# Consolidated Annual Report, Program Year 2014 - 2015
# 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

# Consolidated Annual Report, Program Year 2014 - 2015 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?**

Statewide assessments were collected for secondary and postsecondary Perkins grantees via the web-based survey created by this office and collected through Survey Monkey. There was a 100% participation rate with the Survey Monkey analysis. The survey was accessible to Perkins grantees 9/22/2015 through 10/30/2015. Data gathered from this survey will be utilized throughout the CAR narrative.

The Bureau of Career Development does regular monitoring of our Career and Technical Education (CTE) Centers in NH. During the 2014-2015 Reporting Year, 9 centers were monitored. Monitoring includes a thorough examination of each CTE Center and individual programs adherence to Perkins and state-level requirements.

| Location: | Monitoring Date: |
|---|---|
| Exeter, NH | 9/25/2014 |
| Somersworth, NH | 11/6/2014 |
| Laconia, NH | 12/1/2014 |
| Salem, NH | 1/12/2015 |
| Berlin, NH | 2/5/2015 |
| Langdon, NH | 2/25/2015 |
| Portsmouth, NH | 3/25/2015 |
| Concord, NH | 4/1/2015 |
| Claremont, NH | 5/26/2015 |

Each year our Education Consultant Team evaluates new program submissions. The Ed. Consultant Team also works with postsecondary and secondary stakeholders to align competencies at the secondary and postsecondary level and make sure that standards are aligned through competency crosswalks. The Ed. Consultant Team serves as a bridge to the relationship between secondary and postsecondary in relation to curriculum. During the '14-'15 reporting year, the following program areas implemented updated competencies :

- Engineering(CIP 140101);

- General Finance(CIP 520801);

- Banking and Financial Support Services(CIP 520803);

- Biotechnology (CIP 261201);

- Heating, Ventilation, and Air Conditioning (HVAC) (CIP 470201); and

- NEW PROGRAM: Visual and Performing Arts, General (CIP 500101)

Industry and postsecondary individuals met throughout the year to review and update state program competencies. The following programs' competencies were reviewed with Industry and Post-Secondary meetings throughout RY '14-'15 for implementation in RY '15-'16:


- Cooking and Related Culinary Arts, General (CIP 120500);

- Security and Protective Services, Other (CIP 439999);

- Agriculture, Agriculture Operations, and Related Sciences, Other (CIP 019999);

- Agriculture Mechanization, General (CIP 010201);

- Animal Science (CIP 010901);

- Applied Horticulture/Horticultural Operations, General (CIP 010601);

- Natural Resources/Conservation, General (CIP 030101);

- Fire Science/Fire Fighting (including EMT) (CIP 430203);

- Agriculture, General (CIP 010000); and

- Machine Shop Technology/Assistant (CIP 480503)


The postsecondary institutions that participated in competency reviews were all of the seven community colleges, Southern New Hampshire University (SNHU), and Keene State University, part of the University System of New Hampshire (USNH).

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

The secondary and postsecondary CTE programs in NH continuously upgrade technology use both by students and instructors as a method of curriculum delivery. Each of the sub-recipient applicants are required to include technology improvements in the Perkins Grant applications, which allow this office to track and gauge technology use and need in the state.

Of the 37 sub-recipients of Perkins funding, 92% had completed educational staff training for faculty, career guidance, academic counselors, and administrators in technology use. Of the sub-recipients, 73% encouraged schools and technology industries to collaborate and offer voluntary internships and/or mentoring programs.

**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?**

This office has begun utilizing Google Documents as a repository for training documents and resources. During the 2014-2015 Reporting Year, we offered: Google Documents training; Targeted Improvement Plan training; Depth-of-Knowledge by clusters; and Grant Application Training and Workshop, which included 2 hours of active assistance in a computer-lab setting to assist locals with application.

Throughout the year, CTE instructors, organized by program or career cluster, participated in statewide PD groups focusing their work around curriculum development, depth of knowledge, and utilizing common language. These groups continue to meet with some having progressed to development of shared curriculum resources and in the initial stages of developing common assessments.

The New Hampshire Career and Technical Association (NHCTA) surveyed its members (191 surveys returned, 100% completion) relative to what Professional Development and delivery-styles they would like to see from the Department of Education Bureau of Career Development in conjunction with NHCTA in the upcoming 'SY. NHCTA also contracted with an individual for professional development planning and implementation. Professional Development groups were created based on career clusters and have been a focus of NHCTA for 'RY '14-'15.

