

PROGRAM YEAR 2010-2011

PERFORMANCE REPORT

ON

**CAREER AND TECHNICAL EDUCATION
IN NEW HAMPSHIRE**

I. Student Definitions

A. Secondary

Participants

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

Concentrators

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

B. Postsecondary

Participants

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

Concentrators

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

II. Implementation of State Leadership Activities

A. Required Uses of Funds:

1. *Conducting an assessment of the vocational and technical education programs funded under Perkins IV;*
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Over the year, the Department carried out the first year of a multi-year agenda of reviewing all program competencies. Roughly ten programs were scheduled for annual competency reviews during the 2010-11 School Year. This project began this year with an ambitious schedule of reviewing 23 program competencies that include the following:

Accounting	Computer Engineering Technician
Finance, General	IT/Networking
Welding	Law and Public Safety
Tourism/Culinary Arts	Travel and
Business/Commerce	Firefighter
Forestry	Graphic Design
Carpentry	Manufacturing Technician
	Hotel/Motel Administration

Engineering, General
Marketing
Natural Resources

Restaurant and Culinary
Animal Science

The Department piloted a new approach toward monitoring during the year. With resources shrinking, a three-stage monitoring process was designed to start broadly and increasingly focus the review through the next two stages. The monitoring starts with career and technical education (CTE) centers evaluating themselves against a comprehensive listing of compliance requirements and of best practices. In the second stage the Department reviews results of the self evaluations and other information collected by the Department. Stage three addresses any outstanding issues that require on-site visitation. Improvement plans can result from any stage, but the process works best when the plans are developed early on and not at the later stages.

Performance evaluations were also performed when eligible recipients developed their annual applications for Perkins funding. Each applicant was responsible for reviewing its performance against the Perkins indicators. Centers that did not make the 90%-of-goal threshold for an indicator needed to develop improvement plans to bring performance up. These evaluations also asked eligible recipients to rate their own success at implementing plans in eleven planning areas that were developed the previous year (i.e., SY 2009-10).

More details on these evaluations are provided below under, "Implementing Local Program Improvement Plans."

All postsecondary career and technical education programs went through a formal review process on a regular basis. Various ongoing assessments included internal self evaluation, department-head, and advisory-board reviews. Required advisory boards for career and technical programs evaluated programs and made ongoing recommendations for program adjustment and curriculum updates. Through the use of these active advisory boards, guidance in program improvement efforts, and suggestions for improvement such as innovations in teaching and curriculum and the need to expand or upgrade equipment in order to provide students with exposure to industry standards and opportunity to develop work-readiness skills was given.

2. *Developing, improving, or expanding the use of technology in career and technical education;*

New Hampshire continues to support a web-based resource for secondary teachers to keep up to date on the competencies in their program areas. Instructors consulted the website to review competency attainment standards, update their curricula and assessments, and keep accurate records on the progress made by their students. Once the student-level data were entered, teachers and administrators generated reports broken out by a number of levels, including student, class, instructor, and secondary school/center. These reports provided valuable information for instructors, guidance counselors, and school/center administrators.

Improving and expanding the use of technology in postsecondary career and technical education programs was a high priority. CTE instructors stayed current with advances in technology and equipment is purchased and updated to maintain industry standards in all CTE programs to provide students with industry ready skills. In addition, technology specialists assisted faculty with ongoing training and the use of technology to enrich learning experiences such as Blackboard and Smart Board technology.

3. *Offering professional development programs, including providing comprehensive professional development (including initial teacher preparation) for career and technical education teachers, faculty, administrators, and career guidance and academic counselors at the secondary and postsecondary levels;*
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Department staff provided professional development opportunities to teachers, counselors, and administrators. During Program Year 2011, a series of professional development trainings were provided that addressed the development, improvement, or use of technology. These trainings cut across a number of program areas involving the application of technology. These trainings included:

- Building Trades
- TV/Video Production
- Planning from Middle School to College and Beyond
- Syllabus Development,
- Accounting

All faculty in postsecondary CTE programs were regularly encouraged to participate in professional development programs to enhance their teaching skills. Additionally, some campuses held professional development opportunities for all staff at their local campus and brought in experts and consultants to assist with curriculum and professional development needs. These professional development opportunities allow CTE faculty and staff to participate in professional development without leaving their campus.

The Centers for Teaching and Learning at individual college campuses provided access to numerous resources to help create an academic experience that was successful, interesting, and rewarding for faculty and staff. Faculty and staff had access to formal and informal presentations, individual and departmental consultations, and access to print and electronic resources that focused on teaching and learning.

4. *Providing support for career and technical education programs that improve the academic and career and technical skills of students through the integration of academics with career and technical education;*
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State Leadership funds were again used to make better use of CTE in developing local secondary Alternative Learning Education Plans (ALEP) for students. State leadership funds served to leverage State funding for dropout prevention in districts with high dropout rates. Recent state legislation required local school boards to review and approve alternative ways for students to gain credits toward graduation. The statewide Dropout Prevention and

Recovery Council formed partnerships with local CTE centers in developing these alternatives for students. During the year, professional development was then provided to local educational agencies on methods of integrating CTE into students' alternative learning plans.

