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STATE OF NEW HAMPSHIRE
DEPARTMENT OF EDUCATION
DIVISION OF CAREER TECHNOLOGY AND ADULT LEARNING
BUREAU OF CAREER DEVELOPMENT
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Concord, NH 03301
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Citizens Services Line 1-800-339-9900

September 26, 2013

Her Excellency, Governor Margaret Wood Hassan
and the Honorable Council
State House
Concord, New Hampshire 03301

REQUESTED ACTION

Authorize the Department of Education, Bureau of Career Development to pay the annual membership fee to the Southern Regional Education Board for Technology Centers That Work (NH Vendor #246635) in the amount of \$4,000; for a period effective upon Governor and Council approval through the following 12 months. These funds are **100% Federal**. Funding for this request is available in:

<u>Account No.</u>	<u>Amount</u>	<u>Fiscal Year</u>
06-56-566000-60320000-026-500251	\$4,000.00	2014

EXPLANATION

The Carl D. Perkins Act of 2006 (Perkins IV) requires all career and technical education (CTE) programs to provide high-quality career and technical education to high school students. CTE centers are charged with producing high-demand, high-wage graduates who will be leaders in their selected careers. New Hampshire offers 52 programs from 15 career clusters in 23 regional career and technical centers state-wide.

The Southern Region Educational Board's, Technology Centers that Work works closely with its member states and their schools to survey and assess current practices in all academic areas to establish baseline data. They then analyze this data to identify areas for improvement and track progress over time. Their mission is to create a culture of high expectations and continuous improvement in career and technical education centers. Membership is effective upon G & C approval and continues for 12 months following that start date.

Respectfully submitted,

Virginia M. Barry, Ph.D.
Commissioner of Education

**Southern Regional Education Board's (SREB),
Technology Centers That Work (TCTW)
State Membership Fee**

Listed below are answers to standard questions required for Governor and Council organization dues and membership approval submissions:

1. How long has the organization been in existence and how long has this agency been a member of this organization?

The Southern Regional Education Board (SREB) has been in existence since 1948 started by Southern governors and legislators who recognized the link between education and economic vitality. SREB has 16 member states and offer numerous programs that range from Common Core Benchmarking to Nursing Education. Technology Centers That Work began in 2007 providing member states and their sites with staff development, technical assistance, publications and assessment services. This will be the first year of membership for New Hampshire.

2. Is there any other organization which provides the same or similar benefits which your agency belongs to?

No.

3. How many other state's belonging to this organization and is your agency the sole New Hampshire state agency that is a member?

SREB began in 1948 and is based in Atlanta, Georgia. Although based in the south, states from all areas of the country are part of their membership. The Technology Centers That Work includes more than 180 sites in 18 states. NH Department of Education, Bureau of Career Development is the sole state agency known to be a member of this organization, however, if this membership is approved this office expects multiple sites to access the services offered by Technology Centers the Work.

4. How is the dues structure established? (Standard fee for all states, based on populations, based on other criteria, etc.)

There is a Standard Fee for all states.

5. What benefits does the state receive from participating in this membership?

SREB's Technology Centers That Work (TCTW) would have the opportunity to review current practices, have them assessed and implement the actions needed to produce high-demand, high-wage graduates. The assessment is comprehensive as it includes data collection from existing state tests and assessments along with far-reaching survey work. Once all the data is collected, TCTW analyzes the data to establish a baseline that is used to identify areas for improvement. The assessments include subject tests in reading, mathematics and science, coupled with student and teacher surveys. Schools receive comprehensive reports disaggregating student achievement by school and classroom experiences. TCTW then works closely with the site to identify and implement a multi-faceted plan that will positively impact student learning through professional development for teachers and staff and on-going technical assistance.

Additionally, TCTW provides guidance on designing career pathways for success, programs to prepare alternatively certified CTE teachers (teachers who come to CTE from industry) and two highly sought after programs that help schools implement the Common Core State Standards

and other rigorous standards through the Literacy Design Collaborative and the Mathematics Design Collaborative.