The NHCTA survey showed that of the 191 respondents, 64% wanted Professional Development during a school day, 27% wanted PD in the Winter, 22% in Spring, 23% in the Fall, 18% during the Summer, 12% after school, and 3% on the weekends. There was very low interest in having PD during February (7%) or April Vacation (5%). However, 91% stated that they would be interested in attending a state-wide or tri-state (ME, NH, VT) conference for CTE Professionals and 91% stated that they would be willing to attend this conference in August (Although it is outside of this 'RY, NH hosted the first Tri-state CTE Conference in August of 2015).

The NHCTA survey also asked respondents to share what Professional Development they were interested in/felt they needed (listed below in order).

Content-Specific PD around their program-- 60% of respondents.

Industry Partnerships PD—37% of respondents.

Technology Integration PD—33% of respondents.

Academic Integration CTE and Core Academics—31% of respondents.

Instructional Strategies—26% of respondents.

Advisory Committees- 24% of respondents.

Dual Credit and Articulation Agreements—21% of respondents.

Common Core Standards—21% of respondents.

Formative and Summative Assessments—20% of respondents.

Portfolio-Based Assessment—15% of respondents.

Career and Technical Organizations (CTSOs) - 15% of respondents.

Perkins Legislation PD- 14% of respondents.

Data-Driven Instruction- 11% of respondents.

Classroom Management- 10% of respondents.

Special Education Law- 9% of respondents.

Through the monitoring process, this office works to provide clear and specific goals for program improvement at each center throughout the state. Annual Perkins Grant application reviews and assessment of FAUPL data along with the center's Program Quality Rubric summary allow us to provide directives for areas in need of improvement and possible professional development. This is an ongoing process that is individualized based upon the unique components of each center, their programs, and the background of each CTE instructor.

Professional Development Activities:

Nov. / Dec. 2014: SREB TCTW workshops. Two locations, 4 days. (Laconia & Derry)

April 2015: Perkins SY16 Planning Workshops (Plymouth State University in Concord)

Spring 2015: Online PD was made available via Precision Exams for administrators/proctors of the National Health Science Assessment.

July 2015: Throughout the year, CTE instructors, organized by program or career cluster, participated in statewide PD groups focusing their work around curriculum development, depth of knowledge and utilizing common language. These groups continue to meet with some having progressed to development of shared curriculum resources and in the initial stages of developing common assessments.*

As we prepare to roll out our third party assessment process, through a contract with Precision Exams, PD has been delivered online in order to familiarize the centers with the process of administering Precision Exams.

POSTSECONDARY

All Community College System of NH (CCSNH) Consortium colleges are committed to ongoing professional development to ensure faculty stay current with all aspects of the industry and maintain techniques of effective teaching practices. AY15 professional development opportunities included workshops, seminars and conferences that included but were not limited to Auto, IT, Allied Health professions, Education, Advanced Manufacturing, Engineering, Hospitality and other career and technical education programs.

Local colleges also work with high schools to plan professional development days for high school teachers who teach dual enrollment courses. Each year, the Running Start Coordinators determine the disciplines that have the most new dual enrollment course teachers and host professional development workshops to give the high school teachers and college faculty an opportunity to have extended time to collaborate. These workshops include information on aligning curriculum, developing the college syllabus, and teaching strategies.  These workshops allow high school and college faculty work together to ensure the dual enrollment course upholds the integrity and rigor of the college course.

Each year, college faculty hold professional development workshops for Project Lead the Way high school teachers to earn certification to teach dual enrollment engineering courses at the high school. College faculty maintain relationships with these high school teachers to once again ensure the course being taught in the high school meet the rigor of a college course.

**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 Technology Day (GTD) continued in RY 14-15, and based on the success of previous years two days were scheduled to meet demand, with each day hosted in a different location.  The GTD events were hosted March 18-19, 2015, at New Hampshire Technical Institute (NHTI) in Concord, NH, and Manchester Community College (MCC) in Manchester, NH, respectively. The NHTI event had 13 sending schools, 24 chaperones, 249 students registered, and 191 students who attended. The MCC event had 12 sending schools, 26 chaperones, 237 students registered, and 183 students who attended.

The Non-Traditional and Emerging Professions/Other Activities in the state of NH for 'RY '14-'15 are listed below:

- NH Construction Career Day, sponsored by the National Association of Women in Construction, is attended by students from multiple schools, and CTE centers strive to ensure that non-traditional students are welcome and involved.

- Select postsecondary faculty members conducted outreach, mentoring, advising, and administered non-traditional scholarships for students interested in, and pursuing, careers in non-traditional fields.

- The secondary center in Concord, NH, implemented an INROADS program to align non-traditional people in industry with non-traditional students, including in their Automotive Technology program, through shared meals and on-site visits.

- Partnerships with professional organizations at the sub-recipient level, such as the Society of Women Engineers.

