Virginia M. Barry, Ph.D.
Commissioner of Education
Tel. 603-271-3144

**STATE OF NEW HAMPSHIRE
DEPARTMENT OF EDUCATION
DIVISION OF CAREER TECHNOLOGY AND ADULT LEARNING
BUREAU OF CAREER DEVELOPMENT
21 South Fruit St., Suite 20
Concord, NH 03301
FAX 603-271-4079
Citizens Services Line 1-800-339-9900**

Paul K. Leather
Deputy Commissioner
Tel. 603-271-3801

August 14, 2014

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 (vender code 246635) in the amount not to exceed $4,000 effective upon Governor and Council approval through September 4, 2015. **100% Federal.**

Funding is available in the account entitled Vocational Education-Federal for FY15 as follows:

06-56-566000-60320000-026-500251   Organizational Dues $4,000.00

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 not retro-active; it begins the day following G & C approval and continues for 12 months following that start date.

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

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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.

Respectfully submitted,

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

S:/dcta/bvr/vrco/common/G&C/SREB FY14

SREB

Southern Regional Education Board

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

Invoice
Return copy with check

Invoice # 14/15-1-TCTW   **New Hampshire Department of Education**   Invoice 1
EIN: 58-0566141
Date: August 4, 2014

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 2014-15 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.
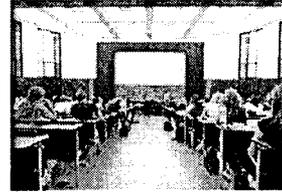
About SREB

About SREB
-- Dave Spence, President

SREB and Member States

Funding

Major Grants

Insurance, Technology Savings

Publications

Newsroom

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About SREB

Who We Are

The Southern Regional Education Board works with 16 member states to improve public education at every level, from pre-K through Ph.D.

SREB is a nonprofit, nonpartisan organization headquartered in Atlanta. Member states are Alabama, Arkansas, Delaware, Florida, Georgia, Kentucky, Louisiana, Maryland, Mississippi, North Carolina, Oklahoma, South Carolina, Tennessee, Texas, Virginia and West Virginia. SREB's work is funded by member appropriations and by grants and contracts from foundations and local, state and federal agencies.

The Board includes the governor and four gubernatorial appointees from each member state, including at least one state legislator and one educator. The Legislative Advisory Council of legislators from each state advises the Board.

Governor Steve Beshear
of Kentucky. 2013-2014
SREB Chair

PUBLICATIONS

The Southern Regional Education Board and Member States

2013 SREB Annual Report

65 Years: Helping States Improve Education

SREB was created in 1948 by Southern governors and legislators who recognized the link between education and economic vitality. To this day, the organization maintains its focus on critical issues that hold the promise of improving quality of life by advancing public education. The region's track record shows that setting goals and maintaining the commitment to work toward them can make a difference.

The nation's first regional interstate compact for education, SREB is today the most comprehensive, working directly with state leaders, schools and educators.

Louisiana State Senator Francis Thompson: SREB "has a 60-year history of doing the right thing, tackling the right issues."

What We Do

SREB **helps states focus on what works in both policy and practice.** We work hand in hand with policy-makers such as state legislators and education agency officials as they implement policies to improve student achievement, raise high school graduation rates and boost college completion. These sustained partnerships have built a knowledge base we draw on to advise state leaders and provide information they need to create sound policies and take effective action.

SREB **brings together member states** to forge consensus and work together on initiatives that would not be possible alone. SREB member states have adopted specific goals to lead the nation in education improvement, and SREB analysts track and report progress, state by state, on important benchmarks for reaching them. We conduct research, collect and analyze data, publish reports. and recommend action on current and emerging issues.

SREB's Annual Meeting and Legislative Advisory Council meetings bring together legislators, agency heads and other policy-makers

SREB also **works directly with public schools and educators** to improve classroom teaching and learning, career/technical education, online education and school leadership. Some SREB programs help teachers, professors and state education officials realize the promise of technology. Others work to increase the number of minority faculty and researchers; broaden capacity for nursing education; and enable students to reduce out-of-state tuition, find online programs and navigate the path to college.

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Technology Centers That Work

Key Practices
-- Goals/Conditions for Continuous Improvement

Summer Conference

Professional Development

National TCTW Forum

Assessments and Surveys

Contract Services

TCTW State Network

Technical Assistance Visits

Join TCTW

Success Stories

Publications

Key Practices

Technology Centers That Work (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 (CT) 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 CT studies.