Academic integration was one of the standards used in monitoring secondary programs and it continued to be a requirement for the approval of new CTE programs. In both of these sets of criteria, academic integration was addressed largely as a matter of size, scope, and quality. When secondary CTE centers were monitored, academic integration was reviewed in terms of essential learning outcomes, curriculum, and assessment strategies. Applications for state approval of new CTE programs required applicants to demonstrate how integration will take place in work-based settings as well as on-campus.

Various platforms allowed for support for the integration of academics and CTE in postsecondary programs. Web-based tutorials for students in CTE programs, mentor services to encourage students to work with the various services offered to assist with academic improvement, and assistance with study skills, time management and writing and presentation skills were all services offered to students in postsecondary CTE programs. All campus libraries had academic resources available to support the academic needs of students in CTE programs. Academic support centers worked closely with CTE faculty to identify student needs and provide resources for students.

5. *Providing preparation for non-traditional fields in current and emerging professions, and other activities that expose students, including special populations, to high skill, high wage occupations, except that one-day or short-term workshops or conferences are not allowable;*

The Department delivered professional development in a STEM Equity Train-the-Trainer project. This professional development resulted in the formation of a state leadership team of secondary CTE center directors that applied for a grant from the Science, Technology, Engineering, and Mathematics (STEM) Equity Pipeline, a National Science Foundation extension service grant. The grant provided New Hampshire with access to experts in research and best practice in gender equity in STEM. This partnership project broadened the participation of girls and women in all fields of science, technology, engineering, and mathematics. This partnership was the central piece of the strategy to exceed the performance targets for indicators 6S1 and 6S2.

Secondary CTE centers were part of a creative initiative to implement nontraditional training and employment opportunities in engineering and related technical fields. The Department supported these efforts with local grants to develop pre-engineering programs that begin in the middle school and end with postsecondary programs or transition into the workforce.

On a match basis, New Hampshire has been awarding grants for the development of pre-engineering programs for a number of years. In Program Year 2010-11, the Department released nine such grants averaging \$32,778 per award.

Strategies to prepare students for placement in nontraditional fields and high skill, high wage, high demand occupations were ongoing. All recruitment and marketing practices are geared to be non-gender biased. All faculty were aware of the need to provide encouragement and access to all student populations and all courses were presented in non-gender biased platforms. Program coordinators and college admission recruiters continue to target students who might be interested in programs nontraditional for their gender.

Many colleges have implemented strategies to support students in nontraditional programs. Various career campuses and clubs provided information on nontraditional careers and promote nontraditional fields to prospective students through information, consultations and presentations. Students preparing for nontraditional fields were nominated for scholarships that assist students with validating their efforts and serve as motivation for continuing in their nontraditional program. Nontraditional advisors worked with students on preparing for nontraditional fields by helping them overcome some of the obstacles a nontraditional student may face on a regular basis. Other faculty served on various nontraditional career field projects and sought to help create systemic change in promoting programs from underrepresented careers.

In addition, all college campuses continue to focus on activities that expose postsecondary students to high skill, high wage, high demand occupations to further promote career and technical programs to secondary students and recent high school graduates. Campus representatives reached out to secondary guidance counselors to provide an in-depth tour of the school and its programs and host career days where middle school and secondary students met with college students and faculty, took campus tours, and experienced what it is like to be on a college campus.

6. *Supporting partnerships among local educational agencies, institutions of higher education, adult education providers, and, as appropriate, other entities, such as employers, labor organizations, intermediaries, parents, and local partnerships, to enable students to achieve state academic standards, and career and technical skills, or complete career and technical programs of study;*

New Hampshire continued to refine CTE curricula to reflect changes in industry, changes in educational technology, and partnerships. A template has been developed for counseling students on their continuing educational and/or career opportunities. The Department provided a number of professional development workshops that brought stakeholders together to learn how to develop career pathways for students. Stakeholders included industry representatives, college faculty, and secondary administrators, faculty, and guidance counselors. Workshops focused on the practical challenges of establishing programs through articulated competencies, dual-enrollment agreements, and supporting documents. These articulations would then be used by high school guidance counselors when developing career pathway plans with students.

Representatives from secondary and postsecondary education also worked closely throughout the year to increase articulation agreements and dual

enrollment opportunities for students. Workshops took place across the state, enabling collaboration among educators and laying the foundation for developing a seamless transition from high school to further education or careers. Collaboration between these groups in the Syllabus Development workshops allowed for a better understanding of postsecondary expectations and a better way to articulate the curricula at both educational levels.

To strengthen connections between secondary and postsecondary programs, the Department also made such connections a core requirement of new secondary CTE programs. Connections with key stakeholder groups have always been required of new programs, but the addition of linkages specifically between postsecondary institutions and secondary CTE centers were given more attention as the State has moved increasingly toward the programs of study framework emphasized in Perkins IV.

Representatives from secondary and postsecondary education worked closely throughout AY11 to increase articulation agreements and dual-enrollment opportunities for students. The CCSNH continued to be engaged in the Running Start dual enrollment program. For the 2011 academic year, there were 5,407 student enrollments in 714 Running Start courses in 89 schools. Articulation agreements continued to expand as well, with approximately 15 new articulation agreements developed between secondary and postsecondary schools and throughout postsecondary institutions.