- The River Bend Career Technology Center in Bradford, VT, which is a sub-recipient of some NH Perkins funds, participated in Women Can Do conferences and Try a Major Day (TaMD) with both their traditional and non-traditional students.

- Girls in Technology Day (GTD)

- Seacoast School of Technology students (Exeter, NH) attended High Tech Day at the University of New Hampshire. Over half of the participants were female.

- The Wilbur H. Palmer Center in Hudson, NH, encourages non-traditional students to apply to the BAE Systems Women in Technology program.

- Career Cruising with Career Guidance Coordinators exposes students to interviews with both traditional and non-traditional employees in various career fields.

- NH Auto Show

- Manufacturing week

- Somersworth Career Technical Center in Somersworth, NH, hosted a Mini Career Camp for middle school girls in the summer of 2014. Girls could choose to participate in Engineering or Automotive Mechanics.

- Technology Day at NHTI, Concord, NH

- At the Berlin center in Berlin, NH, non-traditional industry representatives visit programs to speak to students, and non-traditional industry representatives serve on Program Advisory Committees (PACs).

- Certain postsecondary CTE Centers have used Perkins funding to hire a coach/mentor for students enrolled in non-traditional paths.

- At Great Bay Community College in Portsmouth, NH, faculty in the fields of Computer Technology, ACM and Criminal Justice are non-traditional for their gender and are in positions of program coordinators or department chairs.

- The Mt. Washington Valley Career Technical Center's Robotics team, associated with both their CAD and Computer Programming programs, successfully recruited a number of girls, resulting in a team of two girls winning the state VEX Robotics competition and placing in the top 30 at the world competitions. They also had a female-led team with the state Skills competition in Robotics.

- At the Wilbur H. Palm center in Hudson, NH, CTE program videos and CTE brochures have been updated displaying students in non-traditional fields.

- One CTE Region has an Equity Counselor who works with the region on non-traditional issues.

- The Sugar River Valley Center in Claremont, NH, provides the opportunity for students to audit classes in programs non-traditional for their gender. This exposes students to classes that they would not normally sign up for, and has led to program enrollments from non-traditional students who appreciated the chance to "try out" the program.

- The Cooperative Education program offered at the Hartford Area Career & Technical Center in White River Junction, VT, which receives a portion of NH Perkins funds to provide CTE services for NH students in the region, intentionally targets non-traditional students to put them in a cooperative education setting (with a mentor who is also non-traditional in their field) that provides them with a controlled, supported experience and encourages them to enter a non-traditional occupational field.


POSTSECONDARY

Active recruitment in nontraditional fields occurs regularly at the colleges particularly in the fields of nursing, education, IT and other STEM fields. Exposure to these fields through activities conducted at the colleges such as Girls Technology Days, Boot Camps and other awareness days held at the colleges helps build a pipeline of students in nontraditional careers for their gender. All college open houses include information about opportunities for nontraditional career paths.

Programs are in place at all colleges that include nontraditional awareness and support activities for students in careers nontraditional for their gender. Nontraditional faculty at the colleges work closely with students in nontraditional fields to ensure they are aware of strategies to work within their nontraditional field and offer guidance on how to effectively manage situations that may not occur in a traditional career. Select faculty offer mentoring and advising services for students in nontraditional careers, specifically in the areas of manufacturing, engineering, IT and health occupations.

**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?**

The Bureau of Career Development worked with the state directors association to contract the development of a publication titled Considering CTE: New Hampshire Career & Technical Education Reflective Guide for Students Considering Applying for Admission to a NH CTE Program. This resource provides clear, concise outlines describing each CIP coded program, the core career-related skills & understandings, personal qualities, physical attributes & employability skills included within the program. Additionally, the guide outlines common measures of success and next steps in career & college readiness. The guides have been printed and distributed throughout the state. This tool is intended to be used by a variety of stakeholders in order to support careful and appropriate placement of students within CTE programs. It is of use to school counselors, career guidance staff, special educators, students and parent/guardians.

POSTSECONDARY

All colleges organize open houses, career fairs and transfer to ensure that all students including special populations are aware of the career and technical education programs and services that the colleges offer.  Students in special populations are encouraged to self-identify themselves and are provided with advising and mentoring activities to ensure they are provided with support services to help them succeed.

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

With regards to data collection, technical assistance is largely still completed by phone or email.  The primary data system for the Bureau remains the Career and Technical Education (CATE) system, while peripheral student competency information is obtained through sub-recipient use of the PerformancePLUS system, a third party product. Subrecipient performance indicator reports are sent out to secondary CTE Centers in February of each year, and questions related to the data or definitions included in those reports are answered on a center by center basis.  Where questions are prevalent across multiple centers, clarification is sent to all centers via email.

