

**US Department of Education
Office of Vocational and Adult Education
Washington, DC**

**Promoting Rigorous Career and Technical Education Programs of Study Through
Statewide and Multi-State Articulation Agreements**

CFDA Number 84.051C

**Submitted by:
New Hampshire Department of Education**

July 7, 2008

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(a) *Project Design (50 points)*

In determining the quality of the design of the proposed project, the Assistant Secretary considers the extent to which the project design is an effective strategy for building a state's capacity to promote a rigorous CTE program of study and developing a statewide articulation agreement that will extend beyond the period of Federal financial assistance under this competition.

The project design for statewide articulation in New Hampshire is one that has been tested and proven to work. It involves seven stakeholders working collaboratively over the next two years. These stakeholders have worked together the previous three years on a variety of initiatives, including three successful statewide articulation agreements, which have been effective in promoting rigor in CTE programs of study as well as seamless transitions into sub-baccalaureate and baccalaureate programs.

The funding from this grant award will serve as a catalyst to focus on two career clusters: Finance and Health Science. Progress culminating in statewide articulation agreements will provide the foundation for on-going work supported and funded through the NH Department of Education Bureau of Career Development. This work aligns with the philosophy of the New Hampshire Department of Education Bureau of Career Development:

To promote career and technical education as a total education philosophy state which will ensure that every citizen of New Hampshire graduates from school ready and prepared for higher education and the world of work.

(a) (1) *Carrying out the project using a partnership among state agencies responsible for the administration of CTE, secondary education and postsecondary education (both two and four year institutions); at least one State workforce agency; representatives of employers and of faculty and administrators for the State's secondary and postsecondary education institutions who are familiar with the elements of the program of study.*

This project in New Hampshire will be carried out with a partnership of seven stakeholders: The New Hampshire Department of Education, Workforce Opportunity Council, the Community College System of New Hampshire, 4-year postsecondary institutions, employer representatives, the Tech Prep Consortium and administrators and teachers from secondary and postsecondary institutions. Stakeholders have been working together over the past three years on initiatives that now provide a solid foundation for work with statewide articulation.

The New Hampshire Department of Education Bureau of Career and Adult Education is organized under the career cluster model. This model is promoted in all related work in the career and technical education centers at the secondary level and at the post-secondary level. The Tech Prep Consortium and the educational consultants at the Department of Education recognize the program of studies as career clusters with their related pathways. The infrastructure is in place for the work needed for the statewide articulation agreements in the career clusters of Finance and Health Science.

(a) (2) Making effective use of the partnership to reach agreement on the content standards of the program of study that will improve the rigor and quality of CTE programs within the state and to develop an articulation agreement for implementation of the CTE program of study;

Secondary Initiatives that Support Statewide Articulation

The Career and Technical Education centers in New Hampshire took the lead on establishing competencies for every program of study offered throughout the state CTE system. Competencies for all new and updated programs are required to align with national, state and local standards. Priority will be given to align the technical core competencies to CTE programs with the grade span expectations (GSE's) for math, language arts, and science, assessed in the New England Common Assessment Program (NECAP)¹. Crosswalks will be developed in the upcoming year to determine alignment between state academic standards and CTE program

competencies. This is a crucial first step in effective articulation agreements.

In addition, Math-in-CTE (see Appendix A for additional information) a curriculum integration model designed to enhance the mathematics that is embedded in career and technical education content courses will be piloted in Summer 2008. This initiative will help promote appropriate rigor which strengthens the articulation agreements.

The core principles of Math-in-CTE model are: 1) Develop and sustain a community of practice among the teachers, 2) Begin with the CTE curriculum and not the math curriculum, 3) Understand that math is an essential workplace skill, 4) Maximize the math in the CTE curriculum and 5) Recognize that CTE teachers are teachers of math-in-CTE, and not math teachers (see Appendix B for an example of Math-in-CTE Lesson Plan).

