Nashua High School. They were concerned that the vocational programs in machine technology were being discontinued in many of the State's High Schools. It had become increasingly difficult to find young people with the knowledge and skill necessary to be successful in manufacturing jobs. People had become disinterested in manufacturing as a career and enrollments in machining courses were dropping. Many schools discontinued the machine technology programs. Yet, opportunities in manufacturing in general, and machining in particular were and are growing each year.

The New Hampshire Machining Association sponsors education and training activities throughout the state. We have helped develop and expand programs in machine technology at Milford High School, Exeter High School, Sugar River Valley Technical Center in Claremont. We offer post high school scholarship awards to graduates pursuing a career in machining. We sponsor the annual VICA (Vocational Clubs of America) contest in precision machining. This year on March 26th the contest will again be held at the NH Community Technical College in Nashua. Each year contestants come from vocational programs throughout the state. Milford and Franklin have had NH state level winners go on to national competition in the past several years. Dover, Franklin, Milford, Claremont, Laconia and other schools have sent students to participate in the state contest. In recent years none from Nashua High have participated. This fact illustrates the lack of quality programs for Nashua students. They do not have the capability to compete because Nashua does not have the facilities and/or programs to prepare them for the VICA contest, or for lifetime work opportunity. There are as many machine shops in Nashua and its environs as there are good restaurants. I know, I've been to most of them. (Both machine shops and restaurants) There is great opportunity here.

The need is real and continuing. We have reviewed statistics provided by the NH Department of Employment Security. In a report which I have here they indicate that in 1998, 221 machinists were needed by the industry here in New Hampshire, Yet, by their own admission these statistics are grossly understated. So. we conducted our own survey in 1998 and will again this year. I have copies of the summary for you. It indicates that the 38 responding companies (*about 15% of machining companies in NH*) could hire additional 242 machinists – now. The survey also reports that over $6 million in machining business was lost to the New Hampshire economy because there were not skills available to do the work.

Ladies and gentlemen, the need for machine technology training is critical. Facilities and programs at Nashua High School are sorely needed.

AL PETITT
Secretary, New Hampshire Machining Association

03/14/99

TO: Rep. Edwin Smith, Chair
Public Works and Highways Committee
FM: Kristen Cernuda
Senior Class President, Nashua High School
RE: HB 413

Hello my name is Kristen Cernuda. I am the senior class president at Nashua Senior High School. I am currently enrolled in a double period course titled Health Occupation II. This enlightening course directly correlates with my future ambition of entering the health care field as a Physical Therapist. My instructor, Mrs.Roberta K. Flynn, spent countless hours inspiring, preparing and training my class for a successful future. She motivated the class to participate in the learning environment. Once she stimulated our interest, we needed something to transform our intellectual sparks into flames. Our kindling was state of the art equipment. However, there is a lack of state of the art equipment at Nashua High School. As students we rely on videos and books to instruct and prepare us for our shadowing experiences in the Nashua neighborhood. Renovations to our vocational department will be detrimental in the future career choices of each and every student. State of the art equipment would and will play a major role in the learning experience. Renovations in the classroom will help refine the skills that students will need to compete in their competitive journey before and during their college careers. Mrs.Flynn urged me to venture into the city and surround myself with the much needed state of the art equipment. I depended upon my interactions with the up to date technology to help with the admissions process. As an accepted student to the University of Massachusetts at Lowell it proved to be beneficial. For all students it would be beneficial to have the equipment in the classroom to give an up-close and personal once in a lifetime experience. Let us support students and renovate the classrooms to help pave their road to success.

TESTIMONY BEFORE THE HOUSE PUBLIC WORKS & HIGHWAYS COMMITTEE
MARCH 3, 1999 – HOUSE BILL 413

I am speaking on behalf of the technical vocational advancement program for Nashua High School and specifically as an advocate for the cosmetology program.

My name is Holly Sambito and I have been a licensed cosmetologist in the State of New Hampshire for 26 years, as well as a licensed instructor for 17 years. I am the president of Salon Affinity Inc., located in Merrimack, for five years. I have been a color specialist educator for ARTEC Systems Group for nine years and vice president and legislative chair of the New Hampshire National Cosmetology Association for two years.

As you have heard, the field of cosmetology offers a variety of opportunities for advancement. The ability to be exposed to these choices as a high school student is invaluable. The growth of cosmetology as an industry is evident in looking at its history. We have come from being servants to the feudal lords in the castle and countryside providing services from hairstyling to pulling teeth to blood letting to the present level of advancement that we see today in our fine salons, wellness and day spas. We have also advanced to a new level of business as evident in the last five years of investments by the pharmaceutical industry into our cosmetic manufacturers for the purpose of financial growth and research and development.

Having these career options reinforced during a student's 12 year basic educational journey can be a life changing experience. The course of study that is required for a good foundation for success in cosmetology very much parallels, and therefore reinforces, the existing high school curriculum. This includes geometry, biology, anatomy, physics, chemistry, art, sociology and people skills, business and finance, marketing, computer technology, personal hygiene, sanitation and bacteriology, eye-hand coordination, customer service, communication, responsibility and accountability. All of these skills enhance and provide for the well-rounded education of today's student.

The renewal and renovation of the Nashua Technology Center at Nashua High School will provide a good basic 600 hour preparatory level in cosmetology for a student to then go on to an established cosmetology licensure program. The future for growth of this center can be a full 1500-hour licensure program and then a post-graduate level continuing education program. All of these programs set in a clinic style environment may generate income.

It is imperative that we as educators and as the public continue to recognize the growing need of our community and society as a whole to meet the demands of the ever-changing market. All of the technical advancement programs in this proposal will make available the career options to successfully satisfy the needs of our most important public resource, our students.

Respectfully submitted,

Holly J. Sambito

Holly Sambito
President
Salon Affinity Inc.
297 D.W. Highway
Merrimack, NH 03054

TESTIMONY BEFORE THE SENATE EDUCATION COMMITTEE
MARCH 24, 1999 – SENATE BILL 207

Madam Chairman and members of the committee. My name is Nancy Huntley, Mgr. of Community & State Relations at Sanders, a Lockheed Martin Company. I am here today to testify in support of SB 207 which authorizes the state treasurer, as requested by the department of education, to issue bonds in such amounts not to exceed $85,000,000 for the purpose of construction and renovation of regional vocational education centers.