The Bureau of Career Development (BCD) also offered a hands-on workshop to assist all secondary sub-recipients in completing their Carl D. Perkins grant applications for this reporting year. BCD staff were available on both days of the training to further assist sub-recipients in completing and submitting their application(s), by answering questions and providing technical support.

POSTSECONDARY

The CCSNH Consortium Colleges Perkins Director works closely with the local college Perkins Managers to ensure regular communication.  Initial support occurs with developing a process for allocation of funds among college programs. This process includes determining the percentage of students who receive Pell funds at each college and allocating Perkins funds to each college based on the same percentage. In addition, support is provided throughout the year to ensure Perkins requirements are being met, budgets and applications are managed properly and reporting is complete. Support with planning activities is also provided as the Perkins Managers work closely with the Consortium Perkins Director to carry out required activities throughout the academic year.

**7. Serving individuals in state institutions**

**Part I: State Correctional Institutions**

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

54220.6

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

631

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

Incarcerated persons served by Belknap County Corrections have access to several CTE tracks that result in skills or certificates to aid in their reintegration into society once they have been released.

Incarcerated individuals have the opportunity to pursue the following:

HOSPITALITY AND TOURISM: ServSafe training.  Successful completion of the ServSafe curriculum results in a ServSafe Employee starter program certificate, a nationally recognized certificate in the food service industry.

TRANSPORTATION AND LOGISTICS: Automotive Technology training, in partnership with Lakes Region Community College.  Successful completion of the BCC Automotive Technology Training program can be applied towards 3 credits in LRCC's Automotive program, should the student choose to pursue further education in the field.

ARCHITECTURE AND CONSTRUCTION: OSHA 10 certification. Incarcerated individuals have the opportunity to earn an OSHA 10 certification in General Industry Safety, which is intended to give entry-level construction workers an understanding of work site hazards and safety measures.  Successful completion of the OSHA 10 certification results in a certificate and an OSHA wallet card that certifies the inmate has completed the OSHA 10 course.

**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.**

N/A

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

No

**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?**

Yes

Incentive grants were awarded to eight centers, with projects ranging from summer camp programs for new students, to a new Medical Math course, to providing updated technology to keep programs current with industry standards.

**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

# Consolidated Annual Report, Program Year 2014 - 2015
# 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?**

At the state's invitation, the Southern Regional Education Board's (SREB) Technical Centers That Work visited the J Oliva Huot Technical Center in Laconia, NH, on Dec. 11 & 12, and Pinkerton Academy in Derry, NH, on Nov. 13 & 14. Both events allowed teams from the state's regional CTE centers, and a team from the Bureau, to assess their current level of adherence to best practices with TCTW and begin to develop a plan of action (POA) to move toward continual improvement in a thoughtful and manageable manner. This opened the topic of SREB Technical Assistance Visits (TAVs) and contracting with SREB for additional PD, which has been occurring throughout the state following these PD events. Several of our secondary CTE centers have contracted with SREB for TAVs.

The SB335 Study Commission on Career and Technical Education brought stakeholders from industry and CTE together to provide insight on the status of CTE in NH, and to provide key legislative decision makers with in-depth knowledge regarding the needs of our centers and the business community. The Commission met throughout the autumn of 2014, with its final meeting held on December 16, 2014.

Regional CTE advisory meetings bring together superintendents, CTE students past & present, economic development directors, school board members, school counselors, a range of school administrators, and industry partners in support of renovation projects, to review new program proposals, and to discuss economic needs and the future directions of CTE program in given regions.

Our Educational Consultant Team meets regularly with secondary and postsecondary curriculum experts to assist with integrating academics with career and technical education. Curriculum Crosswalks are being created for each program to create alignments with common core standards. These Crosswalks also include All Aspects of Industry curriculum.


NEW PROGRAMS APPROVED FOR IMPLEMENTATION IN 2014-2015

Computer Programming – Pinkerton Academy, Derry

Fire Science/Fire Fighting – Keene

Graphic Design - Nashua

Lodging Management – Laconia (with the hiring of a qualified instructor, this program was granted full approval vs. the conditional approval from the previous RY)

Lodging Management – Nashua

Welding – Whitefield


COMPETENCIES UPDATED OR ADDED FOR SY 2014-2015:

Engineering (CIP 140101);

General Finance (CIP 520801);

Banking and Financial Support Services (CIP 520803);

Biotechnology (CIP 261201);

Heating, Ventilation, and Air Conditioning (HVAC) (CIP 470201); and

Visual and Performing Arts, General (CIP 500101)

Southern Regional Education Board (SREB) Collaboration:

Several CTE Centers in the state have collaborated with the Southern Regional Education Board (SREB) as stated above, to learn more from exemplars embedded within the Tech Centers That Work program. The CTE Center Directors maintained communication and collaboration with the NH Career & Technical Administrators Association (NHCTA) regarding best practices is blending both academic and technical pursuits; several centers have been involved in academic planning and breaking down the Common Core sub-sections on Technical Writing and incorporating these tenets into tasks, assignments, and assessments.