Postsecondary Initiatives that Support Statewide Articulation

The Community College System of New Hampshire, an entity separate from the Department of Education, sponsors a growing dual enrollment program, Project Running Start (see Appendix C for additional information on Project Running Start). Project Running Start offers high school students the opportunity to take challenging college courses while at high

¹ The New Hampshire Department of Education, Rhode Island Department of Education, and Vermont Department of Education have developed a common set of Grade-Level Expectations, known as the New England Common Assessment Program Grade-Level Expectations (NECAP GLEs), and test specifications in Mathematics, Reading, and Writing. Building on the success of the NECAP collaboration in Mathematics, Reading, and Writing, the states have developed common assessment targets and test specifications for Science. Grade-Span Expectations (GSEs) for high school students in Mathematics, Reading and Writing have been developed for grades 9-10 and 11-12. The GSEs include expectations that are assessed on the State assessment and others that will be a local curriculum and assessment option. NECAP is administered in October in grades 3-8 and 11 in Mathematics and Reading. Writing is assessed in grades 5, 8, and 11 at the same time. Science will be administered for the first time in May 2008 in grades 4, 8, and 11.

school at a reduced tuition rate. Students who successfully complete these college courses through Project Running Start receive an official transcript from the Community College System of New Hampshire College with which the high school is associated. Some examples of courses offered include Accounting, Medical Terminology, Culinary, Networking, Early Childhood Education and Programming with C++. Dual enrollment classes are taught by high school teachers who have the credentials (see Appendix D for Project Running Start teacher credentials) necessary for certification as adjunct faculty for the college. Classes are taught at the high school primarily to juniors and seniors. To date this program serves 98 high schools and approximately 2000 students. Dual enrollment programs are highlighted in all Programs of Study.

The Community College System of New Hampshire, in partnership with the University System of New Hampshire has expanded a seamless transition program to include every community college/public university in both systems. Students can begin their education at a two-year college in the Community College System of New Hampshire (CCSNH) and transfer their credits toward a degree at a University System of New Hampshire (USNH) college or university. Formal articulation agreements between the two systems now allow for the transfer of general education course credits completed at a CCSNH college to any USNH institution. Many specific career and technical education program courses are also eligible for transfer promoting seamless transition from sub-baccalaureate to baccalaureate.

Linked with the NH Transfer program is a new program expected to be implemented in Fall of 09. The program, lacking a formal name at this point, will use the ARTSYS software and create a computer based program that will help facilitate students transferring from any of the two year community colleges to one of the four year colleges in the university system. This program allows students to input transcript information from any New Hampshire community

college and by selecting a transfer institution and program of study receive an evaluation of how credits will transfer and apply to a baccalaureate degree program. All enrolled students from the University system and the community college system will have access to this program which is expected to have positive results and promote increased access across the state.

Secondary and Postsecondary Initiatives That Support Statewide Articulation

Work is underway to establish a Common Assessment for P16 in New Hampshire. Marc Tucker's report, "*Tough Choices or Tough Times*" (see Appendix E for a condensed report) makes recommendations in this report regarding the adoption of a 'Common Assessment'. It is an area of considerable interest at the secondary and postsecondary levels. A Common Assessment could serve as a summative assessment for a student's work in high school and as an admission tool for entrance into a New Hampshire Community College or for further preparation for entry into a four year college.

Initiatives in New Hampshire in Math will serve as a basis for examining further the possibility of creating a Common Assessment:

- The NH-IMPACT Center of Plymouth State University, a member of the University System of New Hampshire, which is studying ways to better integrate math standards between K-12 and Higher Education through the Making the Transition from High School to College (MaTHSC) project, involving multiple K-12 and higher education partners. Among other activities, the project has surveyed and related the relative rigor of K-12 math curricula, developed the report "*Research Relating to Making the Transition from High School to College and the Workforce*" (see Appendix F for document) co-sponsored a Math Forum held in April, 2007 and completed a set of recommendations for next steps of system alignment of curriculum and assessment;

- The Community College System of NH developed the, “*Mathematics Requirements Advisors Handbook*” (see Appendix G for document) to identify core expectations for all incoming freshman in Mathematics and related subsequent work to establish a ‘Threshold Course’ in mathematics for all incoming freshman; and
- The New Hampshire Department of Education developed the Grade Span Expectations supporting the Mathematics section of the New England Common Assessment Program (NECAP), with concurrently developed K-12 curriculum frameworks, and the piloting of Accuplacer as a pre-post test assessment of Career and Technical Education students at the secondary level in collaboration with the Community College System.