CT Studies: Provide more students access to intellectually challenging CT 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 CT studies and work-based learning and are planned by educators, employers and students.

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

Students Engagement: Engage students in CT 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 CT 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

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Making Middle Grades Work

About *MMGW*

Summer Conference

Professional Development

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State Network

Urban Initiatives

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Contact Your School Improvement Consultant

Success Stories

A Good School Becomes a Great School Through *MMGW*

South Carolina's White Knoll Middle School (WKMS), a suburban school, joined the network in 2005 and has made substantial gains in student achievement over the past three years. On the 2008 Middle Grades Assessment (MGA), reading scores remained stable, but the percentages of students scoring at the Proficient and Advanced levels rose from 32 percent to 41 percent.

Greater gains were made in mathematics from 2006 to 2008. The average mathematics score jumped from 164 to 172, and the percentage of students taking Algebra I rose from 22 to 42 percent at the same time. Science scores also increased overall from 162 to 165.

The leadership at White Knoll supports the mission of getting all students ready for rigorous high school courses. School leaders have worked together to raise the level of rigor in assignments and assessments and also increase expectations of all students. WKMS was the first middle school in South Carolina to implement a "Failure is not an option" grading policy. They began with a small number of teachers who had attended a session at the *HSTW* Staff Development Conference, and after a full-day workshop the following year, they implemented the strategy throughout the school. They continue to see benefits in having students redo work, retake tests and complete assignments to high levels.

WKMS staff members use a variety of data to analyze problems and improve instruction. They seek specific staff development opportunities that support the areas of need. Concentrating on a few important areas and working to get them right has moved a good school forward to becoming a great school in the *MMGW* network.

School Leaders Identify Major Areas for Improvement in the First Year in *MMGW*

Denton Middle School in Mobile, Alabama, lacked a winning formula when it joined the *MMGW* network in 2007-2008. All four administrators, the counselor and two-thirds of the faculty were new to the school.

Wisely, the leadership team decided to focus on three *MMGW* Key Practices — high expectations, rigorous academic studies and extra help — in the first year of implementation.

Denton leaders and teachers used a design process that started with defining the problem by using data at the beginning of the year to determine weaknesses of students, programs and policies. The next steps were to investigate the problem and develop solutions based on the research. By using this process, school leaders identified major areas of focus:

Involve all students in the Engaging Youth in Engineering (EYE) program, which uses a hands-on approach to teach students a scientific method of solving authentic problems. EYE is a workforce and economic development initiative to bring relevance to mathematics and science and to prepare students to meet the growing demand for highly qualified, technology-savvy workers in the aerospace industry, shipbuilding and other enterprises in the Mobile area.

Plan rigorous, standards-based instruction that results in high levels of learning for all students; ensure that students are ready for college-preparatory courses in high school. Denton Middle School is able to offer Algebra I in the current school year as a result of enrolling high-achieving seventh-graders in pre-algebra last year.

Emphasize reading and writing to learn in all content areas. The school purchased libraries of books divided by reading levels for all teachers in the building. It also added a staff member to teach the writing process to students in the classroom and to model writing to learn instruction for the faculty.

Support student learning with extra help and study skills classes. In addition to providing extended-day tutoring services, the school enrolled students at risk of failing mathematics into a small-group support class.

Reward student effort and celebrate success. Students receive incentives to attend school and to perform well on state tests. The rewards include bicycles, t-shirts, MP-3 players and digital cameras.

Denton Middle School's *MMGW* participation and improved school and classroom practices are paying off: The school made Adequate Yearly Progress (AYP) in 2007-2008 for the first time in five years. "We implemented the Power of I, and it is revolutionizing our classrooms," Principal Joe Toomey said. "Students no longer have the option to just take a zero. This strategy, combined with an advisement period and a block schedule, is preparing our students for high school like never before."

(Adapted from 08V26w, *Middle Grades Schools Take Their Role Seriously in Preparing Students for Rigorous High School Studies*)

PUBLICATIONS

Summer Transitions: Summer Strategies for Successful Transitions from Middle to High School

Technology Centers That Work

Key Practices

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Assessments and Surveys

Contract Services

TCTW State Network

Technical Assistance Visits

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Success Stories

Publications

Join TCTW

How does a <u>state</u> become a member of Technology Centers That Work?

States that participate in the Technology Centers That Work (TCTW) 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 (HSTW) representatives to discuss progress in improving student achievement and to address issues of leadership, staff development, technical assistance and accountability. In addition, a National TCTW Leaders' 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 <u>school</u> 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:

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