

PROGRAM YEAR 2011-12

PERFORMANCE REPORT

ON

**CAREER AND TECHNICAL EDUCATION
IN NEW HAMPSHIRE**

New Hampshire Department of Education

I. Implementation of State Leadership Activities

A. Required Uses of Funds:

1. *Conducting an assessment of the vocational and technical education programs funded under Perkins IV;*
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The Department of Education (hereafter Department) implemented the first year of a new monitoring approach during School Year (SY) 2011-12. Four secondary CTE centers were monitored, following a three stage process described last year: 1) self evaluation, 2) state desk review, and 3) an on-site visit. These centers were selected because each evidenced issues with: performance, reporting, expenditure rates, oversight of center and program activities, or other issues at the center.

The four centers, and more importantly their selected programs, differed widely in terms of monitoring results. On the one hand, there was one center that required no improvement plans or on-sight visits, just clarifications of the information provided to the department. On the other hand, one center is still providing required information, with the prospect of developing a number of improvement plans.

All CTE programs across the postsecondary consortium were reviewed and assessed annually or on a rotating basis. This assessment of career and technical programs were conducted on multiple levels. CTE programs have Advisory Boards with broad representation from alumni, students, instructors, business and industry, potential employers, and postsecondary and secondary partners. In addition, career and technical programs were subject to specialized program accreditation if such reviews were appropriate and compatible with the curriculum. Programmatic accreditation used various assessment criteria to determine the success of CTE programs, including: graduation rates, employment rates, licensure/certification rates, evaluation of classroom assessment tools, and course/faculty evaluations that are completed by students and reviewed by advisory boards and other means.

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

New Hampshire continued to support a web-based resource—Performance Plus—for secondary teachers to track student competency attainment. Throughout the year, instructors consulted the website to review competency attainment standards, update their curricula and assessments, and keep accurate records on the progress made by their students. Once the student-level data were entered, teachers and administrators generated reports broken out by a number of levels, including student, class, instructor, and secondary school/center levels.

Technological tools such as videoconferencing, blackboard, computer-assisted technology, and video technology were used extensively to assist postsecondary students with participating in class and experiencing hands-on instruction in preparation for real world application. At most campuses there was an expectation that all career and technical faculty members at the College will use Blackboard as part of their instructional design.

CTE instructors strove to stay current with advances in technology in their fields by working part-time in their fields and/or attending professional development activities such as workshops, conferences, and courses.

3. *Offering professional development programs, including providing comprehensive professional development (including initial teacher preparation) for career and technical education teachers, faculty, administrators, and career guidance and academic counselors at the secondary and postsecondary levels;*

Department staff provided professional development opportunities to teachers, counselors, and administrators throughout the year. A series of professional development trainings addressed the development, improvement, or use of technology. Teachers benefitted from trainings in the use of Performance Plus, the electronic tool for tracking individual student attainment of program competencies. Performance Plus also enabled teachers to perform a number of tasks, including:

- Identifying areas of curricular improvement,
- Uncovering students' needs for guidance,
- Communicating with peers both inside and outside of the CTE centers, and
- Identifying needs for remediation.

Professional workshops that focused more on program-related topics were also held on the following topics:

- Creating after-school technology programs,
- Carriers in building trades, and
- Pre-engineering.

Secondary Teachers also received targeted professional development of curriculum for better alignment to business and industry in building trades, welding, machine-tool, and advanced manufacturing.

Postsecondary faculty accessed resources from the individual campus Centers for Teaching and Learning. Monthly offerings helped faculty discuss classroom management, course delivery and assessment practices, and frequent offerings of brown bag lunch activities focused on the delivery of online courses. Individual campuses offered a series of workshops for CTE faculty, with topics including advising, encouraging student engagement, and using technology. Two colleges also offered Teacher Education Conversion Programs and Career and Technical Education Alternative Certificates for those wishing to begin careers in career and technical education.