Based on the data that shows a majority of students are now graduating from high school unprepared to perform at a beginning mathematical level in higher education additional work continues in the area of math at the postsecondary level. Depending on the institution, between 40-60% of incoming freshman are unprepared to enter credit-bearing mathematics courses. Those who do not make the cut are required to take and pass developmental math prior to program entry. The college dropout rate of these students is significant. The Community College System of New Hampshire has met throughout the year to consider a common threshold math course as well as a common math cut score on Accuplacer. This common threshold math course is expected to be in place for Spring of 09 with plans to offer this through Project Running Start in the high schools throughout the state in Fall of 09. This course, once adopted, will be promoted in all Programs of Study being developed.

Collaboration in the Development of the Program of Study

The Tech Prep consortia, in conjunction with colleagues from the Community College System of New Hampshire and the Department of Education has worked to develop a template

that is used to design programs of study, known as the Career Pathway Plan of Study (CPPOS)² (see Appendix H for an example of this document). This document is adapted from the template developed by *The League for Innovation in the Community College*. A critical component in the development of a Program of Study for any career path is that the appropriate stakeholders from secondary, postsecondary and business and industry are involved in the draft and in all future iterations.

The document provides guidance for students and their parents on courses to be taken while in high school. Other features of the Program of Study are:

- Rigorous coursework that will help guarantee success in college
- Dual enrollment opportunities through Project Running Start
- Courses required for high school and college graduation
- Articulation credit opportunities
- Accreditations and certifications, if appropriate
- Probable occupations
- Additional notes for postsecondary entrance

Students, parents, faculty and guidance are guided through high school course taking based on graduation requirements combined with courses that will promote success in college. Dual enrollment and articulation are highlighted where appropriate as well as any entrance requirements for a particular career path in college. The document highlights career opportunities after promoting the transition from the community college to a four year

²The federal term “program of study” is an identical term used for an alternative purpose in the State of New Hampshire. To resolve the confusion with the identical titles New Hampshire has adopted the Career Pathways Plan of Study (CPPOS). The adapted document can be found in Appendix H. Henceforth, for purposes of this grant the NH CPPOS document will be named as the Program of Study.

institution.

Through year-long trainings at the secondary and postsecondary level and subsequent assessments New Hampshire has finalized documents that are used to promote rigorous career and technical education programs of study through statewide articulation agreements. To date, fifty-three Programs of Study (see Appendix I for completed Programs of Study) have been developed in the state of New Hampshire. Each Program of Study is school and program specific to guarantee that students receive the individualized information leading to continued success.

Career Clusters: Finance and Health Sciences

Accounting and Medical Terminology, important courses in the Finance and Health Science career pathways (see Appendices J and K for Programs of Study), respectively, represent cornerstone courses in the Finance and Health Science programs at the secondary level. The courses have value in programs at the community colleges and also as transfer credits to four year institutions.

Accounting courses are offered in 12 of the 27 career and technical education centers around the state. Medical Terminology is offered in 14 centers. These same courses also represent dual credit opportunities through Project Running Start which result in transcribed credit from the community college. These two courses in the career and technical education centers currently serve approximately 250 students and both programs have strong potential pathways to postsecondary at the two and four year level.

Finance and Health Sciences represent two of the fastest growing industries in the State of New Hampshire. It is expected that jobs in Finance (see Appendix L for New Hampshire Department of Employment Security report) are expected to increase by 16.64% by 2017 with an

average earning of \$74,456 per year. A similar growth is expected nationally. The growth in Health Science (see Appendix M for New Hampshire Department of Employment Security report) is directly related to the aging population. By the year 2017, a 30.3% increase in jobs is expected with an annual average earning of \$45,574 per year. Another advantage to targeting these career clusters is they represent high wage, high skill and high demand jobs. Finally, there is a strong correlation between course taking in these career clusters and completion of a four year degree in the related fields.