I testify today in support of the proposed Nashua Technology Center at Nashua High School.

Sanders has been one of Nashua High's partners in education for the past twelve years. As one of the functions of that partnership, there are approximately 7 to 8 Sanders employees per year who serve on the various vocational advisory committees. So, we are very familiar with the vocational education needs at Nashua High.

As a representative of the region's largest technology employer, we grow more concerned daily as we observe the declining condition of the physical plant in the existing high school technology environment. Time, wear, and tear and the pace of technology have made it obsolete. If we wish to sustain this world class economy, we must act aggressively to meet this desperate need.

I'd like to list a few facts that may help to bring to life this compelling need:

Last year, 67% of Nashua High's students went on to higher education, most graduating with little or no technical job skills.

Nashua has the largest manufacturing base in New Hampshire. Without new equipment, we cannot begin to meet labor demands.

The current center for vocational education was built 24 years ago with donated equipment that was already outdated at the time. As a result, the curriculum has suffered, and students have experienced difficulty moving to post-secondary vocational education.

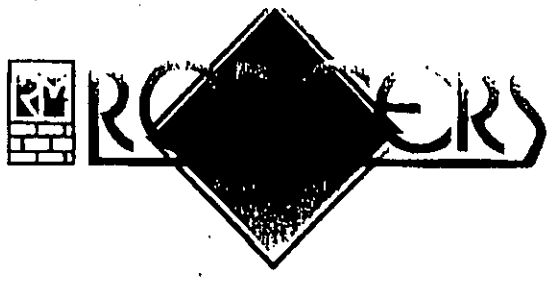
Over 65% of all jobs in the Greater Nashua region require technical skills that do not demand a Bachelor's Degree; yet we have no structured feeder system in this critical area.

Non-traditional manufacturing including software, bio-medical technology, computer science, and other medical fields are the truly hidden growth centers in the service sector with no structured system to have students enter this job market with any training.

As the country embarks on a new initiative for lifelong learning, this physical plant can serve as a "center of the universe" for lifelong learning to allow our region to replenish and refresh its adult workforce.

These are just a few comments. I think I can safely say that business and industry in the Greater Nashua area are willing to assist with providing resources in one form or another to the new technology center. Certainly Sanders is – both with our employees and with a modest financial commitment to the new pre-engineering program that Director, George Luoto plans to introduce in the Fall.

Thank you for your attention to this urgent need.



Ladies and Gentlemen, March 3, 1999

My name is Michael Rodgers and I am a commercial masonry contractor based in Hudson, NH. I am a third generation home builder and have been involved with the vocational programs at Nashua High School now for thirteen years.

My company currently employees thirty five people and we service the states of Maine, New Hampshire, Vermont and northern Massachusetts. I advertise for help, as do most of my competitors, almost constantly. I am also confident that the lack of skilled help is predominate in almost all other industries, as it is in the construction industry.

It is very evident, to me, thru my involvement in the building trades program, that we have a lack of interest in our construction programs at Nashua High School greatly because our facilities are so antiquated that we are very restricted in offering our students trade knowledge and skills that marketable. If our school is not up graded to a facility that can offer students marketable skills I can foresee our construction trades programs becoming non-existent.

If industry can not find skilled help their motivation to come to our area will be non-existent. No new industry no new construction.

I do not believe that industry should shoulder all the responsibility to train our youth for industry but in construction we are already there. We need to increase enrollment in vocational programs not eliminate them. With out the proposed improvements at Nashua High School it is my opinion that elimination of vocational programs is inevitable.

If this becomes a reality it is my belief that drop out rates will only increase and the general reality is that local industry will continue to be starved for help and eventually will move elsewhere or go to foreign locations to produce their products.

Our needs for an upgraded Technology Center have existed for over ten years now and is well over due.

Thank You Sincerely,

Michael H. Rodgers, Pres.
Rodgers Masonry, Inc.

17 Park Ave. Hudson, New Hampshire 03051 Tel (603) 880-4993 Fax (603) 595-2335

Facts for Legislative Committee Meeting, March 3, 1999, at 1:00 pm. Legislative Office Building, Room 201, Concord

Relative to: H.B. 413

Good afternoon ladies and gentlemen of the legislative sub-committee. My name is Barbara Provencher and I am the Director of the St. Joseph School of Practical Nursing in Nashua, New Hampshire.

For many months now I have been aware of the acute need for funding for the Nashua High School Vocational Technical Center. I was asked to participate by a former professional colleague on the ad hoc committee for Health Occupations. Mrs. Roberta Flynn, RN, a Health Occupations teacher at the high school had been, prior to assuming that position, a faculty member at the School of Practical Nursing. I am sorry she could not attend this meeting today to enumerate herself the needs in her department.

What I can vouch for is the quality of students this school of health occupations produces and the need in the community for

the training these students receive. For many, this is their first opportunity to observe the health care community first-hand. As certified nursing assistants they provide basic care for an ever increasing number of residents needing health care. Many come to us to begin entry level nursing education and many more continue on to become registered nurses, advanced nurse practitioners and educators.

But I must remind you of the obstacles to be overcome before these students graduate with lifetime careers in mind.

Books, equipment and supplies are either in short supply or lacking entirely. Up-to-date computers, software programs for learning basic health care procedures and videos are absent. Many times instructors have requested our school of practical nursing to save unused or older textbooks for reference material and outdated supplies are eagerly accepted for demonstration purposes. Videos are sometimes loaned, even latex gloves are donated.

The physical layout of the health career portion of the high school is small and overcrowded. At one meeting we were met with water seepage on the floor that appeared to be an ongoing problem, seeping upward from a building defect.

Our school children deserve the best we have to offer at a cost we can afford. I would like to commend the teachers, administrators, volunteers and all involved in putting this proposal together for your consideration today. They are truly dedicated to producing qualified, bright, young members of our future work force in Southern New Hampshire. The need is there. The opportunity is in your hands.

Thank you for allowing me this opportunity to speak with you today.

