

Consolidated Annual Report, Program Year 2012 - 2013

New Hampshire

Step 3: Use of Funds: Part A

1. During the reporting year, did your state use Perkins funds to develop valid and reliable assessments of technical skills?

No

2. During the reporting year, did your state use Perkins funds to develop or enhance data systems to collect and analyze data on secondary and postsecondary academic and employment outcomes?

No

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New Hampshire

Step 3: Use of Funds: Part B

1. During the reporting year, how did your state assess the career and technical education programs funded under Perkins IV?

New Hampshire performs well on its accountabilities. The first chart below illustrates how well students in career and technical education (CTE) have performed on the eight secondary accountabilities during School Year (SY) 2012-2013. On six of these performance accountabilities the State exceeded the goal, and on the remaining two, fell short of the goal by slim margins.

Performance trends on the eight indicators show little change compared to last year. As the chart below indicates, both of the academic performance indicators showed small upward gains over SY 2011-12. Meanwhile, performance on the other indicators changed marginally.

Every year eligible recipients evaluate their own performance at successfully completing improvement initiatives that were planned for the previous year. The initiatives were grouped into seven planning areas: planning and coordination; size, scope, and quality; professional development; relevant technology; rigor and challenge; special populations; and secondary postsecondary linkages. In the aggregate, these evaluations provide a statewide assessment of success at using Perkins funds to support program improvements, supported in part with State Leadership funds.

Professional development was rated a success most often during SY 2012-13. As following chart indicates, the Planning and Coordination area was rated a success the least often. Over the past three years, ratings for Secondary Postsecondary Linkages have climbed the most, while ratings for Special Populations have shown steady improvement. As the other end is the Planning and Coordination area, which has steadily lost significant ground since SY 2010-11.

New Hampshire consolidated guidance for its secondary monitoring, renovation, and new program reviews into a single document during the 2012-13 program year. During the previous school year, the monitoring process and documents were revised significantly. In 2012-13 these revisions were expanded to include the reviews required of applicants for approvals of new programs and the reviews needed for state-funded renovation of local secondary CTE centers.

Full guidance for each of these reviews can be found at:

Monitoring: <http://www.education.nh.gov/career/career/evaluation.htm>

New Programs: http://www.education.nh.gov/career/career/cte_programs.htm

Renovations: <http://www.education.nh.gov/career/career/renovations.htm>

Among these three types of reviews, monitoring was the most extensive, primarily because all programs at a center were reviewed rather than a subgroup of programs.

Monitoring began with a self-evaluation by the center that covered all programs at the center as well as the center overall.

The completed self-evaluation and back-up documentation were sent to the Career Development Bureau.

Bureau staff then examined the documentation along with analyzing a range of data points, such as trends in enrollment, performance, and curricular materials. Once these analyses and reviews are done, a site visit is scheduled to conduct classroom observations, teacher discussions, and an administration review.

As needed, improvement plans were developed, and when the plans were mutually accepted, a Letter of Findings was released to the center.

Program curriculum and oversight received much more attention than in the past. Monitoring from previous years made it evident that all programs at centers, not just a selected subset, needed to be reviewed more thoroughly, focusing on program oversight and curriculum in particular. In response, the bureau provided extensive professional development around creating and maintaining effective program advisory committees as recommended by the Association for Career and Technical Education. Guidance on the key points of the professional development provided by the bureau can be found at: http://www.education.nh.gov/career/career/documents/cte_adv_cmte.pdf.

The process for reviewing applications for programs is described later in this report, under Required Activity number A.4, Supporting Improved Integration of Academic and CTE Instruction.

The three types of evaluations/reviews conducted during the year included:

Six centers received full monitoring reviews (the Milford High School and Technology Center, Newport Sugar River Regional Technology Center, Region 14 Applied Technology Center, Plymouth Applied Technology Center, Salem High School Career and Technical Education Center, and J. Oliva Hout Technical Center);

Two secondary CTE centers underwent the renovation review (the J. Oliva Hout Technical Center and Pinkerton Academy Career and Technical Center);

Nine new programs were approved for the following secondary CTE centers: Mount Washington Valley Career Technical Center, White Mountain Regional High School, Region 14 Applied Technology Center, Hugh Gallen Regional Career and Technical Center, Portsmouth Career-Technology Center, Pinkerton Academy Career and Technical Center, Concord Regional Technology Center, Manchester School of Technology, and the Sugar Valley Regional Technology Center at Newport.

All CTE programs across the postsecondary consortium were reviewed or assessed annually or on a rotating basis. This was accomplished through advisory boards, program accreditations reviews, and ongoing program assessments. These assessments include Nursing Program NCLEX results from each campus reported in the quantitative CAR for Technical Skill Attainment. Programs that were assessed in AY'13 included but were not limited to: Accounting, Business Administration, Computer Science, Criminal Justice, Early Childhood Education, Information Systems Technology, Nursing, and Teacher Education.

2. During the reporting year, how did your state develop, approve, or expand the use of technology in career and technical education?

Developing, improving, or expanding the use of technology in career and technical education was ongoing and critical to the success of preparing students for program completion and the workforce. The significance of increased use of technology in CTE is reflected in the attention given to this topic in the current monitoring reviews. Two general criteria are used in these reviews:

Programs—Secondary program advisory/craft committees must represent stakeholders such as employers and postsecondary staff, to provide input into state-of-the-art technology upgrades, and sponsor students in work-based learning.

Classrooms—Opportunities should be available for students to gain exposure to the latest technology in classes. Some of the more significant improvements in classroom uses of technology were in programs affiliated with CISCO, NATEF, Advanced Manufacturers, Health Sciences, Television/Broadcasting, and Graphic Arts.

The Community College System of New Hampshire was extensively involved in greater use of technology in education. Expanding the use of technology was a priority for the postsecondary consortium in order to continue to provide students with access to state-of-the-art technology. In AY 2012-2013, upgrades of iPads to better instruct students at internship sites in the Hospitality Management program was a success, allowing students to experience hands-on and classroom instruction simultaneously at the worksite. Upgrades to computers and software program assisted the Business Management, Computer Science, Education and Accounting programs with accessing new and upgraded curriculum instruction. Media Arts and technology programs benefited from video equipment and software to better expose students to state of the art technology. A state-of-the-art instructional welding assessment center helped welding faculty instructors monitor and assess student performance in a variety of welding activities. The Auto, Massage Therapy, Surgical Technology, Engineering, and Allied Health and HVAC programs also all benefited from state of the art upgrades to technology critical to program instruction.