Model for Statewide Articulation

A statewide articulation agreement currently exists for Early Childhood Education (see Appendix N for copy of state articulation agreement), Project Lead the Way and Automotive. Students that are successful in their designated high school programs have the opportunity to receive three to six articulated credits at any of the community colleges around the state. Working through the process of drafting a template for statewide articulation has extended opportunities to refine the process and guarantee success with its implementation. One critical element of this project will focus on the evaluation of the process that was implemented in the drafting of the statewide articulation agreement in Early Childhood. There were clear strengths and weaknesses in the process which will be assessed before embarking on new statewide articulation agreements. Efficiency is a primary concern to ensure the agreements are finalized within the two-year grant period.

The Plan for Statewide Articulation with Finance and Health Science

Using the Program of Study the partnership will review the preliminary work that has been done with the career clusters: Finance and Health Science. The finalization of the Program of Study will ensure the follow aspects are completed:

- Course competencies are vetted with business and industry
- Secondary and postsecondary courses are aligned to ensure seamless transition and avoid duplication
- Dual credit opportunities are highlighted
- Rigorous course taking is evident at the secondary sub-baccalaureate levels
- Threshold math course is integrated into the Program of Study
- Accreditations and certifications are obvious
- Probable occupations are listed.

Statewide articulation agreements will be written and implemented after the alignment of curriculum, Grades Ten through Sixteen, and they are subsequently vetted with business and industry. The Program of Study is presented to the partnership for review and approval. Incorporating all state initiatives and the template for statewide articulation agreements the partnership will reach agreement on the most effective plan to implement the project. It is anticipated that statewide articulation will best serve the students in New Hampshire if they are written for Medical Terminology and Accounting giving better access to Health Science and Accounting programs at the sub-baccalaureate level and the baccalaureate level.

(a) (3) for projects proposing to develop a multi-state articulation agreement...

The New Hampshire Department of Education will not implement multi-state agreements at this time.

(a) (4) Actively involving partners in the project as evidenced by clearly delineated responsibilities that are described in the application and by a letter from the State agency committing the agency to carry out the agreed upon responsibilities; and

The project design requires the collaboration of seven stakeholders who have worked together previously and have committed to the grant deliverables: The New Hampshire

Department of Education, Workforce Opportunity Council, The Community College System of New Hampshire, a four-year postsecondary institution (TBA), employer representatives, the Tech Prep Consortium and administrators and teachers from secondary and postsecondary institutions.

New Hampshire Department of Education responsibilities include:

- Writing this grant and the overall project management. Leadership and decision-making personnel includes: New Hampshire Department of Education, Commissioner of Education Dr. Lyonel Tracey, NH Department of Education Division Director of Career Technology and Adult Learning, Mr. Paul K. Leather, the NH Department of Education State Director of Career and Technical Education, (TBA) and the NH Department of Education Tech Prep Director, Ms. Kimberly Runion.
- Marketing efforts with middle schools, high school career and technical education centers, career and technical education directors and high school guidance counselors
- Implementation of professional development to key staff and faculty to ensure students and parents know of the opportunities through the statewide articulation agreements

Workforce Opportunities Council responsibilities include:

- Working collaboratively with the seven stakeholders. Leadership and decision-making personnel includes: the New Hampshire Workforce Opportunities Council Director, Mr. Michael Powers
- Curriculum review to ensure courses meet industry standards
- Vetting core competencies established for the career pathways chosen for this grant
- Creating linkages and personnel to approve and market the Programs of Study
- Support and co-facilitate the creation of the statewide articulation agreements

- Incorporate the efforts of this project with the newly created Job Corps activities

The Community College System of New Hampshire responsibilities include:

- Work collaboratively with the six stakeholders. Leadership and decision making personnel includes: the New Hampshire Community College of New Hampshire Vice-Chancellor Dr. Charles Annal and the Vice-Presidents of Academic Affairs at the following community colleges: White Mountains Community College, River Valley Community College, NHTI-Concord's Community College, Lakes Region Community College, Manchester Community College, Nashua Community College and Great Bay Community College.
- Ensure faculty availability to review and revise competency documents
- Maintain the integrity of the dual enrollment system: Project Running Start
- Promote the work of this grant throughout the community college system
- Market the Programs of Study to faculty, academic advisors and career counselors
- Create the necessary links to the four-year postsecondary institutions