City of Nashua

Health & Community Services Division
18 Mulberry Street, Nashua, NH 03060

February 24, 1999

TO: Rep. Edwin Smith, Chair
Public Works and Highways Committee
FM: Chris Lister, Coordinator
Child Care Services Office, City of Nashua, NH
RE: HB 413

In the United States, some 13 million children under the age of six now spend all or part of their days in the care of someone other than their parents. The Children's Defense Fund states that one in two preschoolers has a mother in the labor force. There are approximately 29 million preschool and school age children in some form of care under the age of 18 years. A critical key to increased labor force productivity is to have a flexible and mobile workforce in which everyone can participate to the full extent of his or her abilities. That is where child care is central. The principle of public/private partnerships is the key to the success of work and family lives. A systematic approach to the provision of quality child care is rooted in the local community. The community as a whole needs to be supportive of those deciding factors that determine its success as a viable place to live.

High quality and well-trained child care professionals are an essential part of the community picture. Child care providers play a pivotal role in the lives of the children entrusted to their care. An educated and experienced child care provider establishes a safe, nurturing and stimulating environment for children to grow and learn. A well trained early care and education professional works in partnership with family and develops relationships with community groups and businesses. This collaboration contributes to the seamless systematic approach to a healthy community.

The city of Nashua, NH is currently weighing in on the critical need and demand for an educated professional child care work force. With current child care turnover rates as high as 47%, the demand for recruitment in this field is high. Nashua High School recognizes the intense demand for employment in this growing field and has outlined a superior program for consideration. From 1986-1996, there was a 77% growth increase in employment nationally in the child care industry. The professional child care field is advancing and will be more demanding in the years to come. Serious shortages in infant, school age and non-traditional care need to be addressed.

Expansion in the early childhood education field has resulted in more effective leadership in this important facet of everyday living. Knowledge and skills of the ECE professional are essential to both families and businesses. Child health and

development, family support and preservation, school-age and early care services are all-important aspects of the design and delivery of quality childhood programs. Training must provide the knowledge and appropriate skills needed for these full services. The shortage of qualified practitioners attests to the need for a strong articulated training system beginning with the high school level.

Training initiated at the high school level provides for the basis of a genuine career mobility model. With a progressive career development system in place, the families and children of the Greater Nashua area can be assured of well-trained, quality child care specialists. The Office of Child Care Services appreciates your consideration and encourages your support of HB 413.

George M. Luoto
Director
email: luotog@nashua.edu

Marianne D. Dustin
Assistant Director
email: dustinm@nashua.edu

Nashua Technology Center
Nashua High School

36 Riverside Drive
Nashua, NH 03062
(603)594-4311, x159/Fax: 594-4373

From: Marianne Dustin
Assistant Director of Vocational/Technical Education
Nashua High School

RE: March 3, 1999, HB 413 and March 31, 1999, SB207

I consider myself fortunate to be speaking with you today. I was hired by the City of Nashua to work with our educational leaders to develop a plan, a proposal, to insure that students in our community could receive the best academic opportunities, which include technical education and training.

I feel that the people present today are part of an extensive team of individuals that have been critical in the preparation of our business plan for the new "Nashua Technology Center."

It has been stated by the New Hampshire Department of Education that we have compiled a sound, comprehensive plan to deliver quality educational services to Nashua residents and members of Region 16. We can be proud that we have set forth a plan that states a vision and a path of implementation for a state-of-the-art curriculum in the areas of vocational/technical education with the integration of our traditional academics. This is a national trend and once again, New Hampshire has the opportunity to stand out and be recognized as a leader in education.

I recognize that we are faced with many financial challenges in the educational arena. We, in Nashua, are embracing these challenges and looking for many opportunities, which include partnerships with post-secondary educators and many local business and industry representatives. Our relationships have a great deal of momentum as we await your legislative decisions regarding funding.

We cannot look at short-term solutions; we need to forecast the future and guarantee that we are educating and training students with skills that lend to adaptability in a changing global workplace. We must encourage life-long learning and flexibility so that the members of our community are resilient during difficult times. The Nashua Technology Center will commit to offer relevant programs and courses to our adult students from enrichment opportunities to technical skills necessary for re-engineering ourselves regarding new workplace demands.

I am an example of how technical education can make a difference in a person's life. I was enrolled in a High School that had vocational/business offerings that were encouraged for all students. Administrators, counselors and educators were in sync regarding the value of technical education. I truly believe that by attaining a technical skill in high school, I was afforded many lifetime opportunities. I was always able to provide for my family, and myself often falling back to my technical accounting training, during difficult economic times in our society.

As you discuss the funding options under House Bill 413 I hope you consider that the present conditions of our 24 year-old facility and much of the equipment are in a desperate state. As a resident and taxpayer in this State, I urge you to commit to fund the renovation and renewal of the Nashua Technology Center.

Respectfully submitted,

Marianne Dustin

Marianne D. Dustin
23 Baymeadow Drive
Nashua, NH 03063

Mission Statement for the Nashua Technology Center

To prepare students with the knowledge and practical skills leading to employment in today's competitive labor force and/or participation in post-secondary education, by guaranteeing the student a quality, competency-based, integrated curricula, state-of-the-art and emerging technologies, and theoretical and work-related experience in partnership with business and the industrial community.

TESTIMONY BEFORE THE SENATE EDUCATION COMMITTEE
MARCH 24, 1999 – SENATE BILL 207

Madam Chairman and members of the committee. My name is Nancy Huntley, Mgr. of Community & State Relations at Sanders, a Lockheed Martin Company. I am here today to testify in support of SB 207 which authorizes the state treasurer, as requested by the department of education, to issue bonds in such amounts not to exceed $85,000,000 for the purpose of construction and renovation of regional vocational education centers.

I testify today in support of the proposed Nashua Technology Center at Nashua High School.

Sanders has been one of Nashua High's partners in education for the past twelve years. As one of the functions of that partnership, there are approximately 7 to 8 Sanders employees per year who serve on the various vocational advisory committees. So, we are very familiar with the vocational education needs at Nashua High.

As a representative of the region's largest technology employer, we grow more concerned daily as we observe the declining condition of the physical plant in the existing high school technology environment. Time, wear, and tear and the pace of technology have made it obsolete. If we wish to sustain this world class economy, we must act aggressively to meet this desperate need.

I'd like to list a few facts that may help to bring to life this compelling need:

Last year, 67% of Nashua High's students went on to higher education, most graduating with little or no technical job skills.