The work of the organization is research based only so their success is well-documented over the years. SREB's Technology Centers That Work hosts a range of events and provides information and resources throughout the year to serve the CTE community.

6. Are training or educational/research materials included in the membership? If so, is the cost included? Explain in detail.

Yes, membership benefits include regular newsletters and presentations, marketing & promotional materials, professional development, national webinar programs, national leadership development, on-going reports on best practices and comprehensive research reports.

7. Is the membership required to receive any federal grants or required in order to receive or participate in licensing or certification exams? Explain

No.

8. Is there any travel included with this membership fee? Explain in detail any travel to include the number of employees involved, the number of trips, destinations if known and purposes of membership supported trips.

No. Travel will include two staff members annually. Reduced fees are offered for members.

9. Which state agency employees are directly involved with this organization? (Indicate if they are members, voting members, committee members, and/or officers of the organization.

Lisa, Danley, State Director of Career and Technical Education
Administrator, Career Development Bureau, NH Department of Education

10. Explain in detail any negative impact to the State if the Agency did not belong to this organization.

Negative impact includes, but is not limited to:

- Limited scope in making data-driven decisions
- Lost opportunity to implement a proven certification and training process for alternative teachers leaving industry and teaching in career and technical education
- Loss of collaboration with other member states across the nation
- Loss of opportunity to access proven professional development especially in the areas of integration of academics in career and technical education
- Forfeiture of an opportunity to document end of school student preparedness for postsecondary in technical skills and academic content areas.

SREB



Southern Regional Education Board

592 Tenth Street, NW
Atlanta, Georgia 30318-5790
Phone 404-875-9211
Fax 404-872-1477
www.sreb.org

Invoice

Return copy with check

Invoice # 13/14-1-TCTW
EIN: 58-0566141
Date: August 22, 2013

New Hampshire Department of Education

Invoice 1

ATTENTION: Accounts Payable
Career Development Bureau
New Hampshire Department of Education
21 South Fruit Street, Suite 20
Concord, NH 03301

Deliverable: This invoice is for the *Technology Centers That Work* state membership fee for the 2013-14 school year.

If you have any questions about this invoice, please contact Tony Dobbins, Contracted Services Program Manager at 404-879-5542 or tony.dobbins@sreb.org.

Amount — \$4,000.00

The Board of Control for Southern Regional Education, d/b/a Southern Regional Education Board (SREB), as a not-for-profit educational compact, must comply with OMB Circular A-133. Please indicate with your remittance whether any of the funds are from Federal sources, including CFDA number. In the absence of any notification with remittance, SREB will assume that the funds are not subject to OMB Circular A-133, and that there is not "recipient" nor "sub recipient" relationship created hereunder.



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[Educators](#)
[Parents & Students](#)

Technology Centers That Work

[Key Practices](#)

[Summer Conference](#)

[Professional Development](#)

[Annual TCTW Forum](#)

[Assessments and Surveys](#)

[Contract Services](#)

[TCTW State Network](#)

[Technical Assistance Visits](#)

[Join TCTW](#)

[Success Stories](#)

[Publications](#)

Join TCTW

How does a state become a member of *Technology Centers That Work*?

States that participate in the *Technology Centers That Work* network gain a cost-effective way to offer shared-time centers a proven framework of Goals and Key Practices for raising student achievement.

Representatives of participating TCTW states meet in conjunction with *High Schools That Work* representatives to discuss progress in improving student achievement and to address issues of leadership, staff development, technical assistance and accountability. In addition, a National *Technology Centers That Work* Forum is held annually to provide opportunities for state and site representatives to focus conversation on issues exclusive to these centers.

SREB and the states are partners in delivering services to member schools and in encouraging policy-makers to enact needed legislation and policies to improve opportunities for students who attend these centers. States sign a memorandum of understanding with SREB and agree to assume certain responsibilities associated with maintaining and developing a state network of school improvement sites.

State leaders who want to discuss or pursue state membership in TCTW should contact Gene Bottoms or Ann Benson for more information.

How does a school in a *Technology Centers That Work* state become a TCTW site?