Four-year postsecondary institution (to be named) responsibilities include:

- Vet the competencies established at the secondary level for the chosen plans of study program areas
- Work collaboratively with the stakeholders to implement a state-wide articulation agreement from secondary to sub-baccalaureate to baccalaureate
- Ensure department head availability to create the necessary links to the two year postsecondary institutions
- Market the Programs of Study to faculty and academic counselors

Employer representative responsibilities include:

- Validate competencies for secondary programs relative to the career clusters
- Review the curricula to ensure the most recent industry standards are incorporated within the programs
- Inform secondary and postsecondary of relative certifications, licensure and specialized accreditations associated with Finance and Health Science
- Attend and participate in professional development at the middle, high school and post secondary levels; including secondary guidance personnel
- Promote the Program of Study through marketing efforts with a particular emphasis on a welcoming employment environment for nontraditional students

Secondary administration and teacher responsibilities include:

- Work collaboratively with the other six stakeholders and the state-wide Career and Technical Education Director's organization, New Hampshire Career and Technical Education Director's and engage the relevant career and technical education centers who currently offer programs for Finance, currently in 12 centers and Health Science currently in 14 centers.
- Review and modify the core competencies after consultation with postsecondary and business and industry feedback is acquired
- Ensure teacher availability to create the necessary Programs of Study for the two chosen career clusters
- Market the Programs of Study to parents, students and guidance counselors

New Hampshire Department of Education Tech Prep Consortia responsibilities include:

- Facilitate the collaboration necessary to create and implement the career pathways Programs of Study in Finance and Health Science

- Facilitate the development of the statewide articulation agreements in Finance and Health Science
 - Work with the colleagues at the Department of Education to promote professional development to guidance counselors and career guidance staff
 - Work with the administration at the Community College System of New Hampshire to promote professional development to academic and career counselors
 - Dedicate efforts to finalize the work involved in the implementation of the two statewide articulation agreements funded with this grant
- (a) ***(5) Involving partners whose representatives are able to answer questions and influence decisions, have excellent knowledge of the program of study to be developed and have the authority to communicate information to decision-makers.***

The partnership for this project includes seven stakeholders and their key leader(s):

The New Hampshire Department of Education

Commissioner Lyonel Tracey

Director of Division of Career Technology and Adult Learning, Paul K. Leather

Career Development Bureau Director, TBA

Tech Prep Director, Ms. Kimberly Runion

Workforce Opportunities Council

Director Mr. Michael Powers

The Community College System of New Hampshire

Chancellor Richard Gustafson and Vice-Chancellor Dr. Chuck Annal

Four-Year Postsecondary Institution (TBA)

Chancellors (TBA) and Vice-Chancellors (TBA)

Secondary Administration and Teachers (TBA)

New Hampshire Career and Technical Education Director President,

Mr. Roland Pinette and Career and Technical Education Directors (TBA)

Employer Representatives (TBA) from Finance and Health Sciences

Tech Prep Consortia

Ms. Judith King and Ms. Kathleen Totten

(b) *Technical Approach (45 points)*

In determining the quality of the technical approach of the proposed project, the Assistant Secretary considers the following factors:

(b) (1) *The extent to which the application comprehensively addresses each required activity, clearly defining the actions to be undertaken to accomplish each activity;*

The Project Manager will be available to participate in technical assistance activities sponsored by the Department. Progress reports will be published quarterly outlining progress, work completed and next steps.

Required Activities

The project design considers the extent to which the project design is an effective strategy for building capacity to promote a rigorous CTE program of study and the development of a statewide articulation agreement that will be self sustaining beyond the period of the grant.

The foundation is firmly established to progress with the development of the programs of study that will lead to statewide articulation in Finance and Health Science. In the state of New Hampshire there is strong and effective collaboration between the NH Department of Education and the Career Development Bureau, the Workforce Opportunities Council, the Community College System of New Hampshire and the University System of New Hampshire. Partnerships are in place, both formally and informally, which will promote the work of this project.