Nashua has the largest manufacturing base in New Hampshire. Without new equipment, we cannot begin to meet labor demands.

The current center for vocational education was built 24 years ago with donated equipment that was already outdated at the time. As a result, the curriculum has suffered, and students have experienced difficulty moving to post-secondary vocational education.

Over 65% of all jobs in the Greater Nashua region require technical skills that do not demand a Bachelor's Degree; yet we have no structured feeder system in this critical area.

Non-traditional manufacturing including software, bio-medical technology, computer science, and other medical fields are the truly hidden growth centers in the service sector with no structured system to have students enter this job market with any training.

As the country embarks on a new initiative for lifelong learning, this physical plant can serve as a "center of the universe" for lifelong learning to allow our region to replenish and refresh its adult workforce.

These are just a few comments. I think I can safely say that business and industry in the Greater Nashua area are willing to assist with providing resources in one form or another to the new technology center. Certainly Sanders is – both with our employees and with a modest financial commitment to the new pre-engineering program that Director, George Luoto plans to introduce in the Fall.

Thank you for your attention to this urgent need.

DEPARTMENT OF EDUCATION

TESTIMONY FOR HEARING ON SB 207
MARCH 31, 1999
EDUCATION COMMITTEE

Paul Leather, Director
Division of Adult Learning and
Rehabilitation Services

The New Hampshire Department of Education supports SB 207 as originally drafted and as amended, relative to authorizing bonds for the construction and renovation of regional vocational education centers. The responsibility for providing assistance to local school districts that offer vocational education services at the secondary level rests within our Career Development Bureau. It is also the responsibility of the Department of Education to assist local school districts in building, equipping and renovating regional vocational centers. The Department has been involved in building centers since 1973 when the legislature passed RSA 188-E, designating high schools offering vocational programs as vocational education centers

Since 1973 the state has assisted school districts with the construction of 22 regional centers and 1 regional program. The state has invested $85,000,000 in this construction. It has been 25 years since Nashua, the first center, opened its doors. The facility is in need of renovation; the equipment is not current and the programs need to be improved to meet today's business and industry standards. This need was the impetus behind the 1997 amendment to RSA 188-E: 3, which allows for the renovation of these centers.

We are here before you today to recommend that the state continue its investment in vocational technical education for New Hampshire's students. Last year, 10,000

high school students took vocational classes. These classes and programs provide skills training and the practical application of these skills which prepare our young people for the future. High skill and high wage jobs are their future, particularly in the fields of technology, information and communication, biotechnology and biomedicine. Some of our newest regional centers are on the cutting edge in providing such skills training. Milford Technology Center, which opened in September, has capstone programs in: Telecommunications and Electronics, which includes training in robotics; Bioscience, which includes training in research and biotechnology; and Machine Tool, Culinary Arts, and Graphics, all of which meet current industry standards and provide training on today's tools. Unfortunately, not all of our centers are able to provide these programs or teach students on industry standard equipment. This is why we are asking for your support of this legislation.

As required by RSA 188-E: 3, the Department of Education has promulgated rules relative to the requirements for approval of regional vocational centers to receive funds for construction or renovation of such facilities. These rules have been formally reviewed by the Joint Committee on Rulemaking, adopted by the State Board of Education, and filed, (See Attachment). As part of this process, the Department has developed a priority list for the renovation of regional centers based on date of opening and Governor and Council approval. At the present time the Department has requests for approximately $49,100,000 in renovation and new construction requests. The State Board of Education has authorized the Department to begin negotiations with Jaffrey-Rindge Cooperative School District for the construction of a new regional program, with Conway School District for the renovation of the regional vocational center and with Concord School District

for the retroactive funding for and additional renovation of the regional vocational center. As of this date, the Jaffrey-Rindge project will not go forward because the community did not support the construction of a new high school. The other requests are being reviewed but the Department is not prepared to go forward with negotiations as this time.

As we move to a global economy and the demand for well trained, technologically prepared individuals continues to grow in New Hampshire, we need to be sure that our youth are provided every opportunity to develop the skills that are needed to meet these demands. Vocational technical education is the key. Our regional centers link to post-secondary programs so that students can go on for two-year and four-year training beyond the secondary level. We need to assist local districts in providing this link and fund their much-needed renovations. The Department is committed to this goal.

At this time I would be happy to answer any questions that you might have. Thank you.

History FYI

1973: State designated high schools offering vocational programs as vocational education centers. They also approved the designation of regional vocational centers for the purpose of construction of vocational education facilities, including the adoption of rules, pursuant to RSA 541-A and RSA 21-N:9,II. (RSA 188-E:3) This section was amended in 1997 to include the renovation of regional vocational centers.

1973: State approved $3,500,000 of nonlapsing appropriations for the purpose of constructing regional vocational centers. (RSA 188-E: 10). This was amended in 1975, 1977, 1979, 1082, 1983, 1986, 1988, 1989, 1990, 1992, 1993 which increased the appropriation amount not to exceed $85,000,000. In 1997 this was amended to include "an renovation". The authorization for the expenditure of these funds shall be made by the department of education.

1997: Chapter 265:3 Application. A school district which has completed renovations of approved regional vocational centers shall be entitled to renovation grants under RSA 188-E: 3 as amended by this act, provided the renovations were completed no earlier than July 1, 1996. Since 1973, the State of New Hampshire has invested $85,000,000 in the construction of regional vocational centers and regional vocational programs. The first center to be constructed was in Nashua for an amount of $2,632,000. It opened in 1974. This center was built with local funds which were reimbursed by the state in 1975. It is now 25 years later and this facility is in need of renovation. No only is the facility in need of attention, but the equipment is not current and the programs need to be improved to meet today's business and industry standards. This was the impetus behind the 1997 amendment to RSA 188-E: 3.