The TCTW network currently includes 12 member states: Alabama, Arkansas, Georgia, Indiana, Kentucky, Louisiana, Missouri, New Jersey, New York, Oklahoma, Pennsylvania and South Carolina. All TCTW sites commit to raise student achievement and agree to participate in the HSTW Assessment, the HSTW Student Survey, the TCTW Teacher Survey, staff development, technical assistance and networking activities designed to advance whole-school improvement.

In the 12 member states, technology centers that want to join TCTW have two options:

- 1. Join the state network.** SREB and the states work together to provide services to member sites. Each state uses its own process for selecting sites. Most states require prospective sites to submit applications; a few states ask for annual proposals; some states require majority approval by the school's staff to adopt the TCTW school improvement model. For more information: Contact your state's HSTW TCTW state coordinator, listed by state on About the Board.
- 2. Contract with SREB for direct support.** Centers that use this approach typically use federal, state or local funds from sources outside the state office of career/technical education. Visit the [Contract Services Web page](#) for more information about direct support available from SREB. To pursue this option, contact Ann Benson or Tony Dobbins at SREB.

PUBLICATIONS

Technology Centers That Work: An Enhanced Design to Get All Students to Standards

FOR INFORMATION, CONTACT:

Gene Bottoms
Senior Vice President
 (404) 875-9211
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 502-682-0323
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Technology Centers That Work

Key Practices

Summer Conference

Professional Development

Annual TCTW Forum

Assessments and Surveys

Contract Services

TCTW State Network

Technical Assistance Visits

Join TCTW

Success Stories

Publications

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Career Portfolios Reinforce Literacy, Ensure Success

All students at Wes Watkins Technology Center (WUTC) in Wetumka, Oklahoma, develop career portfolios that showcase their academic and career/technical knowledge and skills, experiences in a career field, career planning and job qualifications. Graduates say the portfolios really work: "The letters and assignments I wrote for my portfolio helped me make an A on my first college essay," one former student said. "Someone with identical skills was applying for the job I wanted, but my portfolio helped me get hired," another graduate said.

The students' portfolios contain a wide range of materials, such as a résumé, school and work-based learning samples, evidence of achievement and recognition, letters of recommendation, and career correspondence. All of the pieces show that the student has mastered the use of information and communication skills; basic grammar and comprehension; and the collection, organization, management and evaluation of information.

Natalie Kennedy, a surgical technology instructor, says her students put surgical case reports, work folders, and chronological and paragraph summaries of surgical procedures in their portfolios. Students in other career fields build similar portfolios that highlight their educational and work-based experiences. When students complete their portfolios, they go through a mock interview and answer career-based questions. Students say it helps greatly to have a portfolio to display in an interview. "It gives them more confidence in their knowledge and skills if they can show the interviewer what they have accomplished," Kennedy said.

(Adapted from the SREB report *Quality Career/Technical Programs Prepare Students to Succeed in a New, More Challenging Economy*; 08V23w)

Center Joins TCTW, Launches Senior Project

Winston County Technical Center (WCTC) in Double Springs, Alabama, enrolls 436 students from four home high schools and offers nine career/technical programs. When the center received a grant to join TCTW, it kicked off its participation by implementing a senior project.

The project called for seniors to interview professionals in business, health care or other career fields (matching what they were studying at the center), write a paper about the career field, create a PowerPoint program, and make an oral presentation to experts from the community. Students were told to use a job-interview format, as if they were making a real presentation in a real business setting. Judges were given guidelines and score sheets to rate such things as students' knowledge of the career field, the quality of their presentations, and how seriously they took the project.

The senior project is a major component in the center's efforts to increase rigorous academics in career/technical courses. Students are given lessons on how to write a research paper, how to conduct a job interview, how to prepare résumés and applications, and how to make PowerPoint presentations at each stage of the senior project.

The center's advisory council has been very active in helping the school to meet the higher standards of TCTW, including serving as interviewers and judges and awarding certificates in connection with the senior project. The council is composed of business and industry leaders, elected officials, postsecondary instructors, parents and former WCTC students. The council president accompanied center leaders and teachers to the HSTW Staff Development Conference in Nashville in July 2008.