During Academic Year 2012-2013, community colleges incorporated new ways of using technology in education. CTE programs sought to use the most updated and sophisticated equipment and technology to best prepare students for work in business and industry. Videoconferencing, Blackboard, computer assisted technology, and video technology were used extensively to assist students with participating in class and experiencing hands-on instruction in preparation for real world application. Faculty members incorporated Blackboard as an on-line instructional tool for career and technical programs of study.

Equipment was consistently upgraded in all classrooms to be sure students had exposure to the state-of-the-art equipment used in industry. Refrigeration, Recovery and Recharging Units for Auto programs, Transformers for the Electrical Technology program, Ultrasound machines for the Sonography program, Solar Technology equipment for Electrical Engineering, and various skeletal models for use in Allied Health programs were all purchased in AY 2012-13 to improve instruction in the mentioned programs. In addition, CTE instructors strove to stay current with advances in technology in their fields by working part-time in their fields and/or attending professional development activities such as workshops, conferences, and courses.

3. During the reporting year, what professional development programs did your state offer, 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? On what topics?

Career and Technical Education, in its current federal authorization as Perkins IV, has significantly raised the rigor of classroom instruction. Throughout the 2012-13 school year, professional development helped raise the bar. Professional development was formally provided at the following events:

Event/Program Area

Sponsor(s)

Culinary and Hospitality

NH Lodging & Restaurant Association

Construction Career Days

18 Building and Construction Industry Employers and Associations, Federal Highway Administration, and NH Department of Education

Auto Technology

NH Auto Dealers Assoc. and National Automobile Technology Educational Foundation

Girls' Technology Day

NH Technical Institute, University of NH, and NH Department of Education

Computer Science

University of New Hampshire and the ComputingNH Project

At the annual conference of CTE secondary center directors association (New Hampshire Administrators of Career and Technical Education, NHCTA) held in late July of 2012, members addressed critical trends in the profession and planned strategies for improving CTE at the local level.

Professional development is paramount to quality instruction. Perkins funds supported professional development in all CTE programs which assist with student and classroom instruction, assessments, and integrating career and technical with academics. Faculty in programs such as Auto, Nursing, Computer Science, Building and Construction, Engineering, and Education programs are a sampling of the some of the program faculty that were able to improve instruction in CTE programs. About 15% of the postsecondary consortium budget was spent on professional development funds.

4. During the reporting year, how did your state provide 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?

Girls and minority students gained exposure to career opportunities that offer better career growth and earnings than are usually associated with these subgroups of students. Two events in particular carried this message during the year: a Construction Career Days conference and Girls Technology Day.

Construction Career Days—Over 800 students attended the Career Days conference and career fair in September of 2012. Every year there is a push to increase the attendance of girls and minority students. Fourteen percent of the 2012 attendees were girls and 21% were minorities; the goal for 2013 is to raise these figures to 25% of all attendees.

At the event, students were exposed to career opportunities in construction and transportation through hands-on exhibits and educational resources. Labor unions, construction companies, school districts, state agencies, trade organizations, colleges, universities, and professional organizations collaborated in making this event a success.

This conference and fair has grown fast. It was first held as a one-day event in 2009, when nearly 400 students from 22 schools participated. In 2010, that number nearly doubled and in 2011, a total of 847 students from 39 schools attended the now two-day event. In 2012, 822 students attended. The attendance goal for 2013 is to reach 1,000 students.

Further detail on these events can be found on: <http://nhccd.weebly.com/>.

Girls Technology Day—The New Hampshire Technical Institute hosted the first annual Girls Technology Day on March 14, 2013. During the day, over 150 girls explored potential career paths through hands-on and engaging activities.

The day was a collaboration of every level of education in New Hampshire,” including high schools, community colleges, universities.

Exhibits and workshops were sponsored by educators and business leaders. In the hands-on workshops, girls broke out into a series of sessions exploring various high technology topics. Students were able to attend four out of ten available sessions, including:

3-D Modeling,

Building Mobile Apps with HTML, CSS, and jQuery Mobile,

Careers in Technology Round Table,

Cisco VoIP demonstrations/ classes,

Cyber Security,

Game Programming with Greenfoot,

Inventing Apps for Android Phones,

Kodu Game Lab,

Making Ethernet Cables 101,

VEX Robotics.

Further detail on Girls Technology Day can be found at:

<http://www.nhti.edu/community-visitors/news-events/nhti-host-girls-technology-day>

To ensure that the rights of minorities and students from special populations are protected, New Hampshire required non-discrimination statements from each eligible recipient. These statements were required as part of the annual applications for Perkins funds. After reviewing these statements, staff from the Career Development Bureau advised applicants to revise/update their statements as needed. The challenge in giving this advice, however, was to get local education leaders to follow it. Too often, the advice was not followed because discretion over these statements laid elsewhere, usually at a higher level than the CTE center's leadership.

The postsecondary system used various strategies to help students pursue nontraditional careers for their gender with participation and completion of these programs. Scholarships for students in nontraditional programs were given to those students in their second year of a program and also nontraditional mentors were used to assist students with barriers to completion. Career days were planned to expose students in high school and middle school to those careers nontraditional for their gender. These activities helped push performance on nontraditional participation and completion indicators to higher levels.

5. During the reporting year, how did your state provide support for programs for special populations that lead to high skill, high wage and high demand occupations?

Local initiatives that focus on the needs of students in special populations may be bearing good news.

Secondary CTE centers were increasingly likely to say their initiatives focusing on students from special populations were successful.

Statewide math performance clearly continued to improve, while trends in the other indicators were less clear.

CTE students from all special populations but one have made substantial gains in math scores.

The bureau monitors secondary centers and programs every five years for compliance with applicable state and federal laws and regulations. During each review, the bureau followed three lines of investigation into the supports and services available to students from special populations:

Are supplemental services provided to students from special populations?

Does the center track the performance of students from special populations on enrollments, achievement, completion, and graduation?

Are instructors using data on their students from special populations?

On a statewide level, results of the monitoring reviews were a primary source of information in determining the additional supports and targeted technical assistance activities needed eligible recipients.

As mentioned earlier in this report, minority and female students were the primary audience for the Construction Career Days. The attendance of these subgroups was, and continues to be, closely watched for evidence of progress at increasing the proportions of students from these groups who went to the event.