Adopt Ed 1402 and renumber existing Ed 1402, effective 10-30-96 (#6366), as Ed 1403, so that Ed 1402 reads as follows:

Part Ed 1402 RENOVATING REGIONAL VOCATIONAL EDUCATION CENTERS

Ed 1402.01 Application for Initial Approval for Renovations. The following application requirements shall apply to renovating regional vocational education centers:

(a) A designated regional vocational education center established in accordance with Ed 1401.01 shall be eligible for funds for renovating the center if the center submits a plan to the department of education which is intended to improve regional vocational programs;

(b) The plan shall be developed in consultation with the regional advisory committee and program advisory committees;

(c) The application for initial approval for renovations to a regional vocational center shall be submitted to the department;

(d) The plan shall contain the following elements:

(1) An introduction which shall include a needs assessment based on:

a. Labor market demand data; and

b. A student interest survey;

(2) A program design description for each program to be included in the center which shall:

a. Identify the objectives and provide curriculum outlines for the program including:

1. Competency-based academic knowledge and skills related to the occupational field for which the student is being prepared as required in Ed 306.38(a)(2)a.;

2. Learning activities; and

3. Evaluation procedures;

b. Specify the equipment needed to provide for the specified learning activities, based on the curriculum;

c. Determine the space and configuration needed based on the learning activities; and

d. Identify the following:

1. Square footage for each program in accordance with the specifications in Ed 305;

2. How the following will fit within the stated objectives of the plan:

(i) Equipment;

(ii) Materials;

(iii) Curricula;

(iv) Methodologies; and

(v) Safety procedures; and

3. All of the items in (d)(2)d.2., shall be approved by the program advisory committee for the occupational area;

(3) Descriptions of specific programs which shall enhance the regional delivery of vocational education for students in the region;

(4) A program analysis which provides assurances that:

a. Adequate numbers of students will utilize the program;

b. Student interest exists, as determined by means of a survey, including an analysis of data related to the survey results;

c. A business and industry need exists for new skills and competencies of students that shall be directly linked to new equipment requirements or other requests for renovation;

d. Projected employment data shows the need for the proposed program;

e. The program is best provided via a school-based vocational education program; and

f. The program is supported through local community and program advisory committee validation;

(5) A description of how the proposed renovation enhances the regional delivery of vocational education for students who want it and can profit from it by:

a. Avoiding multiple offerings of a similar program in a single region;

b. Encouraging nontraditional enrollments;

c. Prohibiting discrimination based on:

1. Race;

2. Color;

3. National/ethnic origin;

4. Age;

5. Sex; or

6. Disability; and

d. Receiving students from other regions on a space available basis when programs are not available in the other regions;

(6) A written recommendation of the regional advisory committee which shall be based on:

a. Employment projections;

b. Examination of regional and state employment needs and supply data;

c. Student surveys;

(7) A demonstration of local investment by business and industry and/or the local community in the development and renovation of any regional vocational center, which shall include:

a. Actual dollar investment;

b. Leveraged resources, such as:

1. Personnel;

2.Equipment; and

3. Materials;

c. A statement of the estimated dollar value of community or business investment;

d. The purpose and focus of local investment; and

e. The projected impact of all of the above leveraged resources;

(8) A description of how the request is consistent with each of the sending and receiving school districts' local educational improvement plans, including but not limited to the following elements, as specified in the local plan:

a. School-to-work or school-to-career initiatives as defined in the School-To-Work Opportunities Act of 1994, PL 103-249;

b. Goals 2000 projects as defined in the federal law cited as IASA (Improving America's School Act, PL103-446);

c. Technology challenge programs as defined in the federal law cited as PL103-382;

d. Career development frameworks implementation activities;

e. Migrant education programs; and

f. Service learning projects as defined in the National and Community Service Trust Act of 1993;

(9) How secondary academic programs of the sending and/or receiving secondary schools inter-relate to existing NH Community-Technical College or other NH higher education programs of study in the given occupational area;

(10) How career majors are developed for enrolled students, so that specific skill attainment for the given career can be reached, either directly at the regional vocational center or through articulated programs of advanced study;

(11) How a career guidance plan for each student is developed which supports career development in the occupational area as well as utilization of the program;

(12) How each program shall utilize student credentialing, as recognized by the industry, or, if not available in a given occupational area, skills credentials proposed by the state school-to-work initiative;

(13) A list of equipment which shall meet current industry/business specifications, the safety standards established by the manufacturer, and the requirements of Lab 1400 and Lab 600 for the given program;

(14) How equipment requirements shall be based on a pedagogical reason for the acquisition:

a. Equipment shall be justifiable and necessary for curriculum-based learning activities; and

b. Alternative means of providing for these activities such as existing equipment, work-based learning sites, and other alternatives shall be identified;

(15) A description of how the application complies with:

a. The safety requirements of Ed 306.10(d)(3), which have been approved by the local school board, including the date of such approval; and

b. The administrative rules for safety and health adopted by the commissioner of labor as follows:

1. Lab 1400, adopted under RSA 281-A:64: and RSA 277-A:60; and

2. Lab 600, adopted under RSA 281-A:60;

(16) The proposed site of the renovation; and

(17) The total cost of renovations.

Ed 1402.02 Review of Final Program and Facility Plans. In reviewing a plan developed by a regional vocational education center the department shall determine whether the plan contains the following required elements:

(a) The program shall include a program description which contains the following:

(1) Objectives;

(2) Learning activities;

(3) The number of students to be served;

(4) The number of sections; and

(5) The number of teachers;

(b) The proposed program shall reflect needed skills and knowledge, as determined by a task analysis, which addresses:

(1) If the skills and knowledge are appropriate for high school graduates;

(2) If articulation opportunities have been developed; and

(3) If the programs are related to school-to-work transition activities in the region;

(c) The integration of classroom learning and workplace learning programs shall meet the minimum standards in Ed 306;

(d) The plan shall comply with Ed 1401.01(n).