In addition, Perkins funds helped support professional development for faculty in the following disciplines:

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|--------------------------|---------------------------------|
| • Business Studies | • Building Construction |
| • Early Childhood | • Exercise Science |
| • HVAC | • Health Information Management |
| • Information Technology | • Mobile Equipment |
| • Medical Assistant | • Veterinary Technology |
| • Nursing | |
| • Welding | |

4. *Providing support for career and technical education programs that improve the academic and career and technical skills of*

students through the integration of academics with career and technical education;

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

State Leadership funds were used again during the year to make better use of CTE in developing local secondary Alternative Learning Education Plans (ALEP) for students. State leadership funds served to leverage State funding for dropout prevention in districts with high dropout rates. Recent state legislation required local school boards to review and approve alternative ways for students to gain credits toward graduation. The statewide Dropout Prevention and Recovery Council formed partnerships with local CTE centers in developing these alternatives for students. During the year, professional development was then provided to local educational agencies on methods of integrating CTE into students' alternative learning plans.

Regardless of whether integration was part of approving new programs, updating existing programs, or developing ALEP's, crosswalks were the key to bringing academic instruction and CTE into closer alignment.

All consortium colleges used a variety of strategies to integrate academics with career and technical education. The Teaching and Learning and Academic Support Centers offered web--based tutorials, mentoring programs, and workshops. In addition, curriculum, competencies, and coursework including labs, classes, and internship opportunities for all CTE programs were designed to provide activities that strengthen the academic and technical skills of our students. All programs incorporated some form of work experience or capstone experience to be certain

that program outcomes have been mastered by students prior to graduation.

5. *Providing preparation for non-traditional fields in current and emerging professions, and other activities that expose students, including special populations, to high skill, high wage occupations, except that one-day or short-term workshops or conferences are not allowable;*
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the Department began working over the last Spring of 2012 with employers and trade associations in the building trades on a two-day workshop/conference on careers for female students in construction, known as the Construction Career Days. At the close of PY 2011-12, the Department convened a core of supportive partners in the trades that was planning a two-day event in the fall of 2012. The event organized by this collaboration, however, went beyond construction trades, however, and exposed students to participation of girls and women in all fields of science, technology, engineering, and mathematics. This partnership was the central piece of the strategy to exceed the performance targets for indicators 6S1 and 6S2.

Secondary CTE centers were also part of a creative initiative to implement nontraditional training and employment opportunities in engineering and related technical fields. New Hampshire has awarded grants for the development of pre-engineering programs for a number of years. In Program Year 2011-12, the Department released grants averaging \$31,000 per award.

A number of strategies were used to prepare students for nontraditional programs .

- Some colleges offered stipends to faculty members to conduct Open Houses, orientations, and serve as mentors for students pursuing nontraditional programs. Faculty also worked directly with the Financial Aid Administrators to administer Nontraditional Scholarship programs.
- Other colleges have recruiters who attract students to nontraditional programs. These recruiters and mentors held meetings with participants and invited guest speakers from the professions to explore and support and career options.

- As mentioned above, many colleges offered scholarships to financially eligible nontraditional students in targeted programs to encourage gender balance in program participation, persistence, and ultimately, successful careers .
6. *Supporting partnerships among local educational agencies, institutions of higher education, adult education providers, and, as appropriate, other entities, such as employers, labor organizations, intermediaries, parents, and local partnerships, to enable students to achieve state academic standards, and career and technical skills, or complete career and technical programs of study;*
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Collaborations between educators and employers in manufacturing increased substantially during SY 2011-12. A workshop on May 24, 2012, called Pathway to Prosperity: Connecting Education to Manufacturing, launched the momentum for collaboration. . Greater than 200 people attended this workshop, including Assistant Secretary Brenda Dann-Messier, New Hampshire Governor John Lynch, the Chancellor of the New Hampshire Community College System, and commissioners representing state-level departments involved in this initiative.