(Adapted from the SREB report *Quality Career/Technical Programs Prepare Students to Succeed in a New, More Challenging Economy*; 08V23w)

Baking Instructor Cooks Up a Batch of Literacy Skills

Instructor Linda Grim of the Retail Commercial Baking Program at Bethlehem Area Vocational Technical School in Bethlehem, Pennsylvania, lists the benefits of literacy to her students as she would the ingredients in a favorite dish: higher scores; better attendance and behavior; larger postsecondary enrollment; stronger work ethic; and better reading, writing, listening and speaking skills. The focus on literacy is a major reason that 100 percent of students in the program earned National Occupational Competency Testing Institute (NOCTI) certification in 2007-2008, Grim said.

Each day begins with a five-minute team talk in which students take turns sharing inspirational quotations from sources such as *Bits & Pieces* magazine. The class practices listening to the speaker, writing the quotation and their reactions in a journal, and discussing their interpretations and opinions. At the end of the quarter, students write an essay on their favorite quotation. Grim encourages students to think of the essay as a "great meal." The opening is the appetizer, the body is the entrée, and the closing is the dessert.

Grim has also found a place for motivational texts in her classroom. In addition to building literacy skills, Grim says the activity increased the unity of students, improved teamwork and created excitement in the classroom. Students in the baking program also read newspapers, trade magazines and cookbooks.

(Adapted from the SREB report *Integrated Academic and Career/Technical Learning Shows Real-Life Applications of Education*; 08V24w)



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[Educators](#)
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Technology Centers That Work

Key Practices

→ [Goals/Conditions for Continuous Improvement](#)

[Summer Conference](#)

[Professional Development](#)

[Annual TCTW Forum](#)

[Assessments and Surveys](#)

[Contract Services](#)

[TCTW State Network](#)

[Technical Assistance Visits](#)

[Join TCTW](#)

[Success Stories](#)

[Publications](#)

Key Practices

TCTW has identified a set of Key Practices that impact student achievement through development of multiple programs of study that prepare students for postsecondary studies and careers. These Key Practices provide direction and meaning to comprehensive school improvement:

High expectations: Motivate more students to meet high expectations by integrating high expectations into classroom practices and giving students frequent feedback.

Program of study: Require each student to complete a plan of study leading them to complete a true concentration in an approved sequence of at least four career/technical courses and an upgraded academic core leading to preparation for postsecondary studies and a career.

Academic studies: Teach more students the essential concepts of the college-preparatory curriculum by encouraging them to apply academic content and skills to real-world problems and projects within their career/technical studies.

Career/technical studies: Provide more students access to intellectually challenging career/technical studies in high-demand fields that emphasize higher-level mathematics, science, literacy and problem-solving skills needed in the workplace and in further education.

Work-based learning: Enable students and their parents to choose from programs that integrate challenging high school career/technical studies and work-based learning and are planned by educators, employers and students.

Teachers working together: Provide cross-disciplinary teams of teachers the time and support to work together to help students succeed in challenging career/technical and academic studies. Integrate reading, writing and speaking as strategies for learning into all parts of the curriculum, and integrate mathematics and science into career/technical classrooms.

Students actively engaged: Engage students in career/technical and academic classrooms in rigorous and challenging assignments using research-based strategies and technology.

Guidance: Involve students and their parents in a guidance and advisement system that develops positive relationships and ensures completion of a career/technical concentration with an approved sequence of at least four courses and an accelerated program of study. Provide each student with an adult mentor who works with them throughout high school to assist with setting goals, selecting courses, reviewing progress and pursuing appropriate interventions as necessary.

Extra help: Provide a structured system of extra help to assist students in completing accelerated programs of study with high-level academic and technical content

Culture of continuous improvement: Use student assessment, program evaluation data, technology center performance reports, program enrollment, retention and placement reports, college remediation reports, student follow-up reports and advisory committee input to continuously improve school culture, organization, management, curriculum and instruction to advance student learning.

PUBLICATIONS

Technology Centers That Work: An Enhanced Design to Get All Students to Standards