7. *Serving individuals in state institutions;*

Professional development provided to state institutions during was immediately evident in the quality of proposals submitted in PY 2010-11. Proposals previously sought funding for programs that resembled older, stand-alone vocational programs, but the most recent submissions proposed career clusters, programs of study (CPPOS), and articulation agreements with local schools and colleges.

Four grants were awarded to two correctional institutions in Program Year 2010-11. As in recent years, New Hampshire awarded grants by gender to ensure that programs supporting women have equity with grants serving men. Both grantees received two grants each, one for women's programs and another for men's programs.

Institution	Gender	Amount
New Hampshire Dept. of Corrections	Females	\$15,020.30
New Hampshire Dept. of Corrections	Males	\$9,588.00
Strafford County Dept. of Corrections	Females	\$15,020.00
Strafford County Dept. of Corrections	Males	\$20,010.00

8. *Providing support for programs for special populations that lead to high skill, high wage and high demand occupations; and*

Secondary CTE students from special populations were guided toward occupations that lead to better careers requiring higher skills, demand, or wages. The Department supported this work in four ways:

- Analyses of special population performance on the Perkins indicators are required for all annual applications as bases for planning improvements. Priorities for awarding state institutions grants similarly focus on two special populations: students with limited English proficiency and students in programs nontraditional for their genders.
- Applications for certification of new CTE programs must include measures to support the performance of students in special populations.
- Students in special populations are guided toward careers with higher wages, skills, and demand in their CPPOS's.
- The new monitoring guide includes multiple lines of investigation into the performance and special services for these students.

The community college system pursued a strategy of targeting special populations for unique programmatic assistance:

- Individuals with Disabilities: Among the many services offered to students with disabilities were: assessment testing, academic counseling, peer tutoring as well as professional (faculty) tutoring, reading, writing and/or math lab, study skills help, career counseling, and computer assisted learning lab at no charge to the student. These programs were designed to enhance student academic success. All colleges coordinated the provision of reasonable accommodations for students who self-disclose as falling into the category of individuals with disabilities.
- Individuals from Economically Disadvantaged Families, including Foster Children: Through the Financial Aid Office on each campus, economically disadvantaged students accessed information and assistance to find opportunities for financial aid from federal, state, and private sources. This assistance took the form of need-based grants and/or loans, talent and/or merit-based scholarships, or college or community-based work-study programs.
- Individuals preparing for Non-traditional Training and Employment: Almost all consortium colleges targeted Perkins funds to support student participation in and completion of programs non-traditional for their gender. An example of that support was funding offered in the form of scholarships to financially eligible non-traditional students in targeted programs to encourage gender balance in program participation and program completion. As mentioned previously, CCNSH was a partner in the STEM Equity pilot project designed to increase participation in programs for students pursuing programs that are non-traditional for their gender.
- Single Parents, including Single Pregnant Women & Displaced Homemakers and Individuals with Other Barriers to Educational Achievement, including Individuals with Limited English Proficiency: All colleges offered counseling services, tuition, book, childcare, and transportation grants to eligible students who are single parents, single pregnant women, as well as students with limited English proficiency and other barriers to educational achievement, such as refugees and students with emotional challenges.

9. *Offering technical assistance for eligible recipients.*

The Department provided technical assistance through numerous methods, ranging from individual assistance provided on-site to the provision of assistance through more formal means. Two almost continuous means of providing technical assistance include regular meetings of the state association of CTE center directors and distributing guidance documents, including posting documents on the Department's website.

State Leadership funds were used to provide technical assistance in dropout prevention and recovery to secondary schools. One of the more creative partnerships in this effort was the Virtual Learning Academy Charter School. The school developed systems that allowed secondary students to gain core academic credits through extended learning opportunities, which blended hands-on experiential opportunities with on-line coursework that the charter school provides, opportunities that fit well with the pedagogy of CTE.

the Department developed frequently-asked-questions (FAQ) documents for secondary administrators and staff that described competencies, clarified misconceptions about competencies, described how to report information on students' attainment of competencies, and illustrated ways to use reports based on this information. that prompted the release of these FAQ's was implementation of a significantly updated set of secondary competency statements. The statements identified the knowledge, content, and skills that students need to attain for particular CTE programs. These competency statements were presented at training sessions and made available on the web at www.education.nh.gov/career/career/program_compet.htm

Part of updating competencies involved the development of a secondary Program Competency Training Guide. The guide was a tool that organized instruction around an occupational focus. The competencies identified behavioral performance in particular work settings, giving a clear description of skills and abilities a learner needs to know and must be able to do in a specific job, occupational, or industry. The guide also laid out the process procedural steps involving business and postsecondary programs.

Technical assistance was offered to all postsecondary Perkins managers and campus personnel at their request and in an as-needed basis. Consistent communication was a valuable tool to provide technical assistance to all campus representatives. At least one Perkins Manager meeting was held throughout the year to ensure everyone had the support they needed to provide services to students through use of Perkins funds. The Department was available to the Perkins director and Perkins managers as needed.

B. Permitted Uses of Funds:

1. *Improving career guidance and academic counseling programs;*

Guidance and counseling received considerable attention over the year. Community colleges and secondary CTE centers sent staff to workshops on New Hampshire's model for programs of study, Career Pathway Plans of Study (CPPOS). These trainings were used to familiarize guidance staff with the use of the CPPOS as a guidance tool. Teams of staff from both educational levels learned how to design CPPOS's that inform students and parents of the secondary courses that students need to take to be well prepared for college or the workforce.

