

Sugar River Valley Regional Technical Center  
SREB Study and Recommendations

Joint Meeting of the Claremont and  
Newport School Boards  
December 1, 2015

# Agenda

Review the study

Eight guiding questions

Data collections methods

Review findings and recommendations

Review commitments for AY1617

# Guiding Questions

- How aligned are current programs of study with projected high-skill, high-wage job needs in the next decade for the region and state workforce?
- Do all programs have articulated agreements that provide postsecondary credit opportunities and proven methods of success?
- How aligned are secondary career programs with current community and technical college offerings?
- Are students placed in career clusters/pathways that align with their career goals and community workforce needs?
- Do teachers believe that professional development opportunities allow them to meet the emerging trends of the workforce?

- Do both centers have advisory committees that participate in program reviews to ensure alignment with industry standards, expectations and trends?
- Can one career-technical (CT) director lead the work to improve the quality of career-technical education (CTE) for the Claremont and Newport students?
- Are facilities safe, state-of-the-art and well-maintained so all students can master the full range of required skills and competencies?

# Data Collection Methods

## On-Site Reviews

- Curriculum
- Unit and lesson plans
- Class assignments
- Samples of student work
- Walkthrough observations
- Interviews with 90 students, school board members, 21 teachers/staff, parents, administration, school board and advisory board members

## Faculty and Student Surveys

Review of Regional Workforce Data from Sullivan County

Business/Industry Focus Group

# Promising practices

- All staff are qualified and experts in their fields.
- The staff care about the students and have a sincere interest in their success.
- Facilities are clean and well-maintained
- The director at Newport serves on the state SkillsUSA Advisory Board.
- A teacher at Claremont serves on the SkillsUSA Advisory Board.
- All staff expressed pride in their programs
- All students interviewed indicated they feel safe and are prepared to use equipment properly.
- Some teachers are implementing **Project-based learning** and challenging students to apply academic and technical knowledge to solve real-world problems.

# 1. Programs of Study that lead to high skill, high wage jobs for the next decade in the region and state

Finding:

**The programs that the two Centers have currently are the right programs for the region.**

Recommendations:

- Create pathways that lead to post-secondary certifications, college and careers.
- Develop and promote dual credit/dual enrollment opportunities
- Utilize the naviance career inventory and planning tools starting in 6th grade
- Develop joint websites and programs of study for both centers
- Create an optional manufacturing career path that is a compliment to the current engineering/advanced manufacturing CTE programs

## 2. Articulation agreements that provide postsecondary credit opportunities

Finding:

**Dual credit and articulation opportunities for students must be addressed.**

Recommendations:

- Ensure that policies that support articulation and dual enrollments are in place
- Student and faculty eligibility for dual enrollment needs to be a priority
- Develop a plan and accountability system that ensures that all students have access to dual enrollment opportunities through, promotional materials, guidance procedures, parent meeting and advisory board.
- Align each CTE program with an appropriate community college/post-secondary pathway.

### 3. Alignment of CTE Programs with community needs and postsecondary offerings

#### Findings

**Teachers and counselors agree that their programs are aligned with the community colleges and technical colleges and there is evidence of alignment; however students are not using the opportunities in place to gain college credit while in high school.**

#### Recommendation:

- Conduct feasibility studies before reinstating or opening new programs.
- Maintain the collaborative partnership with River Valley Community College and develop a long term plan to ensure that CTE programs align with local workforce needs.
- Additionally, include it the plan “stackable” credentials that move from Grade 11 through postsecondary degree/certification.
- For programs that do not have a pathway beyond high school, continue to monitor workforce forecasts to ensure that students have jobs that are more than mere living wage.

## 4. Identify students career goals and align with community workforce needs

Findings:

**Students stated that they do not have Career Pathway Plan of Study (CPPOS), do not have a Program of Study or have not taken any career interest inventories to identify areas of interest. More than 60% of our students leave high school without accessing college level course work.**

Recommendation

- Hire a shared CTE Specialist for direct focus on career technical education support in all sending and receiving schools.
- Guidance staff from G6-12 need to understand and share the benefits of CTE, how it fits into the school curriculum and leads to postsecondary opportunities.
- Implement the Naviance and other guidance systems that promote college and career readiness as early as grade 6.
- Create on-going opportunities for CTE programs to engage with parents, community and business leaders.
- Develop a comprehensive career exploration experience.

## 5. Professional Development to meet the emerging trends of the workforce

Finding:

**Some teachers indicated their interest in having some additional professional development that is specific to career and technical education. Some teachers indicated they would like more input into the professional development provided.**

Recommendations:

- Ensure that all staff have opportunities for PD through recertifications, externships, etc.
- Provide intensive PD on how to design authentic project based assignments
- Develop a shared Region 10 CTE PD Plan that includes business and industry needs as well as project based learning.

## 6. Advisory Boards

Findings:

**The region 10 advisory board meets regularly, but the attendance is limited. the focus/or mission of the board is missing**

Recommendations:

- Revamp the Region 10 Advisory board charged to transform both centers into high-performing centers.
- Select advisory board members who have a stake in seeing the centers succeed.
- $\frac{2}{3}$  of the membership should be industry leaders who can employ future graduate or provide postsecondary education and training.

## 7. A single director for both centers

### Findings:

**The evidence supports the possibility of a single director and sets out a clear set of tasks for this visionary leader. However, after careful considerations, both administrative teams believe that a decision of this magnitude requires a stronger foundation and systems in place.**

### Recommendations

- Redefine the two directors' roles to have accountability for continuous improvements of the CTE programs
- Develop and implement an organizational structure in which the CTE centers are significant parts of the high school experience for all students
- Add accountability measures to the superintendent and building principal evaluations that include leadership roles that support CTE education within the district and within the region.

## 8. State of the art and well maintained centers

Findings:

**Both centers are to be commended for the cleanliness and appearance of the building. All lab spaces are well-maintained and serve as a model for other centers.**

Recommendations:

- Contact the NH DOE to determine the requirements for use of space that is not aligned with CTE programs.
- Conduct a feasibility study of the day care housed in the Claremont Center. Consider the need for an on-site lab as the State transfers from an early childhood education program to a teacher preparation K-8 program.
- Create a plan to increase the space and bay area in the Newport welding program.
- Use the HST and local health care experts to review existing equipment and prioritize updating the equipment and supplies to meet industry standards.

# Summary of Commitments for AY1617

- Higher a CTE specialist to support both centers in terms of enrollment management strategies, and post secondary pathways. This position will be a shared position between both districts.
- Work collaboratively to develop bell schedules and transportation schedules to ensure maximum access for all students
- Develop a single joint program of study published for Spring 2016
- Work collaboratively to ensure that class offerings best meet students needs
- Develop sending and receive student goals and projected costs and revenues for 3-5 years
- Develop accountability measures for superintendents, principals and CTE directors to ensure continuous improvements of all programs and increased access for all students