Organized around the career clusters model the state of NH is poised to be successful in drafting and implementing statewide articulation in Finance and Health Science. Statewide competencies, Math in CTE, Project Running Start, New Hampshire Transfers, Common

Threshold Math, Math Requirements Advisor Handbook, development of Programs of Study, template in place for statewide articulation and the preliminary work that has taken place with Finance and Health Science guarantees success with this project.

(1) A partnership will be used to carry out the project; and

The partnership will have an integral role in completing the project. The nature of the design requires constant partnering to evolve in the development of the Programs of Study which will lead to statewide articulation.

The partnership is familiar with elements of the program of study.

The partnership has been involved with the development of statewide competencies, Math in CTE, Project Running Start, NH Transfers, Common Threshold Math and various other projects requiring collaboration. All stakeholders are intimately familiar with the Program of Study as further evidenced by the fifty six that have been developed to date.

(2) The partnership will be used to reach agreement on rigor and quality of CTE programs and to develop an articulation agreement of a CTE program

The partnership will work collaboratively to reach agreement on rigor and quality of CTE programs by consulting with secondary administrators and teachers, postsecondary administrators and faculty and leaders from business and industry. Rigor and quality will be promoted with a seamless curriculum from grade ten at the secondary level through grade 16, the last year of a four-year baccalaureate program. Once the 10-16 curricula is aligned, the Program of Study is developed leading to the drafting of the statewide articulation agreements.

(3) Multi-state articulation agreements.

New Hampshire will not implement multi-state agreements at this time. However, success with this project will be easily transferrable to any state in the New England region.

(4) The project will involve partners with delineated responsibilities; and

Department of Education

- Project Management
- Marketing to CTE Centers and Guidance Counselors
- Implementing Professional Development

Workforce Opportunities Council

- Curriculum review and vetting competencies
- Create linkages to business and industry
- Incorporate efforts of project into NH Job Corps
- Support and co-facilitate the drafting of the statewide articulation agreement

Community College System of NH

- Ensure faculty availability for 10-16 competency work
- Maintain and market the dual enrollment program
- Support and co-facilitate the drafting of the Program of Study and statewide articulation agreements
- Market the Programs of Study to faculty and academic counselors

Four-year Postsecondary Institutions

- Vet the competencies established at the secondary and sub-baccalaureate level
- Work to assist in the development of the Programs of Study and the statewide articulation agreement
- Market the Program of Study to faculty and academic counselors

Employer Representatives

- Validate competencies at secondary and postsecondary level

- Ensure curricula has updated industry standards and certifications/accreditations embedded
- Attend and participate in professional development particularly to promote nontraditional participation

Secondary and Postsecondary Administrators and Teachers/Faculty

- Review and modify core competencies as suggested by colleagues at postsecondary and business and industry
- Ensure availability to create the Programs of Study and develop the statewide articulation agreements
- Market the Programs of Study to parents, students and guidance counselors.

Tech Prep Consortia

- Facilitate the necessary collaboration to create and implement Programs of Study and statewide articulation agreements
- Promote and implement professional development to educational consultants and guidance counselors at the secondary and postsecondary level

...the project will have a letter of support from the state agency committing to carry out the project.

This project has a letter of support from the New Hampshire Department of Education.

Other Letters of Support from the Community College System of New Hampshire and the

Workforce Opportunities Council are also included in Appendix O.

(5) The project will involve partners and their representatives who are able to answer questions and influence decisions.

This project will involve the following partners and their representatives:

1) New Hampshire Department of Education; 2) Workforce Opportunities Council;

3) Community College System of New Hampshire; 4) Representatives from four-year Postsecondary Institutions; 5) Employer Representatives from Finance and Health Science Secondary; 6) Postsecondary Administration and Faculty/Teachers and 7) Tech Prep Consortia.

(b) (2) *The extent to which the applicant demonstrates a thorough understanding of effective practices in the development of articulation agreements and of CTE programs;*

The State of New Hampshire has a template in place for statewide articulation agreement. Currently, statewide articulation exists in Early Childhood Education. This initial project involved the necessary stakeholders. The process was extensive and laborious. The work completed will serve as a starting point to assess previous work and progress with a more efficient plan to draft and implement the statewide articulation agreements.