Teams of educators from secondary CTE centers and from colleges attended the workshops listed below:

- *Starting in Middle School to Plan for College and Beyond*—training for guidance counselors in best practices for supporting student transitions.
- *Syllabus Development Workshop*—a workshop to improve linkages between secondary CTE and postsecondary CTE.
- *High School Redesign in Action II*—training in best practices for secondary transformation that is focused on preparing all students for college or careers.
- *New Hampshire Extended Learning Opportunities*—a workshop devoted to designing, approving, and implementing an ELO.
- *Program-specific Workshops*—throughout the year, the Department conducted workshops for guidance counselors in developing Career Pathway Plans of Study (CPPOS) in: building trades, TV/Video Production, Computer Science, Graphic Design, and Animal Science.

All postsecondary programs took steps to improve career guidance and academic counseling programs. Academic and College Success programs were developed to assist students with identifying areas of needed improvement. New positions were created to assist students with the transfer process. College Success Seminars were using individual success plans as a basis for advising students. New systems have also been developed within the student advising process to ensure that all students receive quality advising services.

2. *Establishing agreements, including articulation agreements, between secondary school and postsecondary career and technical education programs to provide postsecondary education and training opportunities for students;*
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Each of the professional development workshops mentioned above addressed specific program/cluster areas, but all had the underlying theme of establishing secondary-to-postsecondary connections. The backbone of CPPOS's were agreements between secondary and postsecondary programs that included articulation agreements and formal agreements governing dual-credit opportunities. These agreements formed the core of the Running Start program offered by the community college system where secondary students could earn college credit while at high school at significantly reduced cost to the student.

By the end of PY 2010-11, 332 secondary CTE programs in New Hampshire were offered in 50 program areas. Of these fifty areas, 42% had CPPOS's in place. Close to one third (35%) of the programs statewide had articulation

agreements, of which 66 were newly developed or renewed during the year. The community college system's dual-credit program--Running Start--had 5,407 enrollments during the year. Students were enrolled in 714 dual-credit courses that were offered in 89 secondary schools.

3. *Supporting initiatives to facilitate the transition of sub baccalaureate career and technical education students into baccalaureate programs;*

New Hampshire encouraged secondary students to look to the long-term future including continuing education after completing a two-year, postsecondary program. The CPPOS was designed to accomplish this task. Students could see from this plan the postsecondary instruction needed to enter a career of their choosing. Usually these plans identified the chosen career and the types of education the students need, including baccalaureate programs. Project Lead the Way (PLTW) facilitated the same kind of planning through to the end of baccalaureate degrees, but with slightly more prescriptive sequences of instruction.

Transfer fairs were held for postsecondary students and transfer counselors and faculty provided guidance to students on preparing for baccalaureate programs. The NH Transfer Connections Program, which allowed students to apply to NH colleges and universities free of charge simplified the application process for those wishing to transfer to a baccalaureate program. The nhtransfer.org website has helped hundreds of students determine how their community college courses would transfer to University System of New Hampshire colleges and universities.

4. *Supporting career and technical student organizations;*

New Hampshire granted \$105,822 to support Career and Technical Student Organizations (CTSO). These funds paid for a CTSO specialist who provided technical assistance and training to the student organizations. Some of these funds helped pay for an annual State Leadership Conference to train the state officer teams of each CTSO.

Seven CTSO's were supported during the Program Year. Each organization consisted of local middle and high school chapters. These student organizations included:

- DECA - An association of marketing students,
- FBLA - Future Business Leaders of America,
- FCCLA - Family Career and Community Leaders of America,
- FFA - An association of agriculture students,
- HOSA - Health Occupations Students of America,
- SkillsUSA - An association of trade and industry students,
- TSA - Technology Students Association.

Postsecondary students from various CTE programs participated and assisted secondary schools with various skill competitions. Students in the automotive program participated in the first stand-alone postsecondary automotive skills contest sponsored by the NH Auto Dealers Association. The Mobile Equipment program at White Mountain Community College (MCC) hosted a Skills USA

competition as well as a competition in welding. Faculty from area campuses also offered to judge at secondary competitions. The Future Business Leaders of America postsecondary facsimile was in the process of organizing a chapter of Phi Beta Lambda to build membership for AY 2011-12. Students from other campuses were involved in other clubs and associations to engage students in professional activities in their field.

6. *Supporting career and technical education programs that offer experience in, and understanding of, all aspects of an industry for which students are preparing to enter;*
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An All-Aspects-of-Industry component was required of all secondary CTE programs in New Hampshire. The application for approval of a new program made this clear in the section on Size, Scope, and Quality, where new programs had to have a curriculum that supported academic and technical knowledge and competencies that recognized All Aspects of Industry. As a result, all programs had identified subsets of competencies related to all aspects of industry, which include: business planning, management, finance, technical and production skills, principles of technology, labor issues, community issues, health, safety, and enforcement, and personal work habits.

All postsecondary career and technical programs had opportunities for experiential learning, through program electives, observations, senior projects, internships, community work study, and/or service learning. The colleges ensured that students in career and technical programs were provided with opportunities to acquire experience, understanding, and skills in career and technical programs. The college did this through the following activities and experiences:

Early in the college programs, observation assignments in business and industry were given to expose students to real world application of curriculum. Exposure to these learning opportunities early in the program of study fostered the development of a realistic vision of the world of work, and promoted programmatic retention and completion.