At the postsecondary level, special population services included assistance to individuals with disabilities, individuals from economically disadvantaged families including foster children, individuals preparing for non-traditional training and employment, single parents, including single pregnant women, displaced homemakers, and individuals with other barriers to educational achievement, including individuals with limited English proficiency.

The consortium colleges are committed to actively identifying and employing strategies to assist students in overcoming barriers to their access to and success in career and technical programs. Student awards were given for students in these populations to assist with overcoming barriers to program completion. Postsecondary mentoring programs, textbook and tuition assistance, and professional development all contributed to assisting students in special populations with program completion.

ADDITIONAL COMMENTS - Secondary (3/19/2014):

All secondary local recipients receive detailed data reports on federal performance indicators as well as reports on primary program enrollment by participants, concentrators and program completers. Performance indicator and enrollment reports are disaggregated by special populations. Analysis is done at the state and local level to identify student sub groups that include, but are not limited to:

- Ratio of students with disabilities to typically developed students
- Percentage of economically disadvantaged students in programs where educational costs exist
- Percentage of student enrollment where English is not the first language
- Percentage of students who are concentrators but do not complete
- Percentage of students in special populations who are concentrators but do not complete
- Percentage of students in non-traditional programs and their completion rates

Local and state analyses are conducted to identify possible barriers to success that include, but are not limited to:

- English language learners possibly needing more support (i.e., tests that require written answers, understanding written safety protocols, etc.)
- Identifying student groups requiring tutoring in math and English to obtain levels of proficiency
- Single pregnant females that may not complete a program
- Knowing about possible cost prohibitive programs for students who are economically disabled
- Ensuring computer access for any online learning for students who are economically disabled
- Higher than average rates of students in special populations concentrated in one or two programs

Trends in data for the past three school years were analyzed for student program completer rates, overall program enrollments, placement and location of post high school college enrollments, success of students in special populations and possible barriers to success.

This data analysis prompted a closer look at high percentages of students with disabilities in Building Trades, Automotive Mechanics and Culinary Arts programs. Further analysis and conversations with LEA's revealed a common practice of enrollment of students with disabilities in these programs without director and teacher knowledge of student IEPs or transition plans, contributing to a low rate of program concentrators and completers. Action steps resulted in a developing partnership with CTE and Special Education to ensure more thoughtful enrollments with appropriate disclosure of student needs prior to the first day of the program. This work continues into the new grant year.

ADDITIONAL COMMENTS - Postsecondary (3/19/2014)

All postsecondary data is compiled as a consortium with reports on federal performance indicators and enrollment, participants and concentrators. These reports are disaggregated by special populations. Special populations include:

- Students with disabilities - An individual with any disability as defined by the Americans with Disabilities Act.
- Economically disadvantaged students – An individual who comes from a family with an annual income below a level which is based on low-income thresholds.
- Non Traditional students - Those individuals from one gender who comprise less than 25 percent of the individuals employed in an occupation or field of work.
- Students with limited English - A postsecondary student who has limited ability in speaking, reading, writing, or understanding the English language, and whose native language is a language other than English; or who lives in a family or community environment in which a language other than English is the dominant language.

Disaggregated data is not available by college to identify disparities or gaps in performance for special populations however, as a consortium, students' performance from special populations are analyzed and program planning is modified and created to better serve these populations. For example, in colleges where a high percentage of special populations exist, mentoring programs are implemented for students with disabilities and non-traditional students. Academic coaches are used to assist students of special populations with success and professional development for faculty who work with students with disabilities is provided and encouraged for faculty who work with this population. In addition, Non-traditional Coordinators work closely with nontraditional students to mentor and assist them with program completion. While no formal program of assessment exists to determine the success of these programs, performance indicators show that special populations are meeting or closely reaching performance goals.

A number of new initiatives are being implemented at the consortium colleges in AY14 to better serve special populations. These include professional development for faculty and staff to better understand strategies for working with students with disabilities, programs offered to support special populations regarding planning for success and achieving success, and use of academic coaches to work with special populations in CTE programs to increase retention of those most at risk of failing courses.

6. During the reporting year, how did your state offer technical assistance for eligible recipients?

During the 2012-13 school year, technical assistance focused on helping eligible recipients in updating their program technical competencies and building local partnerships. Teams of secondary CTE instructors worked with postsecondary instructors and employer representatives in bringing technical competencies up to date. These program areas included hospitality and tourism, advanced manufacturing, pre-engineering, plumbing, and automotive.

The bureau provided most technical assistance through on-site visits, telephone conferencing, and web-based guidance. Another opportunity to provide assistance was at the monthly meetings of the New Hampshire Career and Technical Administrators that took place during the school year. Usually, the State Director would update attendees about recent developments at the state and federal levels. Often, an invited speaker would focus on new technologies, upcoming events and conferences, new policies, and practices, etc.

On a continuing basis the department also provided technical assistance in using the CATE system for instruction, curriculum development, program development, and reporting performance. Most of assistance was provided either because changes to CATE were being introduced, errors that local CTE centers staff may have made, or turnover of local staff.

On an individual basis, the bureau also met with staff of the Sununu Youth Services Center School, the State's residential center serving adjudicated youth. This assistance was part of a strategy to make the State Institutions grants focused more on youth. Staff at the center learned about the State Institutions grants and the department's priorities for the use of these funds.

All consortium colleges offered career and academic counseling to students enrolled in career and technical education programs. Career guidance and academic advising were shared responsibilities at the college among the admissions department, faculty advisors, course faculty, the college counselor, and the Center for Learning and Academic Support.

Initial career guidance was provided as part of the postsecondary application/admissions process as admissions counselors explored potential career paths with applicants to ensure that students had appropriate opportunities to explore careers and enter CTE programs.

7. Serving individuals in state institutions

Part I: State Correctional Institutions

Amount of Perkins funds used for CTE programs in state correctional institutions:

30191.05

Number of students participating in Perkins CTE programs in state correctional institutions:

Describe the CTE services and activities carried out in state correctional institutions.

Grants under this category were awarded to two of the four correctional institutions that submitted proposals. A total of \$85,384.69 was awarded. In the Financial Status Report, \$55,193.64 of the total is listed in the Final Report and \$30,191.05 in the Interim Report. Unfortunately, no applications were received from institutions serving individuals with disabilities although these institutions received the Request for Proposals and were contacted to determine their reasons for not submitting applications.