(b) (3) *The extent to which the applicant describes in a clear and sequential manner effective strategies for accomplishing the required project activities.*

Stage One: Promote support and buy-in for project

Establish the Partnerships

- Acknowledge importance and relevance of previous and on-going initiatives at the secondary and postsecondary level
- Evaluate all previous work, including template and process for statewide articulation agreements.
- Develop marketing materials and action plans for upcoming two years

Stage Two: Curriculum Alignment, grades 10-16

- Review curriculum for secondary, sub-baccalaureate and baccalaureate programs
- Embed industry standards and certifications/accreditations

Stage Three: Vetting/Finalization of Competencies

- Finalize curriculum alignment and vet with secondary, postsecondary and

business and industry in Finance and Health Science.

Stage Four: Develop Program of Study

- Organize efforts to develop Programs of Study

Stage Five: Develop Statewide Articulation Agreement

- Organize efforts to develop the Statewide Articulation Agreements

Stage Six: Identify data to be collected and evaluated

- Establish data needed to assess effectiveness of this project.
- Develop efficient reporting mechanism

Stage Seven: Marketing and Training, Duplicate efforts

- Publicize completed work with Programs of Study and Statewide Articulation Agreements locally and nationally
- Market completed work to counselors at secondary and postsecondary
- Develop access to information for students and their parents.

(c) Project Management (30 points).

In determining the quality of the management plan for the proposed project, the Assistant Secretary considers the following factors:

(c) (1) The extent to which the Project Director has clearly identified and documented professional qualifications, competencies and experience necessary to carry out project tasks. (10 points)

The Project Manager has extensive experience in facilitating partnerships among educational agencies. Her current role as Tech Prep Director coordinates tech prep activities around the state. She is familiar with federal grants and the required reports: her resume as well as her supervisor, Mr. Paul K. Leather, can be viewed in Appendix P.

(c) (2) The extent to which—

(i) the applicant includes a description in a clear and sequential manner, of the plan for managing the project; and

This project will follow a clear plan that completes the following stages of development:

- Stage One: Promote support and buy-in for project
- Stage Two: Curriculum Alignment, grades 10-16
- Stage Three: Vetting/Finalization of Competencies
- Stage Four: Develop Programs of Study
- Stage Five: Develop Statewide Articulation Agreement
- Stage Six: Identify data to be collected and evaluated
- Stage Seven: Marketing and Training, Duplicate efforts

(ii) the plan provides credible evidence that the management of personnel, physical resources, and activities will result in orderly and timely completion of work within the project performance period (15 points)

Quarter 4 (October 08 – December 08)

Stage One: Promote support and buy-in for project

Begin Stage Two: Curriculum Alignment, grades 10-16

Quarter 1 (January 09 - March 09)

Stage Two: Curriculum Alignment, grades 10-16

Quarter 2 (April 09 – June 09)

Stage Two: Curriculum Alignment, grades 10-16

Begin Stage Three

Quarter 3 (July 09 – September 09)

Stage Three: Vetting/Finalization of Competencies

Quarter 4 (October 09 – December 09)

Stage Four: Develop Programs of Study

Quarter 1 (January 10 – March 10)

Stage Four: Develop Programs of Study

Stage Five: Develop Statewide Articulation Agreement

Begin Stage Six: Identify data to be collected and evaluated

Begin Stage Seven: Marketing and Training, Duplicate efforts

Quarter 2 (April 10 – June 10)

Stage Six: Identify data to be collected and evaluated

Stage Seven: Marketing and Training, Duplicate efforts

Quarter 3 (July 10 – September 10)

Stage Seven: Marketing and Training, Duplicate efforts

- (c) ***(3) the extent to which the time commitments of the Project Director, key personnel and partners are appropriate to the tasks assigned. (5 points)***

Division Director of Career Technology and Adult Learning: 5%

Project Manager: 25%

Tech Prep Coordinators: 30%

Administration and Teachers at secondary and postsecondary: 5%

Employee representatives: 10%

- (d) ***Dissemination (15 points).***

In determining the quality of the dissemination activities of the proposed project, the Assistant Secretary considers the following factors:

- (d) ***(1) the extent to which the proposed project will result in replicable strategies that are practical and can be packaged for dissemination nationally.***

The project design, including all state initiatives is well documented for the purpose of replication locally and in other states. The unique governance structure of New Hampshire promotes a high level of collaboration among stakeholders which creates a vested interest leading to success for students in this state. Materials and power point presentations will be created throughout the project for marketing around the state and around the country.