Internships, Externships, College Work Study, and Service Learning opportunities were available for secondary and postsecondary students to apply what they learned in the classroom. These opportunities allowed students to transition to the workplace with their recently acquired knowledge and skills.

8. *Supporting partnerships between education and business, or business intermediaries, including cooperative education and adjunct faculty arrangements at the secondary and postsecondary levels.*
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Secondary CTE partners with an extensive mix of stakeholders. At the most local level, business, postsecondary educators, parents, and other stakeholders all sit on program advisory committees. Regional committees overseeing center activities include representatives of business/employers, local school district members and administrators. At the state level, partnerships with employers keep program competencies up-to-date, sponsoring work-based learning opportunities, and sitting on oversight panels

for statewide initiatives (e.g., PETAC/Pre-engineering, Governor's Advanced Manufacturing Council).

Several partnerships existed across the community college system to support students in CTE programs. Partnerships where students were provided with cooperative learning experiences with local businesses, such as automotive dealerships, early childhood education facilities, restaurants, local animal shelters, clinical placements in medical offices and hospitals, and local health and fitness agencies, all contributed to quality learning experiences for CTE students. Businesses also offered assistance with equipment purchases and donations and also provided testing sites for certification exams in IT and other programs of study.

Another, often-overlooked type of CTE partnership was apprenticeships. In New Hampshire, 328 apprentices received related instruction in ten programs. Parties to apprenticeships included: employers/sponsors, state and local agencies (US and NH Departments of Labor and State Apprenticeship Councils, NH Department of Education, licensing boards), secondary schools, colleges, and organized labor. The US Department of Labor Apprenticeship Agreements played a role similar to articulation agreements; instruction was competency based, skills were assessed, and agreements often involved cooperation between secondary and postsecondary programs. During PY 2010-11, articulation agreements governing selected apprenticeships were revised for use through 2015. Significantly, these competencies also included Algebra I for the first time.

9. *Supporting the improvement or development of new career and technical education courses and initiatives, including career clusters, career academies, and distance education;*
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The Department of Education worked with ten secondary centers to gain approval of new CTE programs. As the table below shows, 12 applications were submitted for State approval. Eleven gained full approval and only one was conditionally approved.

Proposed Program	Application Status
Autobody Collision and Repair	Conditional
Computer Maintenance and Repair	Full
Manufacturing Technology	Full
Security and Protective Services	Full (x2)
Teacher Education, Multiple Levels	Full
Applied Horticulture/Landscaping	Full
Fire Science	Full
Biotechnology	Full (x2)
Engineering	Full
Accounting Technician	Full

Conditional approval meant that the applicant was given one year to finish planning a proposed program.

Yearly program reviews on existing postsecondary programs addressed the need for the development of new programs, the improvement of programs, and considered the modernization and expansion of capacity needs of every program. The colleges followed the established procedures for new program development established through the CCSNH Academic Policy. This policy required the colleges to submit a comprehensive program proposal, inclusive of a needs analyses, marketing plan, and impact study on colleges both external and internal to the CCSNH system. Final review was made by the CCSNH Leadership Team, and ultimate approval is made by the CCSNH Board of Trustees.

New postsecondary programs and courses were consistently added to CTE programming to meet local need. A new Vet Technician program will be offered at the Thompson School at the University of New Hampshire in the Fall of 2012, and with the addition of the nearly \$20M Trade Act Assistance Community College Career Training grant, at least one new manufacturing program will be offered at each of the seven community colleges. Other certificate programs and courses that were approved this academic included Health Information Management, Human Resource Management, Hospitality Management, Clinical Lab Technician, EKG Technician, Home Health Care Aide, Geographic Information Systems, and courses in Business Studies, Human Relations, Engineering, Special Education, and Graphic Design. Distance education courses were increasing across all campuses and were a significant resource for CTE programs as well.

12. *Providing career and technical education programs for adults and school dropouts to complete their secondary school education;*

A crucial initiative in New Hampshire's efforts to deal with high school dropouts was the Extended Learning Opportunities (ELO) program. In it, students at risk of dropping out or those who have already dropped out could enroll in individualized courses designed to help them attain a high school diploma. These opportunities relied heavily on work-based and project-based settings for attaining competencies and earning credits toward graduation.

The Department provided technical assistance conferences for districts and CTE centers interested in designing effective ELO's. At a conference in April, attendees included schools interested in setting up EOL's or those who already had established EOL's. As a result of its work, the Department had an opportunity to showcase its efforts at the Education Commission of the States Regional Meeting for New England, sponsored by the Nellie Mae Education Foundation.

The CCSNH Distance Learning Division works in collaboration with The Virtual Academy to assist students in completing their diploma programs as well as recovering lost credit. The Distance Learning Division also assisted learners who needed retraining to return to the workplace.

14. *Developing valid and reliable assessments of technical skills;*

After adopting NCLB academic attainment measures for School Year 2010-11, New Hampshire will return to the earlier measures used for SY 2009-10. Technical difficulties and limited resources made this transition a futile effort. The State's NCLB performance targets and performance were measured by performance on an index rather than percentages proficient, as was provided by EDEN/EDFacts. This led to a situation where the targets were expressed as indices, but the performance data provided by EDEN/EDFacts were expressed as percentages.