Representatives from secondary and postsecondary education also worked closely throughout the year to increase articulation agreements and dual enrollment opportunities for students. Workshops took place across the state, enabling collaboration among educators and laying the foundation for developing a seamless transition from high school to further education or careers. For example, collaboration in the Syllabus Development workshops allowed for a better understanding of postsecondary expectations and a better way to articulate the curricula at both educational levels.

The Department made secondary postsecondary connections a core requirement of new secondary CTE programs. For instance, all of the programs listed in Item 9 of the Permitted Uses of Funds subsection that follows needed to demonstrate secondary postsecondary linkages in order to gain approval. Connections with key stakeholder groups have always been required of new programs, but the addition of linkages specifically between

postsecondary institutions and secondary CTE centers were given more attention as the State has moved increasingly toward the programs of study framework emphasized in Perkins IV.

7. *Serving individuals in state institutions;*

New Hampshire conducted two rounds of competition for state institution grants during 2011-12. Funding uncertainties during 2010-11 made it difficult to solicit proposals that might not be backed up with Perkins funds. By the end of the 2010-11 Program Year, however, funds for the subsequent year appeared to be secure and the first competition was begun. The second competition occurred closer to the grant period start date.

The grantees and populations they served included the following institutions:

Grantee	Gender
Round I:	
Strafford County	Females
Strafford County	Males
NH Department of Corrections	Females
Round II:	
Strafford County	Females
Strafford County	Males
Belknap County	Females and Males

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

The Department used State Leadership to support students from special populations in four ways:

- Applications for certification of new CTE programs had to include measures to support the performance of students in special populations.
- Students in special populations were guided toward careers with higher wages, skills, and demand in their CPPOS's.

- The new monitoring guide included multiple lines of investigation into the performance and special services for these students.
- Analyses of special population performance on the Perkins indicators were required for all annual applications as bases for planning improvements. Priorities for awarding state institutions grants similarly focused
- on two special populations: students with limited English proficiency and students in programs nontraditional for their genders.

9. Offering technical assistance for eligible recipients.

Technical assistance was provided through numerous avenues. Two almost continuous means of providing technical assistance included regular meetings of the state association of CTE center directors participating in:

- Distributing guidance documents,
- Including the posting of documents on the Department's website.

State Leadership funds were again used in SY 2011-12 to provide technical assistance in using the Department's CATE system for instruction, curriculum development, program development, and reporting performance. This assistance was prompted by a range of factors, including changes to the CATE system, errors that the local CTE centers frequently make, and simple turnover of local staff.

A significantly updated set of secondary competency statements was released. The statements identified the knowledge, content, and skills that students needed to attain for particular CTE programs. These competency statements were presented at training sessions and made available on the web at: www.education.nh.gov/career/career/program_compet.htm

B. Permitted Uses of Funds:

1. Improving career guidance and academic counseling programs;

Community colleges and secondary CTE centers continued to expand their partnerships to include more secondary and postsecondary CTE programs. Critical to establishing these partnerships was creating a role for guidance and counseling, and through agreements, developing pathways that can inform them about their career opportunities. Past work in establishing New Hampshire's model for programs of study, the Career Pathway Plans of Study (CPPOS), had laid a foundation for shifting more discretion over CPPOS development to local staff, most importantly, local guidance and counselors. The Department has not withdrawn entirely from developing the CPPOS's, however, and State staff still provide guidance and training in developing CPPOS's.

2. *Establishing agreements, including articulation agreements, between secondary school and postsecondary career and technical education programs to provide postsecondary education and training opportunities for students;*
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Secondary-to-postsecondary connections continued to top the list of SY 2011-12 priorities. The backbone of CPPOS's were agreements between secondary and postsecondary programs that included articulation agreements and formal agreements governing dual-credit opportunities. These agreements formed the core of the Running Start program offered by the community college system where secondary students could earn college credit while at high school at significantly reduced cost to the student.

Increased work was been done at the postsecondary level to improve on current articulation agreements and add new dual-enrollment courses. Positive discussions have taken place with Vice Presidents at various colleges to improve on these areas. To date, articulation agreements and dual enrollment courses for career and technical programs continue to increase.