A minimum of two stakeholders will be prepared to present this successful program at a minimum of one national conference over the next two years.

- (d) (2) *the extent to which proposed project will develop material that can be packaged for dissemination, particularly the extent to which such material will include a description of the procedure the grantee used to develop the statewide articulation agreement and to develop, adapt, or adopt a program of study, including any specific material or curriculum developed for the program of study.***

This project has seven stages of development. Each stage can be successfully packaged and presented for replication locally and nationally. As an example, the foundation work from the program-specific Programs of Study in New Hampshire will be presented at the National Career Pathways Network (NCPN) in Cincinnati in October of 08. Any element of the project design can be extracted and packaged for replication leading to success with the development of statewide articulation agreements.

- (e) *Adequacy of Resources (10 points).***
In determining the adequacy of resources for the proposed project, the Assistant Secretary considers the following factors:

The budget (see Appendix R for Project budget) is based on the knowledge of the past initiatives and the plan needed for success with statewide articulation agreements. Resources include funding for project facilitation, stipends for curriculum work, travel reimbursement, supplies and equipment to effectively package and replicate the project design and training funds.

- (e) (1) *The adequacy of resources for the proposed project, including facilities, equipment, supplies, and other resources needed to carry out successfully the purpose and activities of the proposed project.***

This project is based within the State Department of Education and two Tech Prep partnerships housed in NH Community Colleges, which will cover the facilities and equipment needs of this project, with the exception of meeting supplies, two computers and two projectors.

(e) (2) The extent to which the budget is adequate to support the proposed project.

The project budget is an accurate demonstration of the costs involved in implementing this project. The NH Department of Education and the Community College System of New Hampshire have been actively involved in similar projects and initiatives over the past three years. The budget is rooted in knowledge from past work, the elements needed for successful implementation of the project design. The budget proposal also serves as a foundation for on-going work that will be supported by the New Hampshire Department of Education Career Development Bureau.

(e) (3) The extent to which the costs are reasonable in relation to the technical approach and significance of the proposed project.

Costs associated with this project fall under state or local approved reimbursement for work performance. Funds will be used for project facilitation, stipends for curriculum work, travel reimbursement, supplies and equipment to effectively package and replicate the project design and training funds.

APPENDIX A

Math in C-T-E, General Information

APPENDIX B

Math in C-T-E, Lesson Plan

APPENDIX C

**Project Running Start, Program Brochure
Project Running Start, Program Contract**

APPENDIX D

Project Running Start, Teacher Credentials

APPENDIX E

Tough Times, Tough Choices, Executive Summary

APPENDIX F

Making the Transition from High School to College and the Workforce Research Findings

APPENDIX G

CCSNH, Math Advisors Handbook

APPENDIX H

Career Pathways Plan of Study (CPPOS) Completed Document for Law and Public Safety

APPENDIX I

NH CPPOS, Completed Programs of Study Tech Prep Report, Career Pathway Plans of Study

APPENDIX J

Program of Study, Finance

APPENDIX K

Program of Study, Health Science

APPENDIX L

**NH Industry Report, Finance
New Hampshire Employment Security, Employment Projections**

APPENDIX M
NH Industry Report, Health Science
New Hampshire Employment Security, Average Annual Pay in NH

APPENDIX N

**State-Wide Memorandum of Understanding/Articulation Agreement for
Early Childhood Education**

APPENDIX O

Letters of Commitment

**New Hampshire Department of Education
Community College System of New Hampshire
Workforce Opportunities Council**

APPENDIX P

**Resume
Project Director, Kim Runion**

APPENDIX Q
Letters of Support

APPENDIX R

Project Budget