The targets and the performance measures *both* needed to be expressed as percentages, or as points on the index. Unfortunately, neither could be done; the indexed goals could not be re-expressed as percentages and the actual performance data from EDEN/EDFacts could not be re-expressed as points on the index.

Also, as the indices are calculated, their values are higher than the percentage values. This meant that underperformance was much more likely, but more importantly, it was invalid because the targets and actual performance were different.

New Hampshire's solution was to abandon the index and return to using percentages. This meant that future performance targets needed to be negotiated as percentages. New Hampshire has already negotiated a return to the percentage-base performance indicators starting with PY 2011-12. Additional postsecondary skills assessment results were reviewed to add to the quantitative piece of the CAR reporting. The NCLEX exam results were documented and new skills assessment data were documented for Medical Assistant, Respiratory Therapy, and Surgical Technician. The community colleges have and will continue to track the success of their Nursing graduates by documenting the rate of success its students have in passing the NCLEX exam. The CCSNH Perkins Director also participated in OVAE's 'Next Step Work Groups' conference calls where assessing success in the attainment of technical skills is researched and discussed on an ongoing basis.

16. Improving the recruitment and retention of CTE teachers, faculty, administrators, or career guidance and academic counselors, and the transition to teaching from business and industry, including small business.

Due to recent budget constraints, all colleges did more programming with less funding, and with some success. Unique programs such as the Alternative 1 Teacher Education Conversion Program in areas of math and science offered post-baccalaureate teacher candidates who were career changers an opportunity to meet critical shortages in New Hampshire. The Alternative IV certification for Career and Technical educators was also able to help reduce critical teacher shortages in CTE program areas.

Additional initiatives to assist with faculty recruitment and retention include:

- Group meetings and individual meetings between new and veteran faculty;
- Use of Blackboard for faculty instruction;
- Professional development adequately supported by Perkins funds;
- Faculty orientation;

- Counseling for new hires, and a newly implemented Adjunct Faculty Training Program.

Individual campus Centers for Teaching and Learning offered workshops on classroom assessment techniques, active learning strategies including group discussion, and teaching the students of today. Also, Department Chairs and Program Coordinators spent considerable time supervising and mentoring adjunct faculty members across all campuses, ensuring that faculty meet expectations.

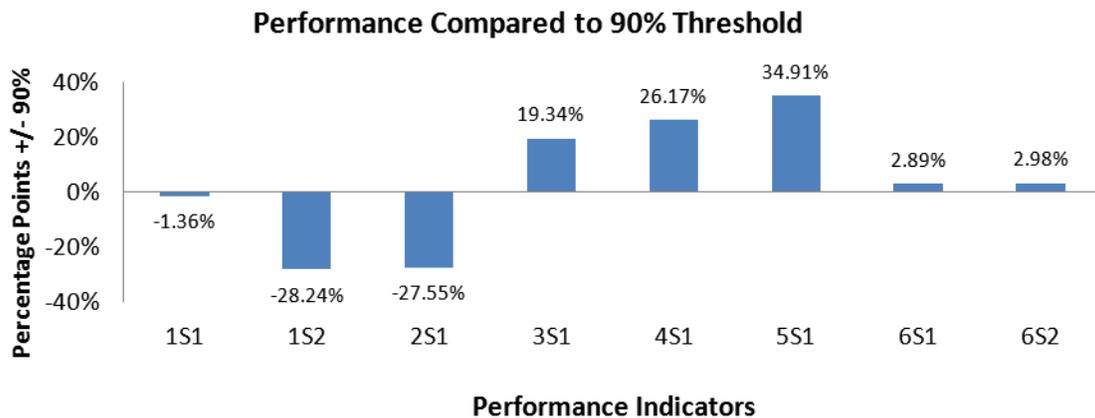
III. Progress in Developing and Implementing Technical Skills Assessments

Program Year 2010-11 has been challenging for introducing more secondary technical skills assessments. Statewide performance at introducing new assessments pushed the percent of secondary concentrators receiving credentials up by 1.55 percentage points, but New Hampshire still missed the goal (47.89%) by 32.33 points. The State also missed the 90% threshold that triggers Improvement Plans. A description of this plan for SY 2011-12 is discussed in the next section.

As stated previously in this report, The community colleges tracked the success of their Nursing graduates and other Allied Health Professionals by documenting the rate of success its students had on certification exams. These results were reported in the quantitative section of the CAR and will include additional non Allied Health technical skill assessments for next year.