(e) The program shall be consistent with Ed 306.38;

(f) The program personnel shall meet the following requirements:

(1) The proposed number of staff members shall be commensurate with the program description and consistent with the requirements of Ed 306.16;

(2) The types of staff members and their qualifications shall be appropriate in accordance with Ed 500 for the certification in the area of teaching assignment;

(3) Job descriptions of key personnel have been included;

(g) Program equipment shall meet:

(1) The industry/business requirements established by Ed 1402.01 (d) (13); and

(2) The following requirements within the context of the safety standards established by the manufacturer and Lab 1400 and Lab 600:

a. The equipment requested shall be congruent with the desired outcomes of the program and the method to be used for achieving those outcomes;

b. The equipment shall be adequate to carry out the program objectives;

c. The proposed equipment shall reflect the current state of the art in industry;

d. The equipment purchase process shall assure the purchase of equipment at the most competitive cost consistent with local purchasing policies;

e. The curriculum requirements shall be connected to current business opportunities;

f. The equipment shall be laid out in a manner for producing the desired outcomes;

g. The equipment, maintenance, and replacement costs shall be listed; and

h. The purchase and location of the equipment shall meets the requirements of Ed 306.38(a)(3);

(h) The standards for instructional space shall be consistent with the requirements of Ed 305.03, including:

(1) Office space;

(2) Classroom space;

(3) Ancillary and storage space; and

(4) Laboratory space;

(i) The following special program considerations shall be addressed:

(1) Program facilities and support services have been provided to meet the needs of persons with disabilities in the regions;

(2) Vocational guidance services have been provided; and

(3) The facility plan meets ADA standards;

(j) Assurances shall have been signed agreeing to compliance with Ed 305.01-305.15, Ed 1401.01-1401.03, and Ed 306.38;

(k) The local safety plan shall have incorporated the safety provisions of RSA 281-A:64 and any rules adopted thereunder and have been approved by the school board; and

(l) There shall be evidence of local investment and business investment in the project including:

(1) Funds related to program;

(2) Non-cash services including, but not limited to, the following:

a. Staff; and

b. Involvement of students in the business.

Ed 1402.03 Duplicate Programs. The proposed regional vocational program which duplicates a program already approved shall be approved only if:

(a) The location of the pre-existing program creates a distance problem which prevents students from attending.

(b) There is a high demand for graduates within the region.

Ed 1402.04 Renovation Plan Approval/Disapproval. The following shall apply:

(a) Following a complete review of the application, the department shall approve and recommend the plan for legislative action, provided it contains all the required elements of Ed 1402.01 and Ed 1402.02.

(b) If the department approves the plan the approval shall be in the form of a recommendation for funding the project as proposed legislation submitted to the chairman of the appropriate house and senate committees.

(c) If the department does not approve the plan it shall return the plan with a list of any deficiencies in the plan.

(d) A regional vocational center may submit an amended plan addressing the deficiencies identified in (c) above.

Ed 1402.05 Signed Agreement. If funding is approved by the legislature, the following shall apply:

(a) The receiving district, the sending district and the representative of the department of education shall sign an agreement which contains at a minimum the following elements:

(1) The cost of the project and the payment schedule;

(2) The commitment and responsibilities of the receiving district;

(3) The commitment and responsibilities of the sending district;

(4) The commitment and responsibilities of the department of education;

(5) An assurance that the school district shall include only programs which conform to the approved plan;

(6) A designation of enrollment quotas for individual programs in each district;

(7) The end date of the agreement;

(8) Assurances of cooperation with the master plans of both the sending and receiving district required under Ed 512;

(9) Assurances of maintaining the facilities and equipment for the purposes approved in the plan; and

(10) Any special conditions to which all parties agree.

(b) The agreement shall be signed by all school board chairpersons in the region and by the commissioner of education.

Ed 1402.06 Role of the Regional Advisory Committees. It shall be the role of the regional advisory committee to:

(a) Determine how many programs to offer and justify the determination;

(b) Prepare the results of the program determination and justification for approval by the school board and for inclusion in the application/plan;

(c) Develop a facility application based on the architect's plans;

(d) Determine the educational specifications and equipment and facility considerations based on the following information for each program:

(1) What it is that a student shall be able to do upon successful program completion;

(2) Competency-based curriculum as defined in Ed 306.38 (a) (2) a. and, as approved by the program advisory committees in the region and as stated in the State of New Hampshire Vocational Education Plan as required by the Carl D. Perkins Act 20 U.S.C. 2301;

(3) What equipment and tools shall be required to teach the competencies referenced in subparagraph (2); and

(4) The amount of space which shall be required to house the equipment in each program safely;

(e) With approval of the school board contract with an architect to configure program spaces into preliminary drawings for a building; and

(f) Forward, when satisfied with the plan and the architect's preliminary plan, its recommendation to the school board.

Ed 1402.07 Role of Regional Program Advisory Committees. The program advisory committees shall submit their written recommendations for the program design elements listed in Ed 1402.01(d) to the regional advisory committee.

Ed 1402.08 Criteria for Approval. The commissioner shall use the following criteria for determining the priority of plan approval:

(a) The opening date of the vocational technical center shall be the determining factor in assigning priority in proposing legislation under Ed 1402.03(b).

(b) The opening dates for vocational technical centers are as set forth in Table 1402-1 below:

Table 1402-1 Opening Dates for Vocational Technical Centers

Vocational Center	Opening Date	
Nashua	Fall	1974
Keene	Fall	1976
Portsmouth	Jan	1977
Berlin	Fall	1977
Concord	Fall	1980
Conway	Fall	1980
Exeter	Fall	1980
Manchester	Fall	1982
Laconia	Fall	1983
Littleton	Fall	1983
Plymouth	Fall	1983
Tilton	Fall	1983
Wolfeboro	Fall	1983
Whitefield	Fall	1985
Salem	Fall	1989
Dover	Fall	1990
Rochester	Fall	1991
Somersworth	Fall	1991
Claremont	Fall	1992
Hudson	Fall	1992
Newport	Fall	1993
Peterborough	Spring	1996
Milford	Fall	1997

(c) In the event that more than one regional center opened in a given year priority shall be established based on the date of governor and council approval.

(d) The commissioner shall grant no more than 6 requests in the 1999-2001 biennium, including the fiscal years 1999-2000 and 2000-2001 according to the priority set forth in paragraph (b).

(e) The commissioner shall grant no more than 4 requests per biennium beginning in the fiscal year 2001.