Literacy Integration Work:

Integrated work within CTE Centers surrounding literacy within all program areas using Keys to Literacy workshops happened around the state. Work began regarding Framework for Effective Instruction (FEI) and the creation of syllabi to mirror what is happening on the academic side of the high school. Multiple Pathways POV (Point of View) statements shared including the concept of ELOs (extended learning opportunities). Personal Learning Plans will be developed for nontraditional students and monitored by their advisor. Academic supports will be available as needed. The Bureau of Career Development, Education Consultants worked at aligning the common core areas of Literacy and Math. There were a total of 5 in-services from SREB to work in both math and literacy areas. This work with this office resulted in many direct applications within the curriculum; Common Core English Integration, Nine of ten programs implemented lessons - this has been a multi-year initiative to develop authentic writing assignments related to each industry. Examples: Accident report writing in Criminal Justice, 3 C's in Auto Tech, Customer Proposal in Graphic Arts

Math Integration Work:

Several CTE Centers have begun integration of mathematics in automotive technology and through the use of medical math in Health Science programs. These programs are also aligning projects to common core standards. Math-in-CTE was reviewed with Auto Tech teachers statewide whom spent about 20 hours reviewing core concepts in Auto Tech related to math. Auto Technology teachers worked with experienced math teachers to learn best practice mathematics teaching techniques. Auto Tech teachers expanded knowledge on best practices and especially math vocabulary.  CTE Teachers have benefited long-term from this partnership; meaningful Post-Secondary Initiative (focus on post-secondary planning for at risk students) - Focus on Accuplacer and preparation (aligned to math courses) - in particular in Construction Tech Program; Cosmetology - partner with biology on bacteria (biology competencies); Cosmetology teacher working with AP Biology Teacher regular to learn basic and refine how concepts like hygiene/safety can be taught in "deeper" scientific manner aligned to how taught in core science classes. Professional Learning Community work and independent curriculum writing within specific programs has occurred throughout 'RY '14-'15. Through regular PLC work with this office, teachers continued to crosswalk Common Core standards to program competencies and plan rigorous units of study with common core aligned assessments. Center-wide individual PLC's used a weekly one hour time slot to update curriculum and stay current with changes in industry. Perkins funds were used to support curriculum writing for programs with new curriculum and to update other programs. Culinary CIP#120500 revised units and lessons in the second year of adopting the ProStart curriculum. Drafting technology CIP#151301 integrated the use of Solidworks software and integrated more STEM concepts and techniques in class. Photography, Video & Film techniques are constantly changing (CIP#500699). Teacher Education, CIP#131206 was transitioned from ECE and the HST CIP#519999 ran and graduated our first LNAs. Overall these activities help to ensure achievement in core academic and CTE subjects by continuing to use the most industry relevant technologies and embedding core academic literacy skills in CTE programs.

This office assisted centers with redesigning CTE programs for implementation in 2015-2016 to improve enrollment and align with the high school-wide STEM (STEAM) [Governor's] initiative. Computer Engineering was redesigned into Computer Networking and Computer Programming and Software Development and offers dual college credit for all segments of these two programs. Engineering was redesigned into Engineering Design and Manufacturing to better meet the needs of the community and offers dual college credit for the segments of this program aligned with Mechatronics Certificate Program through Manchester Community College.

The Bureau of Career Development strengthened academic and technical rigor through a combination of partnering with the New Hampshire Career and Technical Administrators (NHCTA), the Southern Regional Education Board (SREB), local CTE Centers, and constant curriculum and program assessment, pathway programs, curriculum crosswalks, and encouraging and promoting active Program Advisory Boards.

**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.**

All CTE Centers reported on their local partnerships in the Survey Monkey data that yielded at 100% return-rate. 89% percent of CTE Centers report having relationships with other K-12 School Districts, 97% report having postsecondary relationships, 50% report having relationships with Adult Education providers, 92% with Employers, 41% with Labor Organizations, 81% with Parents and Guardians, and 81% reported having Local CTE/Regional Partnerships.