3. *Supporting initiatives to facilitate the transition of sub baccalaureate career and technical education students into baccalaureate programs;*
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Consortium colleges worked regularly to develop articulation agreements between two- and four-year institutions, and more generally successful in developing relationships with four year institutions. The new STEM Initiative between CCSNH and the University System of New Hampshire will help develop increased articulations agreements in the STEM fields between these state community and university colleges.

Consortium colleges helped students transition to four-year educational institutions or find appropriate jobs. Each college had a counselor that works exclusively with students that wish to transfer. These counselors worked closely with faculty to identify students needing assistance with career planning. These counselors also worked closely with the four-year institutions in New Hampshire. NHTransfer.org was instrumental in helping student's understand which credits will transfer between community colleges and universities. The NH Transfer group, including community college and university system staff, worked closely throughout the year to ensure connections are made for students wanting to transfer credits.

6. *Supporting career and technical education programs that offer experience in, and understanding of, all aspects of an industry for which students are preparing to enter;*

When applying for state approval of a new program, all secondary CTE centers had to include a curricular component of all-aspects-of-industry. Guidance on the application for approval of a new program made this clear in the section on Size, Scope, and Quality, where new programs had to have a curriculum that supported academic and technical knowledge and competencies, including All Aspects of Industry. As a result, all programs had identified subsets of competencies related to all aspects of industry, including: business planning, management, finance, technical and production skills, principles of technology, labor issues, community issues, health, safety, and enforcement, and personal work habits.

Similarly, when CTE programs were up for their periodic program-level reviews, the all-aspects-of-industry component was a required element in the program in order to retain their state-level approval.

Postsecondary students across all campuses participated in an internship, practicum, or capstone experience that applied what they learned in the classroom to a business and industry setting. This experience gave students a concrete understanding of the industry they were preparing to enter and provided them with a better understanding of what was involved in each aspect of an industry before entering the workforce.

8. *Supporting partnerships between education and business, or business intermediaries, including cooperative education and adjunct faculty arrangements at the secondary and postsecondary levels.*
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All secondary CTE program activities were overseen by advisory committees, which included business, postsecondary educators, parents, and other stakeholders. Regional committees that oversaw center activities included representatives of business/employers, local school district members and administrators. At the state level, partnerships with employers kept program competencies up-to-date, provided work-based learning opportunities, and sat on oversight panels for statewide initiatives (e.g., PETAC/Pre-engineering, Governor's Advanced Manufacturing Council).

Apprenticeships also required state or federal agencies, secondary/postsecondary educators, and employers to collaborate. In New Hampshire, 308 apprentices received related instruction in nine programs. Parties to apprenticeships included: employers/sponsors, state and local agencies (US and NH Departments of Labor and State Apprenticeship Councils, NH Department of Education, licensing boards), secondary schools, colleges, and organized labor. The US Department of Labor Apprenticeship Agreements played a role similar to articulation agreements; instruction was competency based, skills were assessed, and agreements often involved cooperation between secondary and postsecondary programs.

All colleges participated in partnerships to assist students with achieving high academic standards. In general, this assistance was delivered in three ways:

- All campuses worked with regional secondary CTE Centers to exchange information, resources, and services. Representatives from secondary and postsecondary education worked closely throughout Academic Year 2011-12 to increase articulation agreements and dual-enrollment opportunities for students.
 - Individual campuses also partnered with local businesses and community partners. With assistance from the recently awarded US Department of Labor` grant, the CCSNH consortium will support NH's manufacturing industry in advanced technology training.
 - Additional activities were commonly offered at the colleges such as working with private, non-profit educational agencies to offer a variety of educational services, including adolescent services, adult literacy, Adult Basic Education, and preparation for the General Education Development Examination.
9. *Supporting the improvement or development of new career and technical education courses and initiatives, including career clusters, career academies, and distance education;*
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Fifteen secondary centers sought to gain approval of new CTE programs during the year. As the table below shows, 20 applications were submitted for state approval; five gained full approval and 15 were conditionally approved.