Approximately 75 inmates participated in both of the funded programs. One program assisted 30 inmates as they made their way into, through, and out of incarceration. The program started with career exploration and research, relying mostly on interest inventories, and then moved on to instruction in either a Basic Computer Technology or a Computer Graphic Arts and Desktop Publishing. Finally, inmates prepared for their release from custody by developing a career plan to follow up when released. The instructional phase of this program took place through a partnership between the institution and the local community college, where the inmates could continue their CTE at the postsecondary level.

The second program focused on giving inmates portable skills, including some credentials. This program model was successful the previous year, when students had the option to enroll in SERVESAFE. In 2012-13 the program was expanded to additionally offer Basic Auto Mechanics and Basic Woodshop/Carpentry. Forty five inmates signed up for these two programs.

The Career Development Bureau started redirecting the impact of these grants to serving younger segments of the incarcerated population. Eligibility for grants from this competition was limited to institutions that served youth and young adults, ages 14 to 24. Prior to releasing the RFP for grants to cover the 2013-14 grant period, the bureau provided considerable technical assistance to the Sununu Youth Services Center School, the State's facility for adjudicated youth. Hopefully, the 2013-14 grant period includes institutions that serve a younger population than in the past.

Part II: State Institutions Serving Individuals with Disabilities**Amount of Perkins funds used for CTE programs in state institutions serving individuals with disabilities:**

0

Number of students participating of Perkins CTE programs in institutions serving individuals with disabilities:

0

Describe the CTE services and activities carried out in institutions serving individuals with disabilities.

Grants under this category were awarded to two of the four correctional institutions that submitted proposals. A total of \$85,384.69 was awarded. In the Financial Status Report, \$55,193.64 of the total is listed in the Final Report and \$30,191.05 in the Interim Report. Unfortunately, no applications were received from institutions serving individuals with disabilities although these institutions received the Request for Proposals and were contacted to determine their reasons for not submitting applications.

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8. During the reporting year, did your state use Perkins funds to support public charter schools operating career and technical education programs?

Yes

During SY 2012-13, New Hampshire principally supported charter schools with technical assistance provided in the late summer and fall of 2012. The TEAMS (Technology, Engineering, And Math Science) Charter School was a natural for this assistance. The school's charter demonstrates how the charter-school model can fit well with CTE.

This fit is obvious from the school's mission statement:

The mission of TEAMS/CS is to expand opportunities for all students, offering a sound college prep program with a career focus. Concurrent with this mission is the articulated pathway into a certificate program, NHTI or four year college enhanced by early exposure to careers. Our population is made up of the student who is not achieving in the typical classroom setting and for a variety of reasons may be educationally disadvantaged. (TEAMS-Technology, Engineering and Math, Science)

The technical assistance that was provided focused on implementing the Engineering by Design (EbD) pre-engineering program. In its first year, 16 students enrolled in the program. The school intends to fully implement the program with help from a PETAC (New Hampshire's Pre-Engineering Technology Advisory Council) grant. The grants are capped at \$25,000 and the school intends to meet the match requirement.

9. During the reporting year, did your state use Perkins funds to support family and consumer sciences programs?

No

10. During the reporting year, did your state use Perkins funds to award incentive grants to eligible recipients for exemplary performance or for use for innovative initiatives under Sec. 135(c)(19) of Perkins IV?

No

11. During the reporting year, did your state use Perkins funds to provide career and technical education programs for adults and school dropouts to complete their secondary school education?

No

13P. During the reporting year, did your state use Perkins funds to provide assistance to individuals who have participated in Perkins assisted services and activities in continuing their education or training or finding appropriate jobs?

No

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New Hampshire

Step 3: Use of Funds: Part C

1. During the reporting year, how did your state provide 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?

Response to CAR Revision of 4R (3/14/14):

Work groups were organized around the integration of CTE into the NH Code of Administrative Rules, Ed 306, Minimum Standards for Public School Approval. If approved, CTE realizes a strong presence in this document articulating not only the updated definition of CTE but the components of CTE aligned with the requirements for programs of study.

Workshops conducted and preliminary work conducted to align all CTE Technical Skill competencies with common core in English, Language Arts and Math. This work will become more focused and continue over the next two years.

Worked with all health science programs to “raise the bar” by adopting the National Health Care competencies and piloting the national third party assessment for Health Science. All Health Science programs will implement this high stakes test beginning SY 13-14. Attendance and membership secured with Southern Regional Education Board; meetings and workshops accessed around Tech Centers That Work along with learning more about integrating common core lessons into CTE programs.

Finalized the first year of a partnership between Berlin High School and White Mountains Community College in Welding. All welding courses taught at the CTE center now yield full college credit leaving students shy six credits for their welding certification. 100% of welding completers not only go on to finish the certification; they all stay enrolled to complete their associate’s degree.

Strengthened connections with all community college manufacturing programs by increasing the dual enrollment courses offered. Additionally ground work is being developed to offer 2 + 1 programs (two years and four courses at secondary CTE will count towards a certificate at the community college with one more year of courses; credential can be stacked leading to an associate’s degree). Work with Math Learning Communities strengthened with a 50% increase in secondary schools that offer either the Senior Math or Topics of Applied College Math courses or both. The MLC Project was developed at the community college system level to work with high schools in an effort to increase the math preparedness of high school students entering postsecondary. Using a two tiered strategy to increase knowledge of basic algebra and applied math concepts, students can enroll in the high school Senior Math course to meet the 14 math competencies required to successfully enroll in the common threshold (first for degree credit) math course at the New Hampshire Community Colleges. If successful, students can then enroll in the Topics of Applied College Math dual enrollment course taught in the high school for college credit. This course satisfies the threshold math requirement at the NH Community Colleges and is widely transferable at many college and universities nationwide

Meetings and strategies took place to create pathways in Building Construction, HVAC and Welding that will include dual enrollment and stackable credentials. Significant work has taken place in these programs, allowing for a closer alignment of secondary and postsecondary program competencies and student exposure to the programs offered at the community college that houses these programs. The welding pathway in Berlin is new and has served as a models mentioned above; These pathways to postsecondary in Building Construction, HVAC and Welding have not existed in the past and work to strengthen the connections through postsecondary visits to the high schools and high school students visiting the college labs and interacting with postsecondary students is underway .

New Hampshire updated a number of program competencies during the year. The reviews and updates followed a multi-step process that took place over a six-month period:

Based on the program area identification, related national standards were first selected as starting points for the updating process.