The NH Teacher Effectiveness Model requires all teachers to take ownership in the academic success of all students. This office has worked to improve CTE Curriculum with Academics through integration of math and literacy. Education Consultants have worked with staff to identify and document approaches to embed math and language arts in curriculum largely through mapping documents. The most significant progress in improving student academic and career technical skills through the integration of academics and CTE has been accomplished with the constant conversations we have had around our curriculum maps. Setting expectations that assessments will be project- based and a minimum of a DoK (Depth of Knowledge) has opened the door to the inclusion of core academic content as well as improved assessment of CTE skills as defined using the NH DoE program competencies.

During the Girls Technology Day and NH Career Construction Days employers have direct contact with CTE faculty and students. This office supports partnerships through Program Advisory board/Committee assemblies as noted in the monitoring of centers.

As discussed in Section 3-C, question 1, SREB TCTW trainings in Laconia (J Oliva Huot Technical Center) on Dec. 11 & 12, and in Derry (Pinkerton Academy) on Nov. 13 & 14, allowed teams from the state's CTE centers to assess their current level of adherence to best practices with TCTW and begin to develop a plan of action to move toward continual improvement in a thoughtful and manageable manner. This opened the topic of SREB Technical Assistance Visits (TAVs) and contracting with SREB for additional PD and collaborative time which has been occurring throughout the state following these PD events.

Also as previously discussed, the SB335 Study Commission on Career and Technical Education brought stakeholders from industry and CTE together to provide insight on the status of CTE in NH and to provide key legislative decision makers with in depth knowledge regarding the needs of our centers and the business community.

Regional CTE advisory meetings bring together superintendents, CTE student past & present, economic development directors, school board members, school counselors, a range of school administrators, and industry partners in support of renovation projects, to review new program proposals, and to discuss economic needs and the future directions of CTE program in given regions.

POSTSECONDARY

All CCSNH Consortium Colleges work closely with local CTE Centers to identify dual enrollment courses and increase these opportunities for high school students.  Each year new courses are identified through close collaboration with CTE Directors, teachers and CCSNH Consortium faculty and staff. There are over 150 dual enrollment courses currently offered at CTE Centers across the CCSNH Consortium with approximately 15 new courses offered for the 2015 academic year.  New courses included but are not limited to:

Web Design, Medical Terminology, Health Safety and Nutrition for the Young Child, Intro to Oxy-Acetylene Cutting and Beveling, Culinary Fundamentals Movie Making, Blueprint Reading and Solid Modeling, Nutrition for Health and Fitness, Accounting, Programming Course, Digital Imaging,  Machining, and Manufacturing.

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

Yes

The sub-recipients are monitored and required to submit their plan for academic and career counseling with each application. This office will be working with the locals to help get a more comprehensive approach to professional development and career guidance together but has very little access to secondary or post-secondary counselors due to local controls.

Funds were used to purchase NAPE Career Counselor Equity kits, which were distributed to centers throughout the state. Currently, the state is awaiting Governor and Council feedback on a contract with the National Institute for Women in Trades, Technology, and Science for two, multi-day equity trainings focused on providing gender equity in related CTE programming.

**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

A great deal of work is done in this area to ensure that smooth, facilitated pathways exist between secondary and postsecondary.  Regular communication occurs between colleges and local CTE Centers to continually expand upon dual enrollment courses and articulation agreements for all programs.  It is a goal for all CTE programs to develop articulation or dual enrollment agreements that include 2 -4 courses in a particular career and technical program.

Secondary and postsecondary institutions work closely together to develop these pathways that lead to postsecondary college credits and exposure to local businesses.  Focused pathways in the 2015 academic year included development in a programming and medical assistant pathway.  Both pathways were a result of industry need and allowed for connecting students to industry.  As mentioned earlier, high school teachers and college faculty work closely together on these pathways to align curriculum and ensure the needs of the students, college and businesses are being met.

New dual enrollment courses are listed above.  Articulation agreements included courses in Machine Tool, Auto, Culinary Arts, Baking, IT, Business, Marketing, Collision Repair, and Mechanical Drawing.

**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

While the CCSNH Consortium Colleges did not use Perkins funds to facilitate a student's transition to baccalaureate programs, the Consortium Colleges do engage in a number of activities designed to facilitate this transition.  Transition Coordinators assist students in every college with transferring to four year institutions and host transfer fairs on a regular basis.

CCSNH's new Dual Admission policy this year with USNH allows a student to transfer all credits seamlessly to a four year institution once they complete an Associate's Degree.  Students who opt into the Dual Admission program have an advisor from both the community college and the university system college who work together to advise students on course selection to ensure students are taking courses that put them on a clear and efficient path to a four year degree.

Articulation agreements to four year institutions are also key to a student's transition to a baccalaureate program. Articulation agreements exist between the CCSNH Consortium colleges to the majority of programs at NH's four year institutions as well as many in the New England area.