Proposed Program	Application Status
Auto Mechanics	Conditional
Broadcast Technology	Approved
Building Construction	Conditional
Computer Networking	Conditional
Computer Programming	Approved
Early Childhood/Education	Conditional
EMT/Emergency Services	Conditional
Engineering	Approved
Fire Science	Approved
Fire Science (X2)	Conditional
Hospitality/Tourism (X2)	Conditional

Marketing	Conditional
Performing Arts	Conditional
Power Equipment/Transportation	Conditional
JROTC (X2)	Conditional
Welding	Approved
Welding	Conditional

The seven community colleges worked to develop new certificate and associate in science degree programs in Advanced Manufacturing as a result of the recently awarded Department of Labor grant. These programs will assist employers in advanced manufacturing who need higher-level manufacturing technicians.

Additional CTE courses and new postsecondary programs were introduced during the year, including: Environmental Science, Medical Assisting, and Hospitality Management. Several hybrid or online courses were also added to further meet student's needs.

14. Developing valid and reliable assessments of technical skills;

New Hampshire accepts many more assessments of technical skills than in the past. Assessments in only two program areas were accepted in SY 2010-11, for automotive Mechanics and Health Professions. Nineteen were accepted in SY 2011-12. The chart below lists all of the programs for which there were corresponding assessments during SY 2011-12:

Programs

- Building Trades/Carpentry
- Computer Install/Repair
- Computer Programming
- Digital Communications
- Film/Video & Photographic Arts
- HVAC
- Pre-engineering, General
- Restaurant Management
- Computer Engineering
- Computer Networking
- Culinary Arts
- Electrician
- Fire Science/Firefighting
- Plumbing/Water Supply
- Radio & TV Broadcasting
- Welding Technology

Specific performance criteria for course assessments were documented for all courses across all postsecondary campuses. Use of portfolios continued to expand with more programs requiring

portfolio development for all students. Various programs required third-party licensing and certification exams such as the NCLEX for Nursing, Medical Assisting, Surgical Technology, and Paramedic Emergency Medicine National Assessments. Also, many programs embedded standardized testing for many courses within their programs.

16. *Recruiting and Retaining CTE Educators* (Improving 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;

New Hampshire spent a lot of time during the year updating state standards for both CTE instructors and secondary center directors. New standards were negotiated within the Department. Program areas were broken out by the levels of education needed to gain credentials: certificates, Associates and Baccalaureate.

To meet the demand of increased enrollment, the consortium colleges actively recruited qualified adjunct faculty members from business, industry, and educational institutions to teach career and technical program requirements. Many these adjunct faculty were recruited from the ranks of program advisory committees as well. Since many of these adjunct faculty were currently employed in business and industry, individual campuses worked hard to ease the transition to teaching. For example, all adjunct faculty were assisted with the use of Blackboard, online workshops, and were given numerous resources to assist with their new venture.

Two colleges also offered Career and Technical Education and Teacher Conversion Certificates for teacher candidates who were career-changers, allowing for colleges to meet teacher shortage areas. Also, The Alternative IV certification for Career and Technical educators in partnership with school districts in New Hampshire allowed for career changers to prepare to become certified teachers.

Professional development opportunities are promoted among all staff and faculty in the form of tuition or conference registration fees and associated travel. This benefit is funded through both college and Perkins funds and provided support for developing professionals

to enhance their retention in the field. Department Chairs and Program Coordinators also spent considerable time supervising and mentoring adjunct faculty members to ensure that they met expectations.

II. Progress in Developing and Implementing Technical Skills Assessments

During the year, New Hampshire dramatically increased the number of technical skill assessments that were recognized as valid and reliable for 2S1, Technical Skills Assessments. Two third-party assessments were accepted in SY 2010-11. In SY 2011-12 this number jumped to 19. The result of this jump in assessments meant that 86.36% of all concentrators took the assessments. At the end of this narrative is an attachment that provides detail on these assessments: the program areas, the assessments that are accepted for each program, and the corresponding CIP codes.