Industry standards were then compared by the bureau to existing competencies used by instructors, resulting in a draft document of what needs to be updated.

The draft was then examined in a focus group that included employers and representatives of postsecondary institutions. These focus groups resulted in a second draft of the program competencies.

This draft was then shared with instructors in the program area, whose role was to clarify the competencies for use in the field. The resulting document was then released, and posted on the bureau's web page at:
http://www.education.nh.gov/career/career/program_compet.htm.

Six program areas were updated: Drafting, Cosmetology, Marketing, Automotive Mechanics, Cabinet Making & Millwork, and Teacher Education (all levels). The national standards used for each area are shown in the following chart.

Program Area

National Standard(s)

Drafting

American National Standards Institute

Cosmetology

American Training Standards Institute, NH State Board of Cosmetology

Marketing

Marketing Education Resources Center, National Marketing Education Standards

Automotive Mechanics

National Automotive Technicians Education Foundation

Cabinet Making & Millwork

National Center for Construction Education Research

Education

The Interstate Teacher Assessment and Support Consortium

Crucial to integrating secondary academic and CTE instruction was the involvement of employers and postsecondary educators. From their own perspectives and standards, both of these key CTE constituencies reviewed the draft competencies through the lenses of labor-market requirements and college-admissions requirements.

Updated competency profiles for all programs can be reviewed at:
http://www.education.nh.gov/career/career/program_compet.htm.

The postsecondary curriculum, competencies, and coursework including labs, classes, and internship opportunities for all CTE programs, were designed to provide activities that strengthened the academic and technical skills of students. The majority of programs incorporated some form of work experience or capstone experience to be certain that program outcomes have been mastered by students prior to graduation which assists with the integration of academics and career and technical education. This work on ensuring quality integration assists with student completion of an industry recognized credential, certificate, or degree.

2. During the reporting year, how did your state support 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.

Response to 6R (3/14/14):

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Finalized the first year of a partnership between Berlin High School and White Mountains Community College in Welding. All welding courses taught at the CTE center now yield full college credit leaving students shy six credits for their welding certification. 100% of welding completers not only go on to finish the certification; they all stay enrolled to complete their associate’s degree.

Strengthened connections with all community college manufacturing programs by increasing the dual enrollment courses offered. Additionally ground work is being developed to offer 2 + 1 programs (two years and four courses at secondary CTE will count towards a certificate at the community college with one more year of courses; credential can be stacked leading to an associate’s degree). Work with Math Learning Communities strengthened with a 50% increase in secondary schools that offer either the Senior Math or Topics of Applied College Math courses or both. The MLC Project was developed at the community college system level to work with high schools in an effort to increase the math preparedness of high school students entering postsecondary. Using a two tiered strategy to increase knowledge of basic algebra and applied math concepts, students can enroll in the high school Senior Math course to meet the 14 math competencies required to successfully enroll in the common threshold (first for degree credit) math course at the New Hampshire Community Colleges. If successful, students can then enroll in the Topics of Applied College Math dual enrollment course taught in the high school for college credit. This course satisfies the threshold math requirement at the NH Community Colleges and is widely transferable at many college and universities nationwide

Meetings and strategies took place to create pathways in Building Construction, HVAC and Welding that will include dual enrollment and stackable credentials. Significant work has taken place in these programs, allowing for a closer alignment of secondary and postsecondary program competencies and student exposure to the programs offered at the community college that houses these programs. The welding pathway in Berlin is new and has served as a model mentioned above; These pathways to postsecondary in Building Construction, HVAC and Welding have not existed in the past and work to strengthen the connections through postsecondary visits to the high schools and high school students visiting the college labs and interacting with postsecondary students is underway.

6R -- Please provide additional information (i.e. Question 6 R) describing how state leadership funds were used during the program year to support partnerships as defined in Perkins.

Your discussion/description may include, but is not limited to:

How your state supported partnerships that enable students to achieve State academic standards and career and technical education skills or complete a CTE program of study

How your state supported partnerships among local education agencies and/or between institutions of higher education and adult education providers

Any other partnership activities undertaken during the program year

Response to 6R:

Connections and partnerships are honed and strengthened on a daily basis. NH DOE Career Development Bureau and the Chancellor's Office at the Community College System of New Hampshire have a reciprocal relationship that is designed to foster and develop projects, initiatives and pathways to promote secondary, postsecondary and business and industry partnerships. Some examples of this:

Manufacturing Week in October. This was the first year of a week of activities around manufacturing to not only bring awareness to this important NH industry but also to forge more partnerships with NH manufacturers. Tours were conducted at all community colleges and CTE centers over the course of the week; additionally manufacturing companies opened their doors to tours for students in middle school, high school and college. This resulted in new partnerships for job shadows, advisory boards, internships and work based learning but more importantly it set the stage for this important annual event.

The Governor of NH continues to support two statewide advisory boards led by key legislators: the Pre-Engineering Technical Advisory Committee and the Governor's Advanced Manufacturing Council. Both groups are active with their research and support to CTE; membership is constantly supported with the regular appointment of leaders in the field of engineering and manufacturing.

Work was started with Sen. Watters from Dover for introducing legislation for tax credits to businesses that support CTE with equipment donations. This legislation is expected to be introduced in Fall of 2013.

A newly formed group in Dover called Business Connect NH recruits business owners to partner with CTE programs to ensure internships are available and students receive much needed support for acquiring soft skills. This group is in its infancy however shows great potential for increasing partnerships with CTE in this region.

The partnership with NH Lodging Restaurant Association has not only "raised the bar" on Culinary programs but also led to valuable partnerships with area businesses. Through the support of NHLRA, ServSafe is offered in all culinary programs and the ProStart curriculum is being implemented in 9 of the 16 culinary programs. Regional meetings are being organized with the intent of increasing opportunities for work based learning.

Work Ready NH – WRNH-In answer to business and industry concerns around worker readiness,

the Community College System of NH (CCSNH) developed and currently provides a program that addresses gaps in worker readiness in the areas of math, reading, and problem solving , as well as in "soft skills" including workplace discipline, teamwork and ethical behavior. The program is grounded in the National Career Readiness Certificate issued by ACT (American Council Testing program) and is a portable, evidence-based credential that measures essential workplace skills and is a reliable predictor of workplace success. In addition to these services being offered at the community colleges, in 2013, the WRNH program provided work readiness instruction to high school students through summer programs.