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

Yes

Several secondary centers included assisting CTSOs as a permissive use of local funds in their annual Perkins grant applications.

**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

Each Grant Application for RY '14-'15 included All Aspects of Industry (AAI) activities as a required use. Elements relative to the nine categories comprising All Aspects of Industry are standard competencies on all of New Hampshire's CTE program competency documents. All students are exposed to AAI and scored on their proficiency in these areas as they progress to program completers. All program competencies are based on national standards of that program. All competency documents are reviewed by this office every 3-5 years. Reviews are conducted with postsecondary education in NH as well as business and industry. In addition, there was a focus on the following elements: Labor, Personal Work Habits, and Technical and Production Skills.

The Career Development Bureau (BCD) participates in the following industry related, career awareness activities that support the introduction of CTE and AAI to students throughout NH:

-Construction Career Days events occur each September and provide students with an opportunity to learn about all AAI regarding many careers related to this field.

-In October, the CDB supports NH's Manufacturing Week. During this week there is a Governor's Manufacturing Summit, CTE centers open their doors to showcase their manufacturing and engineering programs, and CTE and other secondary students have the opportunity to tour manufacturing facilities throughout the state.

-Girls Technology Day events provided nearly 500 young women an opportunity to learn about AAI throughout 40 different tech related careers, on two community college campuses in March of 2015.

-Competency documents for each program include embedded AAI elements, which are highlighted throughout.

POSTSECONDARY

All Aspects of the Industry is foundational to two-year colleges that offer career and technical education programs. All consortium colleges support and encourage the integration of students into relevant workplace settings to allow them to have meaningful and applicable experiences associated with their field.

It is the intent and design of all career and technical degree programs at the consortium colleges to expose students to all aspects of an industry appropriate for a graduate. With the input of Program Advisory Boards and Committees, faculty members insure that career and technical programs reflect current expectations needed to work in the respective field and students are provided with opportunities to acquire experience, understanding and skills in their field of study.

Early in the college programs, observation assignments and courses are based in business and industry to expose students to real world application of curriculum. Exposure to these experiences early in their program of study fosters the development of a realistic vision of the world of work, and promotes programmatic retention and completion.

Several academic programs feature a series of speakers for students to bring industry professionals into the classroom to share their stories and provide students with a first-hand account of the professions.  In addition, several programs offer field visits to sites external from the campus to provide students with brief yet punctuated introductory exposure to the workplace.  Advisory Board members often offer to hosts students in their place of business for tours so students can experience the workplace environment and all aspects of their career field.

Through these internships, field experiences, clinical experiences, and interactions with professionals in their program of study, students integrate hands-on learning with classroom-based learning.  The use of these capstone experiences help to ensure that students have the ability to learn and experience all aspects of the industry.

**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

Perkins State Leadership postsecondary funds are used to support activities that facilitate partnerships between secondary and postsecondary by linking these faculty and teachers together on the development of curriculum used in dual enrollment courses and articulation agreements.  State Leadership activities also included outreach to STEM related businesses in an effort to facilitate pathways from secondary to postsecondary to careers in both STEM and non-STEM related fields.

State Leadership funds are used to support activities used to link high school students with activities at CCSNH Consortium colleges such as Girls Technology Days, Summer Camps and Discovery Days for students at all local colleges.

Informational sessions for high school teachers and school counselors discussing postsecondary options for students in Perkins programs is a regular occurrence throughout the school year as opportunities are provided.

**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

Five secondary centers sought approval of five new programs during the year. All fall programs received approval to enroll students and begin instruction in 2014-2015.

New Programs for SY 14-15 Secondary:

- Computer Programming – Pinkerton Academy, Derry, NH

- Fire Science/Fire Fighting – Keene, NH

- Graphic Design - Nashua, NH

- Lodging Management – Laconia and Nashua, NH

- Welding – Whitefield, NH

With the hiring of a qualified instructor, the Lodging Management program at Laconia was granted full approval. This program had been granted conditional approval in 2013-2014, pending the hiring of a teacher.

The community college system introduced two new certificate programs: an Advanced Manufacturing Certificate and a Programming Certificate. Advanced Engineering offered dual credit, where secondary CTE students can earn transferrable credits while in high school, or credits that count toward an Associate Degree in advanced manufacturing. Manchester Community College started offering a Programming Certificate through eStart, where courses in Java programming, C#, and iOS programming were offered on-line.


POSTSECONDARY

Significant work was done on the development of a Programming Pathway at a local high school and also a Medical Assistant Pathway. 3-4 courses were developed at two local high schools with postsecondary guidance to allow for students to earn up to 9-12 credits in these pathways. Other pathway work was introduced in the areas of Criminal Justice and Business.