IV. Implementation of State Program Improvement Plans

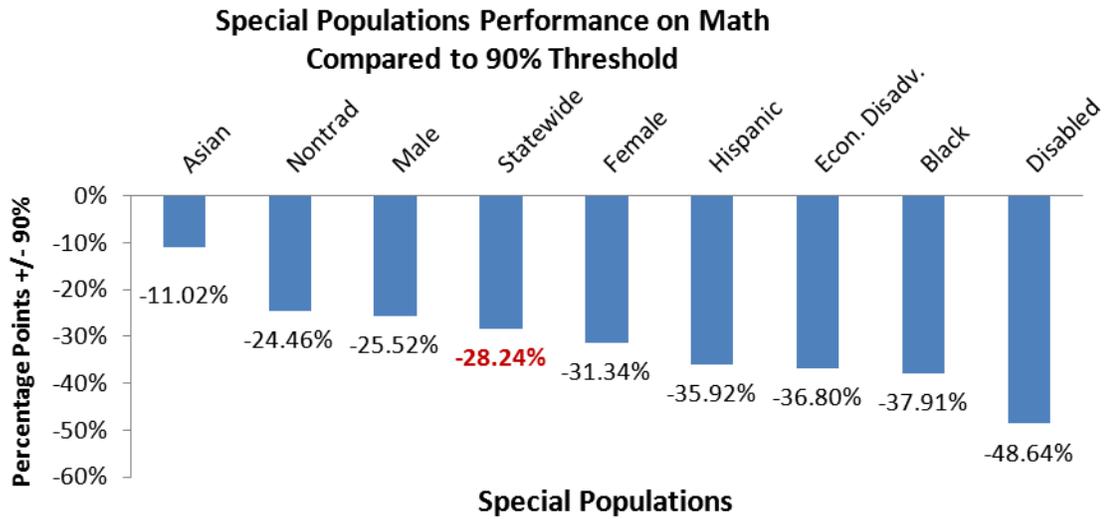
New Hampshire needs to develop three improvement plans: one for Technical Skills (2S1) and two additional plans for Math (1S2) and English/Language Arts (1S1). As the chart below indicates, performance shortfalls below the 90% threshold were greatest on Math and Technical Skills Attainment. English/Language Arts also missed the 90% threshold, but only by a slim margin of 1.36 percentage points.



A. Math Attainment Improvement Plan

A plan to improve performance on Math needs to emphasize supports for students with disabilities, African Americans, those from economically disadvantaged

backgrounds, and Hispanics¹. As the next chart illustrates, students with disabilities—most of whom are eligible for special education services—underperform by a substantial margin.



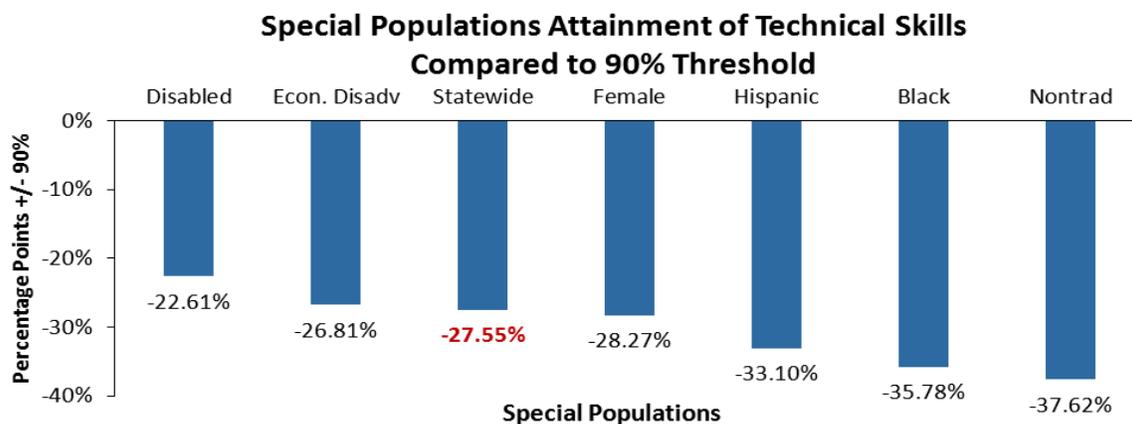
Action Step	Responsibility	Date(s)
1. Join DOE Mathematics Steering Committee,	L. Danley	1/15/12
2. Design and generate ACCUPLACER reports,	Office of Information Technology	1/20/12-2/28/12
3. Purchase ACCUPLACER units,	R. Fiske	1/20/12
4. Provide TA in use of ACCUPLACER,	R. Fiske, liaisons, and postsecondary	2/15/12-3/15/12
5. Assess math attainment, validate data, and release reports,	Steering Committee	5/15/12
6. Evaluate impact on math and local planning areas.	S. Bos	6/30/12

Further details on this plan are provided in the next section of this report.

B. Technical Skills Attainment Improvement Plan

Three special populations had exceptionally low numbers of students who gain technical skills credentials: those in programs nontraditional for their genders, African Americans, and Hispanics.

¹ Some special populations are not included because there are too few students in these subpopulations to justify generalization with an adequate degree of precision.



New Hampshire has undertaken an ambitious plan to introduce the following five additional assessments during SY2010-11:

- A+ Certification in five areas of computer-related program areas,
- American Welding Certification in Welding,
- OSHA 10, for programs in Building Trades/Carpentry,
- Firefighter 1, for Fire Science/Firefighter programs,
- Serve Safe for programs in Culinary and Restraint Management.

Four of these credentials are in programs nontraditional for either gender: Computer-Related programs, Welding, Building Trades/Carpentry, and Fire Science/Firefighter. Assessments in these program areas are expected to boost performance in nontraditional programs during the following year.