TAACCCT - The 20M DoL funded TAACCT grant allowed CCSNH to invest over \$19 million into advanced manufacturing education and training programs now offered by all seven community colleges. The TAACCCT-NH grant now better prepares NH residents for high-wage, high-skill employment in New Hampshire's vibrant advanced manufacturing industry by transforming community college programming at all seven colleges so that attainment of degrees, certificates and industry-recognized certifications is realized by traditional and non-traditional students in much higher numbers. With the startup of these advanced manufacturing programs in all colleges in 2013, the colleges are now poised to work closely with the high schools to develop pathways from secondary to postsecondary as evidenced with the planning of the 2 + 1 Advanced Manufacturing Mechatronics Program in development with Milford High School and Manchester Community College mentioned above.

TAACCCT - Over the course of the 2013 academic year, Great Bay Community College, in collaboration with the Seacoast School of Technology (SST), developed a new certificate program in Welding that was first developed when SST and GBCC met to discuss the growing demand for skilled welders. In a strong partnership between secondary and postsecondary, this program will be held at the Seacoast School of Technology beginning in February '14 and is designed to provide graduates with training for entry and intermediate jobs in 5 major welding processes while preparing students for American Welding Society Certification Testing. This program is a key step in developing programs to meet the needs for industry and will allow students secondary and postsecondary to learn valuable high demand labor skills.

Adult Ed and remediation – In an effort to reduce the high cost of remediation courses and the use of PELL funds, CCSNH and the NH Adult Education Program are working together to provide remediation services to those students most in need of remediation assistance. By referring those students who score at the lowest level of math skill to the Adult Education programs, postsecondary students are able to take remediation courses at a lower rate than the community colleges can offer. To alleviate concerns of postsecondary students feeling as if they are moving backwards, discussions have taken place in 2013 for these Adult Education remediation courses to be offered at the local community college. Significant work has taken place for these courses to be run by Adult Ed at the local community college for cost of an adult education course.

eStart - eStart is a dual credit program offered through the Community College System of NH in partnership with the Virtual Learning Academy that affords NH high school students the opportunity to take 100% online college courses through CCSNH while earning both high school and college credit simultaneously. In 2013, CCSNH purchased computers for the Berlin CTE Center to allow Berlin High School teachers who are not credentialed to teach dual enrollment courses, to work collaboratively with CSNH college faculty to provide support to students taking eStart courses.

Building stronger partnerships was a top priority for the 2012-2013 Program Year. The updating of program competencies mentioned earlier was one of the activities that encouraged partnerships during the year. The focus groups, especially, brought together stakeholders from business & industry and postsecondary education to jointly take the updates to the next level. Those representing employers brought their recruitment/hiring expectations to the focus groups and those representing postsecondary education brought their enrollment standards. Together with the secondary instructors involved in these updates, the employers and postsecondary represented the core of local CTE partnerships. Usually, these core members were joined by others involved with CTE: representatives of organized labor, elected officials, and staff from local and State agencies.

New Hampshire drew together or strengthened partnerships with the auto industry, the restaurant and lodging industry, and heating oil dealers:

Auto Industry-- Starting in August, representatives of the New Hampshire Auto Dealers Association met eight times over the course of the year with instructors from two colleges and seven high schools. They met to develop competencies and rubrics for the National Automotive Technical Education Foundation's; Maintenance and Light Repair curriculum.

Restaurant and Lodging Industry—Twenty culinary teachers attended four training sessions over the year with representatives of the New Hampshire Lodging and Restaurant Association. They met to start introducing the National Restaurant Association's ProStart high school curriculum. The first two sessions, each for four hours, focused primarily on orienting instructors to the ProSart curriculum. During the course of the school year, the instructors started introducing the curriculum into their classes. After the school year ended, the culinary instructors and some of the secondary center directors met to assess the year's efforts. During the summer, approximately 20 instructors went on to enroll in the National Restaurant Association's two-week advanced program on ProStart.

Heating Oil Dealers—Dealers from Massachusetts and Vermont worked together with state and local CTE instructors and staff to create the first program in heating oil maintenance in the state. Planning focused on establishing such a program at the Sugar River Regional Technical Center in Claremont, New Hampshire. The working relationships that emerged from this effort were sealed with a generous offer from the dealers to provide the equipment and machines needed to run the program, free of charge.

Postsecondary faculty and department heads worked with CTE Centers, Adult Education staff, and business representatives to facilitate quality partnerships. These partnerships assisted faculty with delivering programs that met industry needs, resulting in successful student job placements. These partnerships also assisted students with graduation and program completion and ensuring students were career ready upon graduation, thus improving chances for obtaining employment upon graduation.

3. During the reporting year, did your state use Perkins funds to improve career guidance and academic counseling programs?

Yes

All New Hampshire consortium colleges offered career and academic counseling to students enrolled in career and technical education programs. These supports for students have been vital in making the Career Pathway Plans of Study (CPPOS) sustainable at the local level. As mentioned last year, primary responsibility for developing and sustaining local partnerships has shifted from being a state-level responsibility to a responsibility of stakeholders at the local level. Critical to establishing these partnerships was the creation of a role for guidance and counseling, and through agreements, developing pathways that could inform students about their career opportunities. This strategic shift was completed during the 2012-13 Academic/School Year.

This change in local partnership formation strategy has not hampered the pace at which these partnerships were formed. During 2012-2013, approximately 15 new local articulation agreements were established, a 3 % increase over 2011-12, when there were approximately 500 articulation agreements. These partnerships were formed as part of the NHCCS's Running Start program, a dual credit program linking secondary CTE programs and community college programs. Guidance and counseling staff at both the secondary and postsecondary were parties to forming Running Start programs, but more importantly levels, they were critical in sustaining these articulations; approximately 50 new CTE Running Start courses were added in AY 2012-13 (an increase of approximately 20%) with thousands of high school students successfully carrying college credits as they matriculate into postsecondary programs.

At the community colleges, career guidance and academic advising shared responsibilities among the admissions department, faculty advisors, course faculty, the college counselor, and the Center for Learning and Academic Support. Initial career guidance was provided as part of the application/admissions process as admissions counselors explored potential career paths with applicants to ensure that students had appropriate opportunities to explore careers and enter CTE programs

4. During the reporting year, did your state use Perkins funds to establish agreements, including articulation agreements, between secondary school and postsecondary career and technical education programs to provide postsecondary education and training opportunities for students?