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

Yes

Entrepreneurship is taught as part of our CTE programs, in particular Marketing courses taught as part of our General Merchandising (CIP 521899) programs.

**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

# Consolidated Annual Report, Program Year 2014 - 2015
# New Hampshire

## Step 4: Technical Skills Assessment

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

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.

| Population | Number of Students in the Numerator | Number of Students in the Denominator | Percent of Students Assessed |
|---|---|---|---|
| Secondary Students | | | |
| Postsecondary Students | | | |

# Consolidated Annual Report, Program Year 2014 - 2015 New Hampshire

## 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 |
|---|---|---|---|---|
| 5S1 | While most categories of students showed similar placement rates in comparison to each other and to the overall total, there were significant disparities in the performance rates of students with disabilities (placement rate of 40.31%, 18.59% lower than the overall placement rate), and economically disadvantaged students (placement rate of 45.10%, 13.80% lower than the overall placement rate). | • Utilize the Community College System of New Hampshire's use of student SASIDs to better identify students who have enrolled in New Hampshire's community colleges immediately after high school. CCSNH currently incorporates the student SASIDs assigned to all K-12 public school students by the NHDOE into their databases, but there is no direct link between CCSNH's postsecondary data systems and NHDOE's data systems. This makes data matching and reporting difficult, though not impossible. In the next year we hope to improve these links for better data flow. This would improve the quality of our postsecondary placement data, as it would reflect more precise counts of students than our match with the National Student Clearinghouse, which must be done by name and date of birth | Melissa Ritchings | 06-30-16 |

| Core Indicator | Disaggregated categories of | Action step to be implemented | Staff member | Timeline |
|---|---|---|---|---|
| | | rather than by a unique, individual identifier, and which depends on postsecondary organizations reporting data to the Clearinghouse in a timely manner. | | |
| 5S1 | While most categories of students showed similar placement rates in comparison to each other and to the overall total, there were significant disparities in the performance rates of students with disabilities (placement rate of 40.31%, 18.59% lower than the overall placement rate), and economically disadvantaged students (placement rate of 45.10%, 13.80% lower than the overall placement rate). | •Explore the potential of using student SASIDs with University System of New Hampshire data. Like CCCSNH, USNH also employs NHDOE SASIDs, and the process of negotiating the nature of access to USNH student data thru SASID matching is ongoing. The use of SASIDs at both the community college and state university levels is still relatively new, and the mechanisms for sharing those data, especially with the university system, are still being built. | | |
| 5S1 | While most categories of students showed similar placement rates in comparison to each other and to the overall total, there were significant disparities in the performance rates of students with disabilities (placement rate of 40.31%, 18.59% lower than the overall placement rate), and economically disadvantaged students (placement rate of 45.10%, 13.80% lower than the overall placement rate). | •Identify better methods of matching Advanced Training data. Our data for Advanced Training currently comes from our Apprenticeship database. The set-up of that database does not allow for the entry of information like SSNs or dates of birth, meaning that data matches must be made on name alone. This leads to low numbers of students identified. While NH doesn't anticipate a surge in Advanced Training data as a result of new methods of data matching, we do hope to make the data that are retrieved more reliable and reflective of actual apprenticeship involvement. The database is an older one, and there's no estimate of how long it would take to add a new identifying field to the system and train users on how to populate | | |

| Core Indicator | Disaggregated categories of | Action step to be implemented | Staff member | Timeline |
|---|---|---|---|---|
| | | such a field. That said, it is a goal of this Bureau to improve the data quality of this system. | | |
| 5S1 | While most categories of students showed similar placement rates in comparison to each other and to the overall total, there were significant disparities in the performance rates of students with disabilities (placement rate of 40.31%, 18.59% lower than the overall placement rate), and economically disadvantaged students (placement rate of 45.10%, 13.80% lower than the overall placement rate). | • Conversations are ongoing at upper levels of management between the NH Department of Education and the NH Department of Employment Security about ways to obtain usable employment data. Currently this is a population that NHDOE cannot report due to the lack of available, quality resources. There is no ETA on when these data may be available, but the need is known and solutions are being discussed. | | |

**Local Program Improvement Plans**

The Postsecondary consortium met at least 90% of its goal on all postsecondary performance indicators and will not be required to submit an improvement plan.

Secondary subrecipient data are difficult to obtain at the moment due to ongoing server migration being done by the NHDOE. However, based on past years' performance, it is safe to assume that between 50-75% of eligible secondary recipients will be required to submit an improvement plan for one or more indicators. This would mean that between 12-18 secondary recipients will be required to submit an improvement plan for one or more indicators.