Towns Served by Vocational Regions

New Hampshire Department of Education

REGION	RESIDENCE	SAU	DIST
Region: 01 COLEBROOK			
Center(s): none			
	CLARKSVILLE	07	103
	COLEBROOK	07	105
	COLUMBIA	07	107
	DIXVILLE		114
	ODELL		114
	PITTSBURG	07	437
	STEWARTSTOWN	07	501
	STRATFORD	58	509
Region: 02 BERLIN			
Center(s): Berlin.	**Berlin Vocational Center**		
	BERLIN	03	051
	CAMBRIDGE		114
	DUMMER	20	147
	ERROL	20	171
	GORHAM	20	201
	MILAN	20	355
	MILLSFIELD		114
	RANDOLPH	20	451
	SHELBURNE	20	489
	SUCCESS		114
Region: 03 LITTLETON-WHITEFIELD			
Center(s): Littleton	**Hugh Gallen Regional Vocational Center**		
Whitefield	**White Mountain Regional High School**		
	BETHLEHEM	35	450
	CARROLL	36	568
	DALTON	36	568
	EASTON	35	450
	FRANCONIA	35	450
	JEFFERSON	36	568
	KILKENNY		114
	LANCASTER	36	568
	LANDAFF	35	291
	LISBON	35	306
	LITTLETON	35	317
	LYMAN	35	306
	NORTHUMBERLAN	58	407
	STARK	58	499
	SUGAR HILL	35	450
	WHITEFIELD	36	568

REGION	RESIDENCE	SAU	DIST
Region: 04 VERMONT CO-OP			
Center(s): Bradford VT	**River Bend Career and Technology Center**		
	BATH	23	039
	BENTON	23	047
	HAVERHILL	23	238
	MONROE	23	365
	ORFORD	22	417
	PIERMONT	23	435
Region: 05 PLYMOUTH			
Center(s): Plymouth	**Plymouth Area High School**		
	ALEXANDRIA	04	388
	ASHLAND	02	023
	BRIDGEWATER	04	388
	BRISTOL	04	388
	CAMPTON	48	075
	DANBURY	04	388
	ELLSWORTH		162
	GROTON	04	388
	HEBRON	04	388
	HOLDERNESS	48	257
	LINCOLN	23	305
	LIVERMORE		114
	NEW HAMPTON	04	388
	PLYMOUTH	48	447
	RUMNEY	48	467
	THORNTON	48	531
	WARREN	23	549
	WATERVILLE VALLEY	48	553
	WENTWORTH	48	559
	WOODSTOCK	23	305
Region: 06 CONWAY			
Center(s): Conway	**Kennett High School**		
	ALBANY	09	005
	BARTLETT	09	035
	CHATHAM	09	091
	CONWAY	09	113
	EATON	09	159
	FREEDOM	09	187
	HARTS LOCATION		114
	JACKSON	09	271
	MADISON	09	333
	TAMWORTH	09	525

REGION	RESIDENCE	SAU	DIST
Region: 07 LEBANON			
Center(s): Hartford VT	**Hartford Area Vocational Center**		
	CANAAN	32	343
	DORCHESTER	32	343
	DRESDEN	22	142
	ENFIELD	32	343
	GRAFTON	32	343
	GRANTHAM	32	211
	HANOVER	22	142
	LEBANON	32	295
	LYME	22	327
	ORANGE	32	343
	PLAINFIELD	32	441
Region: 08 LACONIA			
Center(s): Laconia	**J. Oliva Huot Vocational Center**		
Tilton	**Winnisquam Regional High School**		
	ANDOVER	46	019
	BELMONT	46	486
	CANTERBURY	46	486
	CENTER HARBOR	02	269
	FRANKLIN	18	185
	GILFORD	30	191
	GILMANTON	30	195
	HILL	18	247
	LACONIA	30	285
	MEREDITH	02	269
	NORTHFIELD	59	582
	SANBORNTON	59	582
	SANDWICH	02	269
	TILTON	59	582
Region: 09 WOLFEBORO			
Center(s): Wolfeboro	**Region 9 Vocational Center**		
	ALTON	51	015
	BROOKFIELD	49	208
	EFFINGHAM	49	208
	MOULTONBOROUG	45	369
	NEW DURHAM	49	208
	OSSIPEE	49	208
	TUFTONBORO	49	208
	WOLFEBORO	49	208

REGION	RESIDENCE	SAU	DIST
Region: 10 SUGAR RIVER VALLEY			
Center(s): Newport: Sugar River Valley Regional Vocational Center East			
Claremont: Sugar River Valley Regional Vocational Center West			
	BRADFORD	43	276
	CLAREMONT	06	101
	CORNISH	06	115
	CROYDON	43	117
	GOSHEN	43	207
	LEMPSTER	43	207
	NEW LONDON	43	276
	NEWBURY	43	276
	NEWPORT	43	401
	SPRINGFIELD	43	276
	SUNAPEE	43	515
	SUTTON	43	276
	UNITY	06	539
	WARNER	43	276
	WILMOT	43	276
Region: 11 CONCORD			
Center(s): Concord: Concord Vocational Center			
	ALLENSTOWN	53	009
	BARNSTEAD	51	031
	BOSCAWEN	46	352
	BOW	19	057
	CHICHESTER	53	099
	CONCORD	08	111
	DEERING	24	251
	EPSOM	53	167
	HENNIKER	24	245
	HILLSBOROUGH	24	251
	HOPKINTON	24	263
	LOUDON	46	352
	PEMBROKE	53	427
	PITTSFIELD	51	439
	SALISBURY	46	352
	WASHINGTON	24	551
	WEARE	19	555
	WEBSTER	46	352
	WINDSOR	24	579

REGION	RESIDENCE	SAU	DIST
Region: 12 TRI-CITIES			
Center(s): Rochester	**Richard Creteau Vocational Center**		
Somersworth	**Somersworth Regional Vocational Center**		
Dover	**Dover Vocational Center**		
	BARRINGTON	44	033
	DOVER	11	141
	DURHAM	56	423
	FARMINGTON	44	175
	LEE	56	423
	MADBURY	56	423
	MIDDLETON	44	353
	MILTON	44	359
	NORTHWOOD	44	411
	NOTTINGHAM	44	413
	ROCHESTER	54	461
	ROLLINSFORD	56	463
	SOMERSWORTH	56	491
	STRAFFORD	44	507
	WAKEFIELD	44	543
Region: 13 KEENE			
Center(s): Keene	**Cheshire Vocational Center**		
Alstead	**Fall Mountain High School**		
	ACWORTH	60	174
	ALSTEAD	60	174
	CHARLESTOWN	60	174
	CHESTERFIELD	29	095
	FITZWILLIAM	38	363
	GILSUM	38	363
	HARRISVILLE	29	235
	HINSDALE	38	255
	KEENE	29	279
	LANGDON	60	174
	MARLBOROUGH	29	339
	MARLOW	60	341
	NELSON	29	375
	RICHMOND	38	363
	ROXBURY	38	363
	STODDARD	24	503
	SULLIVAN	38	363
	SURRY	38	363
	SWANZEY	38	363
	TROY	38	363
	WALPOLE	60	174
	WESTMORELAND	29	563
	WINCHESTER	38	573