Yes

The backbone of CPPOS's were agreements between secondary and postsecondary programs that included articulation agreements and formal agreements governing dual-credit opportunities. For students, these agreements offered a number of benefits: advanced standing, discounted tuition, dual credits, and college transcripts.

Over the past year, the following four colleges in New Hampshire have, for example, entered into articulation agreements with local secondary CTE centers that address the following program areas:

Culinary and Hospitality Programs: Southern New Hampshire University and secondary CTE centers;

Hospitality Programs: University of New Hampshire and CTE secondary Centers;

Culinary Arts: White Mountains Community College and Lakes Region CC and local secondary CTE centers;

Firefighter and Fire Safety: Lakes Region CC and CTE Firefighter Programs

Secondary postsecondary agreements became a requirement for secondary CTE program approval and for re-approval, as part of monitoring reviews. Detailed information and lines of investigation were expanded during 2012-2013, focusing on the current status of agreements, availability of dual credits, and curricular alignment.

5. During the reporting year, did your state use Perkins funds to support initiatives to facilitate the transition of sub baccalaureate career and technical education students into baccalaureate programs?

Yes

Postsecondary consortium colleges worked regularly to develop articulation agreements between two- and four-year institutions and were successful with developing many positive relationships with four-year institutions. Increased articulation agreements were ongoing and the STEM Initiative between CCSNH and USNH was assisting with bridging the gap between CCSNH and USNH programs.

New Hampshire's two public systems of higher education were committed to increase the number of graduates with degrees and certificates in science, technology, engineering and math (so-called STEM fields). Representatives from the University System of New Hampshire (USNH) and the Community College System of New Hampshire (CCSNH) have outlined steps they will take to meet the goal of increasing by 50% the number of STEM educated graduates by 2020 and doubling that number by 2025. Specific steps will include:

Creation of new transfer pathways for students in STEM fields,

Collaboration on program development and delivery,

Promotion of STEM career opportunities,

Sharing of facilities, equipment, technology, and staff and faculty expertise,

Identification of resources to support STEM field education,

A commitment to expand access to education and opportunities in STEM fields for all state residents, across all regions of the state and all socio-economic groups,

Other initiatives in partnership with NH employers.

6. During the reporting year, did your state use Perkins funds to support career and technical student organizations?

No

7. During the reporting year, did your state use Perkins funds to support career and technical education programs that offer experience in, and understanding of, all aspects of an industry for which students are preparing to enter?

Yes

New Hampshire continued to require all secondary CTE programs to include competencies in All Aspects of Industry in their curricula. As part of updating all program competencies, the bureau ensured that AAI was still included in the competencies and that the resulting competencies reflected new and emerging technologies.

Examples of these competencies can be found in boldface under the Knowledge, Content, and Skills heading in program competency profiles. All program competency profiles, and their inclusion of AAI, can be found at: http://www.education.nh.gov/career/career/program_compet.htm.

All Aspects of Industry was foundational to two-year colleges that offered career and technical education programs. All consortium colleges in New Hampshire supported and encouraged the integration of students into relevant workplace settings to allow them to have meaningful and applicable experiences associated with their field.

The intent and design of all career and technical degree programs at the consortium colleges was to expose students to all aspects of an industry appropriate for a graduate. With the input of Program Advisory Committees, faculty members ensured that career and technical programs reflected current curriculum expectations and standards needed to work in the respective field and students were provided with opportunities to acquire experience, understanding, and skills in their field of study.

8. During the reporting year, did your state use Perkins funds to support partnerships between education and business, or business intermediaries, including cooperative education and adjunct faculty arrangements at the secondary and postsecondary levels?

Yes

New Hampshire continually works on growing new business-education partnerships, but during 2012-13, most of this work concentrated on building partnerships in the following industries:

Auto industry—The New Hampshire Auto Dealers Association and representatives of secondary and postsecondary programs.

Restaurant and lodging—20 culinary teachers from secondary and postsecondary culinary programs met eight times with the New Hampshire Lodging and Restaurant Associations.

Heating oil—Representatives of the heating oil dealers from Vermont and New Hampshire met with instructors to develop the first heating oil maintenance program in the State.

Firefighter and Fire Safety—Staff from the Career Development Bureau helped local secondary centers develop a new curriculum by bringing New Hampshire's Department of Safety into the process to ensure that the eventual curriculum is aligned with state standards for firefighters and fire safety.

Competency Revisions/Updates—The process of reviewing program-area competencies described earlier also brought business and education together, often for the first time, or strengthened existing partnerships.

In most of these instances, the partnerships included more representation than just educators and employers. Typically, the core partnership members were among a larger group of stakeholders that included: representatives of organized labor, business associations, elected officials, and staff from State and local agencies.

9. During the reporting year, did your state use Perkins funds to support the improvement or development of new career and technical education courses and initiatives, including career clusters, career academies, and distance education?

Yes

Fifteen secondary centers sought to gain approval of new CTE programs during the year. As the table below shows, 15 applications were submitted for state approval; nine gained full approval, and six were pending approval by June 30, 2012.

Proposed Program

Application Status

Firefighter (X 2)

Approved

Jr. ROTC (X 2)

Approved

Broadcast Technology

Approved

Hospitality & Tourism

Approved

Cosmetology

Approved

Fire Science

Approved

Agricultural Natural Resources

Approved

Marketing

Pending

Power Equipment Transportation

Pending

Fire Science

Pending

Future Educator Academy

Pending

Welding

Pending

Performing Arts

Pending

Several new postsecondary programs were developed in response to business and industry feedback. Advanced Manufacturing programs at all seven colleges were developed and began accepting students in AY 2012-13. Additional programs in CyberSecurity and Health-related computer science programs were new this year. Additional courses were being run online and a few colleges now offer 100% online degrees.

10. During the reporting year, did your state use Perkins funds to provide activities to support entrepreneurship education and training?

No

11. During the reporting year, did your state use Perkins funds to improve the recruitment and retention of career and technical education teachers, faculty, administrators, or career guidance and academic counselors, and the transition to teaching from business and industry, including small business?

No

12. During the reporting year, did your state use Perkins funds to support occupational and employment information resources?

No

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Step 4: Technical Skills Assessment

Provide a summary of your state's plan and timeframe for increasing the coverage of programs entered above.