Technical skill assessment for postsecondary students this year included NCLEX for Nursing students and other national standardized testing for students in Medical Assisting, Paramedic, and Surgical Technology programs.

A strategy for increasing the number of assessments emerged during the year. Rather than dictate at the state level which assessments will be accepted, the learning experience during SY 2011-12 was to collaborate with CTE schools/centers in identifying which assessments to accept. This experience shifted responsibility for who defines which assessments to accept; the State played less of a role and the local schools and institutions played more of a role.

This strategic adjustment makes it more difficult to predict the number of assessments that will be newly accepted during SY and AY 2012-13. The increase in assessments will emerge from collaboration that includes significant input from CTE instructors and staff. Somewhat mirroring this adjustment is a division of labor where the State will continue to ensure reliable assessments, but local CTE professionals will assume the lead role in ensuring the validity of the assessments.

III. Implementation of State Program Improvement Plans

New Hampshire began implementing the Improvement Plan negotiated with OVAE in the Summer of 2012. The plan called for the Community

College System of New Hampshire to negotiate agreements with National Licensure Boards to increase the number of skill assessments that will count toward performance on 1P1 (Technical Skills Attainment), starting with the New Hampshire Board of Nursing. Discussions have begun, but no agreement has yet been reached with the board, particularly over the receipt of disaggregated data. Unfortunately, without an agreement there will be no disaggregated data to report in this year's CA Negotiations will continue, with a short-term goal of providing the disaggregated information on nursing assessments by the end of March, 2013.

New Hampshire needs to develop an Improvement Plan for secondary Placement (5S1). The target for SY 2011-12 was 85.2%, but actual performance was 68.42%, 8.26 percentage points below the 90% threshold. Over the past three years, the statewide trend in Placement has eroded by 16.72 percentage points:

- 85.14% of students were successfully placed in SY 2009-10;
- 74.14% in SY 2010-11; and
- 68.42% in SY 2011-12.

This statewide erosion in performance persisted across all demographic subgroups and special populations during the same three years. Gap analysis indicates that the greatest erosion took place among Hispanics (down 33.75 percentage points) and students with limited English proficiency (down 25.83 percentage points). These two student subgroups probably overlap considerably. This indicates that a promising route would be multi-lingual, and embedded in Hispanic values and culture. This possibility needs closer examination, however, before we can develop an improvement strategy.

The ubiquity of the three-year erosion in 5S1 performance also suggests that the slippage in performance on may have been due more to the methods of obtaining information than to the performance of particular subgroups.

The base year used to set performance targets was critical. Each year's target was set using the actual performance of two years earlier, as represented by matching colors in the chart below. Between SY 2010-2011 and SY 2011-12, the targets increase significantly, due to the substantial jump in actual performance between SY 2008-2009 and SY 2009-2010. Between the middle pair of school years below (2009-2010 and 2010-2011), the method of obtaining Placement data changed from student self-reports to data matches. The validity of student self-reports is usually

questionable because these reports tend to overstate students' actual behavior after graduating from high school.

Item	2008-2009	2009-2010	2010-2011	2011-2012
Target	50.00%	55.67%	62.00	85.20%
Actual/Base	57.49%	85.14%	74.14%	68.42%

The plan for improvement mainly involves the methodology used to set performance targets. The practice of setting targets based on the performance of two years earlier was not used in negotiating the targets for SY 2012-13. Instead, the targets were based on the goal of continuous improvement beyond the previous year's targets. The Improvement Plan should have a goal to reestablish the practice of setting goals using the actual performance of two years earlier.

Action Step	Responsibility	Date(s)
Propose new target for 5S1	L. Danley and S. Bos	Jan. 2013
Negotiate change with OVAE	S. Bos	Feb. 2013
Revise FAUPL	OVAE	March 2013

IV. Implementation of Local Program Improvement Plans

Twenty-one secondary centers failed to make the 90% performance threshold on one or more indicators during SY 2011-12; fifteen centers have failed to meet the 90% threshold on at least one indicator for the preceding three years. As a result, all 21 centers developed Targeted Improvement Plans to be implemented during SY 2012-13.