Action Step	Responsibility	Date(s)
1. Identify assessments for implementation,	L. Danley	7/2011-9/2011
2. Provide technical assistance to instructors,	Cluster Representatives	8/2011-12/2012
3. Local implementation,	Liaisons	11/2011-6/2012
4. IT Development and testing.	R. Fiske	4/2012-9/2012

C. Reading/Language Arts Attainment Improvement Plan

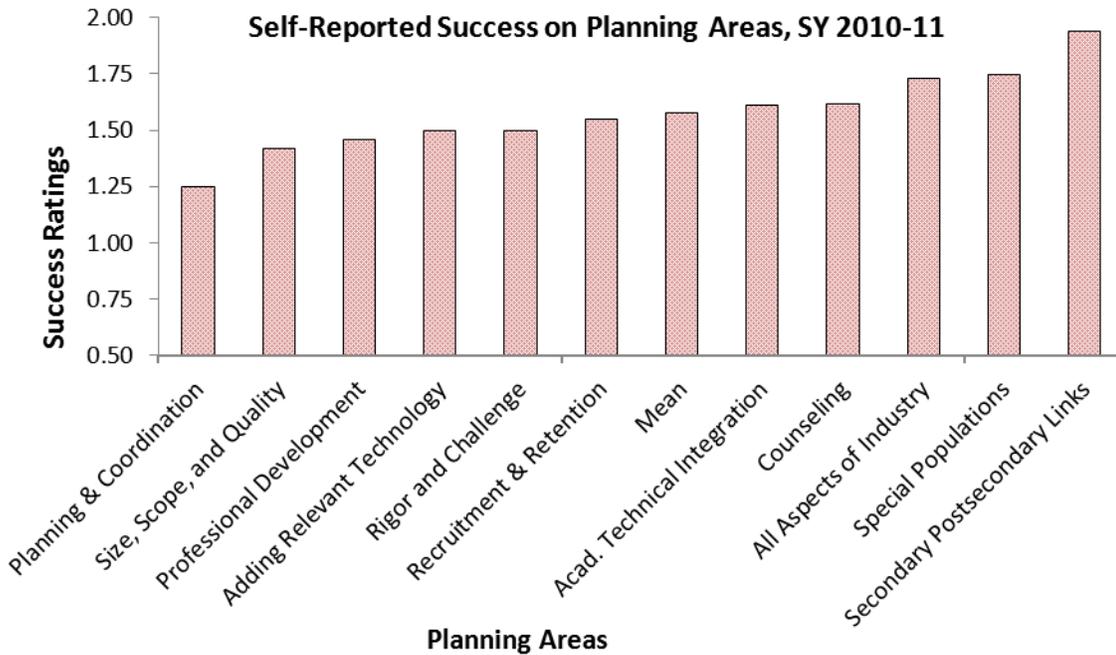
As mentioned above, New Hampshire's performance fell 1.36 percentage points below the 90% threshold during the SY 2010-11. This small margin of underperformance will be remedied by changing the measure of success from the indexed approach to definitions of success in percentage terms. The introduction of this change will not, however, undermine the continuation of state and local efforts to help struggling students reach proficiency in this area.

Action Step	Responsibility	Date(s)
1. Negotiate change in 1S2 definition,	S. Bos	5/2010-7/2010
2. IT development and testing.	R. Fiske	7/2010-11/2011

V. Implementation of Local Program Improvement Plans

Not surprisingly, most local improvement plans addressed underperformance on the same indicators as the state as a whole. Of 25 secondary centers statewide, 21 developed improvement plans for Technical Skills Attainment, 16 for math, and 11 for English/Language Arts. Three centers needed to develop plans for all three indicators. The plans were part of the annual application for Perkins funds for SY 2011-12 and went into effect as of August 22, 2011. Liaisons to these centers will monitor implementation of these plans throughout the year.

When submitting applications for SY 2011-12 funding, all secondary applicants were asked to rate their success over the course of SY 2010-11 at implementing activities in twelve planning areas. The table below shows these planning areas and the overall ratings of each, where higher ratings (right) mean *less* success and lower ratings (left) mean *more* success.



To improve math performance and local planning, New Hampshire will combine a statewide initiative to strengthen math skills among high school seniors with technical assistance to help centers succeed more where ratings in the above chart are poor. The initiative—Topics in Applied College Math (TAC Math)—is a dual-credit, senior-level course designed to improve the college readiness of secondary students. ACCUPLACER results from pre- and post-tests will be used to measure the impact of TAC Math:

- Pre-test—Inform students of their readiness to meet postsecondary entrance requirements and identify areas in math where improvement is needed most to enter college;
- Post-test—Inform students of improvements in their ACCUPLACER scores on math and how these improvements have helped students meet the college entry requirements.

TAC Math expected to improve planning where it is needed most:

- Secondary postsecondary links—increasing collaboration, reduced need for remediation, dual credits;
- Special populations—focusing on subgroups of students most in need of improved math attainment: students with disabilities, the economically disadvantaged, blacks, and Hispanics;
- All aspects of industry—improving readiness in math skills for employment;
- Counseling—using the pre- and post-test results to get students to focus on what is needed to get into college;
- Academic-technical integration—aligning secondary exit standards with postsecondary entry requirements, reducing remediation, collaborating more with non-CTE educators.

VI. Tech Prep Grant Award Information

New Hampshire consolidated Tech Prep funds with the Basic Grant during Program Year 2010-11.