REGION	RESIDENCE	SAU	DIST
Region: 14 PETERBOROUGH			
Center(s): Peterborough	**Region 14 Applied Technology Center**		
	ANTRIM	47	112
	BENNINGTON	47	112
	DUBLIN	47	112
	FRANCESTOWN	47	112
	GREENFIELD	47	112
	GREENVILLE	63	342
	HANCOCK	47	112
	JAFFREY	47	274
	MASON	63	342
	NEW IPSWICH	63	342
	PETERBOROUGH	47	112
	RINDGE	47	274
	SHARON	47	112
	TEMPLE	47	112
Region: 15 MANCHESTER			
Center(s): Manchester	**Manchester School of Technology**		
	AUBURN	15	029
	BEDFORD	26	041
	CANDIA	15	079
	DEERFIELD	53	127
	DUNBARTON	19	149
	GOFFSTOWN	19	199
	HOOKSETT	15	261
	MANCHESTER	37	335
	NEW BOSTON	19	377
Region: 16 NASHUA			
Center(s): Nashua	**Nashua High School**		
Milford	**Milford Applied Technology Center**		
Hudson	**Wilbur H. Palmer Vocational Technology Center**		
	AMHERST	39	017
	BROOKLINE	41	071
	HOLLIS	41	259
	HUDSON	27	267
	LITCHFIELD	27	315
	LYNDEBOROUGH	63	329
	MERRIMACK	26	351
	MILFORD	40	357
	MONT VERNON	40	367
	NASHUA	42	371
	WILTON	63	572

REGION	RESIDENCE	SAU	DIST
Region: 17 SALEM			
Center(s): Derry	**Pinkerton Academy**		
Salem	**Salem High School**		
	ATKINSON	55	534
	CHESTER	14	093
	DANVILLE	55	534
	DERRY	10	131
	HAMPSTEAD	55	223
	LONDONDERRY	12	319
	PELHAM	28	425
	PLAISTOW	55	534
	RAYMOND	15	453
	SALEM	57	473
	SANDOWN	55	534
	WINDHAM	28	575
Region: 18 EXETER			
Center(s): Exeter	**Seacoast School of Technology**		
	BRENTWOOD	16	063
	EAST KINGSTON	16	153
	EPPING	14	165
	EXETER	16	173
	FREMONT	14	189
	HAMPTON	21	581
	HAMPTON FALLS	21	581
	KENSINGTON	16	281
	KINGSTON	17	476
	NEWFIELDS	16	387
	NEWMARKET	14	399
	NEWTON	17	476
	NORTH HAMPTON	21	405
	SEABROOK	21	581
	SOUTH HAMPTON	21	495
	STRATHAM	16	511
Region: 19 PORTSMOUTH			
Center(s): Portsmouth	**Portsmouth Senior High School**		
	GREENLAND	50	215
	NEW CASTLE	50	381
	NEWINGTON	50	391
	PORTSMOUTH	52	449
	RYE	50	471

Committee Report

STATE OF NEW HAMPSHIRE

SENATE

REPORT OF THE COMMITTEE

Date:

THE COMMITTEE ON Education

to which was referred Senate Bill 207-FN

AN ACT relative to authorizing bonds for the construction and renovation of regional vocational education centers.

VOTE: 7-0

#1999-0672s

Having considered the same, report the same with the following amendment and recommend that the bill: **AS AMENDED OUGHT TO PASS.**

Senator Sylvia B. Larsen
For the Committee

|SB207 Docket

Next|Prev|Results List|Main|Bill Status

Bill Title: relative to authorizing bonds for the construction and renovation of regional vocational education centers.

Date	Body	Description
2/18/1999	**S**	Introduction and referring to Education; SJ 5, P 61
3/4/1999	**S**	Hearing, 3/17/99, Room 105-A, SH 9:30 a.m. Hearing Cancelled
3/10/1999	**S**	Rescheduled Hearing, 3/24/99, Room 105-A, SH 9:30 a.m.
3/24/1999	**S**	Rescheduled Hearing, 3/31/99, Room 105-A, SH, 9:30 a.m.
4/1/1999	**S**	Committee Report, Ought to Pass W/Amendment, 4/1/99
4/1/1999	**S**	Committee Amendment {0672}, SC 17A, P6
4/1/1999	**S**	Ought to Pass W/Amendment, {0672}, AA, VV, Refer to Finance (Rule 24); SJ 11, P 227
4/21/1999	**S**	Committee Report, Ought to Pass, 4/22/99
4/22/1999	**S**	Ought to Pass, MA, VV, OT3rdg, MA, VV; SJ 15, P 331
4/22/1999	**H**	Introduced and ref to Finance; HJ47, p1102
5/25/1999	**H**	Vacated to Public Works, Rep Kurk MA VV; HJ58, p1579
5/25/1999	**H**	Hearing June 1 9:30 Rm201,LOB
6/15/1999	**H**	Maj Report RE-REF for June 16 (vote 17-0;CC)
6/16/1999	**H**	Re-Referred to Public Works committee; HJ67, p1779
8/5/1999	**H**	Re-Ref Full Comm work session Sep 1 10:00 Rm201,LOB
9/7/1999	**H**	Re-Ref Full Comm work session Sep 15 9:30 RM201,LOB
9/17/1999	**H**	Full committee work session Sept 30 1:00 RM201,LOB
10/6/1999	**H**	Re-Ref Full Comm work session Oct 20 9:30 RM201,LOB
11/1/1999	**H**	RE-REF Maj Report ITL for 1/5/2000 (vote 17-0;CC)
1/5/2000	**H**	ITL Report Adopted; HJ5, p123

Next|Prev|Results List|Main|Bill Status

Docket Abbreviations