Underperformance during the past year as well as during the preceding three years concentrated mostly on the same indicators. As the table below indicates, centers tended to fall short of their targets on both of the NCLB-related indicators and both nontraditional indicators. Six centers also missed the 90% threshold for Technical Skills Attainment.

Indicator	One Year (SY 2011-2012)	Three Years (SY 2008-2011)
Math (1S2)	13	12
Nontraditional Completion (6S2)	12	3
Nontraditional Participation (6S1)	9	1
English/Language Arts (1S1)	9	6
Technical Skills Attainment (2S1)	6	0

Total of Centers Missing 90% of Target	21	15
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All centers that missed the 90% threshold during SY 2011-12 had to develop improvement plans for each indicator missed. These plans were required as part of the annual applications for Perkins support. The State reviewed these plans as part of the review and approval of all SY 2012-13 applications. Based on performance during SY 2010-11, six centers had to develop two such plans for remedying underperformance on two indicators; the remaining 15 submitted plans to improve performance on single indicators.

V. Tech Prep Grant Award Information

New Hampshire consolidated Tech Prep funds with the Basic Grant during Program Year 2011-12.

Third-Party Technical Skills Assessments

School Year 2011-2012

CIP Code	Program Title <i>(alphabetical by title)</i>	Approved Technical Skill Assessments
470604	Automotive Mechanics	<ul style="list-style-type: none"> • Successful completion of the Automotive Mechanics Program which includes attainment of NATEF standards
460201	Building Trades/Carpentry	<ul style="list-style-type: none"> • OSHA 10
151201	Computer Engineering Technology	<ul style="list-style-type: none"> • CISCO certification • CCNA certification • Network+ Certification • A+ Certification • CompTIA Strata IT Fundamentals
470104	Computer Installation and Repair	<ul style="list-style-type: none"> • CISCO certification • CCNA certification • Network+ Certification • A+ Certification • CompTIA Strata IT Fundamentals
110901	Computer Networking and Telecommunications	<ul style="list-style-type: none"> • CISCO certification • CCNA certification • Network+ Certification • A+ Certification • CompTIA Strata IT Fundamentals
110201	Computer Programming	<ul style="list-style-type: none"> • CISCO certification • CCNA certification • Network+ Certification • A+ Certification • CompTIA Strata IT Fundamentals
120500	Cooking and Related Culinary Arts	<ul style="list-style-type: none"> • ServSafe
090702	Digital Communications	<ul style="list-style-type: none"> • Final Cut Pro
460302	Electrician	<ul style="list-style-type: none"> • OSHA 10
500699	Film/Video and Photographic Arts, Other	<ul style="list-style-type: none"> • Final Cut Pro
430203	Fire Science/Firefighting	<ul style="list-style-type: none"> • Successful completion of the Fire Science/Firefighting program
500409	Graphic Design	<ul style="list-style-type: none"> • Final Cut Pro
519999	Health Professions	<ul style="list-style-type: none"> • LNA • EMT
470201	Heating, Air Conditioning and Refrigeration (HVAC)	<ul style="list-style-type: none"> • OSHA 10

CIP Code	Program Title <i>(alphabetical by title)</i>	Approved Technical Skill Assessments
460599	Plumbing and Water Supply Services	<ul style="list-style-type: none"> • OSHA 10
140101	Pre-Engineering, General	<ul style="list-style-type: none"> • Project Lead the Way: <ul style="list-style-type: none"> ◦ Part A OR Part C
100202	Radio and Television Broadcasting	<ul style="list-style-type: none"> • Final Cut Pro
120504	Restaurant Management	<ul style="list-style-type: none"> • ServSafe
480508	Welding Technology	<ul style="list-style-type: none"> • OSHA 10 • American Welding Society (AWS) certification