New Hampshire will start introducing third-party, vendor-developed assessments in SY 2013-14. The vendor(s) will work with the Career Development Bureau in adapting their existing assessments to the technical core competencies listed for program areas in New Hampshire. Whereas previously New Hampshire looked only to the assessments used in granting credentials (e.g., licenses) for positive outcomes on 2S1, the State will start using vendor-developed assessments to determine outcomes in most program areas.

This shift in assessment strategy will affect the way the State and eligible recipients generate and use information on technical skills attainment. The State will rely less on the local CTE centers for performance information on 2S1. With a few exceptions, the State will work with the vendor(s) to gather performance data, while the State expects the local centers to assume prime responsibility for the credential-related assessments. Only in a few cases such as auto mechanics (NATEF) or welding (AWS) will the state continue to rely on credential-related assessments for reporting performance on 2S1.

Although the local CTE centers will assume more responsibility over the use of credential-related assessments, the State will retain a key role in identifying which assessments are approved for use at the local level. The State will continue to publish a list of approved credential-related assessments for use at the local level and the centers will continue to select which assessments they want to adopt for their own program areas from the lists.

New Hampshire will phase in the vendor-developed assessments. After pretesting in the fall of 2013, the State will use Health Occupations as the first program area to report performance based on the vendor assessments. Thereafter, the State expects to introduce the vendor assessments at the rate of approximately six career clusters per year. Health occupations will be the first program for which the vendor assessments will be used to report performance for SY 2013-14.

Timeframe:

9/1/13 - 3/31/14: Select vendor,

4/1/14 - 6/30/14: Pretest assessment for health occupations,

5/1/14 – 6/30/14: Negotiate performance target with OVAE for 2S1, with subsequent negotiations with eligible recipients;

7/1/14 - Begin adding vendor assessments at the rate of approximately six per year per career cluster.

CCSNH is currently in the early stages of investigating other programs for 3rd party assessment for AY14 to potentially include Computer Networking and Welding.

Enter the number of students assessed for technical skill attainment, and the total number of CTE concentrators reported for the program year. The percent of students assessed for technical skill attainment will be automatically calculated.

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Step 8: Program Improvement Plans

Extension Requested?

No

Required Program Improvement Plans

Directions: Your state has failed to meet at least 90% of the state adjusted level of performance for the core indicators of performance listed in the table below. Please provide a state program improvement plan addressing the items found in the column headings of the table below.

Core Indicator	Disaggregated categories of students for which there were quantifiable disparities or gaps in performance compared to all students or any other category of students	Action step to be implemented	Staff member responsible for each action step	Timeline for completing each action step
3P1		None needed.	Jose Figueroa	12-31-13
5P1	Nontraditional student participation	None needed.		12-31-13
5P1	Nontraditional student participation	Meet with Perkins managers from all CCSNH campuses to develop a plan to analyze nontraditional activities at each college and discuss potential activities.	Perkins Director and Individual Perkins Managers	05-01-14
5P1	Nontraditional student participation	Work with secondary schools to develop strong pathways for students with a focus on nontraditional career awareness for students	Perkins Director and Perkins Managers	09-30-14
5P1	Nontraditional student participation	Invite individuals who work in nontraditional careers to participate in school presentations, so they are visible in the school to encourage students' interest in nontraditional careers	Perkins Director and Perkins Managers	12-01-14
5P1	Nontraditional student participation	Work with secondary schools to offer awareness days for students to better understand nontraditional careers for their gender	Perkins Director and Perkins Managers	12-01-14
5P1	Nontraditional student	Encourage faculty in	Perkins Director and	12-01-14

Core Indicator	Disaggregated categories of participation	Action step to be implemented	Staff member	Timeline
		nontraditional careers to speak to students in secondary schools about nontraditional careers for their gender.	Perkins Managers	
5P1	Nontraditional student participation	Increase student awareness of nontraditional career opportunities through career fairs, guest speakers and promotional materials	Perkins Director and Perkins Managers	12-01-14

Secondary Program Improvement Plans

None needed.

Local Program Improvement Plans

Eight secondary eligible recipients failed to meet at least 90% of the target(s) on one or more performance indicator(s) and were required to develop and submit Local Program Improvement Plans.

Core Indicator	Disaggregated categories of students for which there were quantifiable disparities or gaps in performance compared to all students or any other category of students	Action step to be implemented	Staff member responsible for each action step	Timeline for completing each action step
3P1		None needed.	Jose Figueroa	12-31-13
5P1	Nontraditional student participation	None needed.		12-31-13
5P1	Nontraditional student participation	Meet with Perkins managers from all CCSNH campuses to develop a plan to analyze nontraditional activities at each college and discuss potential activities.	Perkins Director and Individual Perkins Managers	05-01-14
5P1	Nontraditional student participation	Work with secondary schools to develop strong pathways for students with a focus on nontraditional career awareness for students	Perkins Director and Perkins Managers	09-30-14
5P1	Nontraditional student participation	Invite individuals who work in nontraditional careers to participate in school presentations, so they are visible in the school to encourage students' interest in nontraditional careers	Perkins Director and Perkins Managers	12-01-14
5P1	Nontraditional student participation	Work with secondary schools to offer awareness days for	Perkins Director and Perkins Managers	12-01-14

Core Indicator	Disaggregated categories of	Action step to be implemented	Staff member	Timeline
5P1	Nontraditional student participation	Encourage faculty in nontraditional careers to speak to students in secondary schools about nontraditional careers for their gender.	Perkins Director and Perkins Managers	12-01-14
5P1	Nontraditional student participation	Increase student awareness of nontraditional career opportunities through career fairs, guest speakers and promotional materials	Perkins Director and Perkins Managers	12-01-14

The postsecondary eligible recipient met all targets at the 90% level and was not required to develop and submit a Program Improvement Plan.

ADDENDUM - Postsecondary (3/20/2014)

The postsecondary eligible recipient's performance indicator target for 5P1 (Non-Traditional Participation) is 21%. Actual performance on the 2013 CAR came in at 18.86%, 0.04% below the minimum 90% threshold of 18.90%. Given that the majority of students enter Community College System of NH (CCSNH) colleges with a specific focus on the career they choose to pursue, CCSNH postsecondary colleges will focus on working with secondary schools in developing activities that will increase student awareness of nontraditional careers for their gender. In pursuit of this goal, and In order to work to raise the indicator performance on 5P1, the activities outlined in Section 1, "Required Program Improvement Plans," will be implemented in AY14 and AY15.