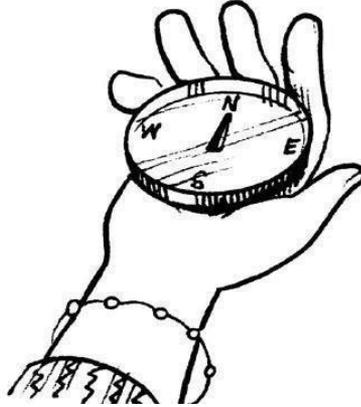


# CRTC

CONCORD REGIONAL  
TECHNICAL CENTER



## The CRTC Compass Handbook

*Be Prepared to Stand Out*

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*The purpose of this publication is to clarify the unique expectations related to the CRTC, but not to replace (except where noted) the expectations established in The Concord High School Student and Parent Handbook, which applies to all Concord High and Concord Regional Technical Center students*

# **THE CRTC MISSION: LONG TERM CAREER SUCCESS**

*The CRTC mission is to prepare our students to become agile, lifelong learners, self-driven to continuously improve their skills, knowledge and professional traits to be successful in a demanding and rapidly evolving 21st century economy.*

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## **PART 1: STARTING OFF... FROM THE DIRECTOR**

*“... The best prize that life has to offer is the chance to work hard at work worth doing.” President Theodore Roosevelt*

**To: CRTC Student**

**From: Director Steve Rothenberg**

Our staff set out to put together a traditional handbook more than a decade ago. Early in the process however, we realized a simple “rules and procedures” handbook would not meet our needs. Motivated by one resounding theme - students must own their education - *The CRTC Compass* emerged.

The Compass narrates a bold vision of what the CRTC is about and then provides some details on how that vision imbeds itself into everything we do. We pride ourselves on being a “walk the walk, talk the talk” kind of organization and the Compass is the “talk.” You will be the judge on whether or not we are true to what we say (that we actually “walk the walk”) during your time as a CRTC student, and even after you leave us.

The overarching ambition of the CRTC staff is to prepare you for your future by teaching, coaching, providing feedback, and by offering you many opportunities to transfer your skills to complex real-life situations that test both your knowledge and abilities. It's our responsibility to make your CRTC experience as authentic and meaningful as possible. We do this by providing a learning environment with the finest teachers, highest quality targeted instruction, and the most up-to-date and safe equipment and facilities.

We serve students from your high school as well as eight others. Each school has its own culture and expectations. Ultimately, we answer to our host organization, the Concord School District, but at the same time we have a commitment to working with all eight sending schools.

As a center, we have two major learning objectives:

- To expand your technical skill knowledge and abilities needed to be successful in the work
- To prepare you with the professional skills needed to be successful in the workplace.

Both involve a demonstration of personal understanding called *transfer*, which is the idea that you reach a genuine level of understanding when you are able to apply what you've learned to an unpredictable real-life problem.

As Director, I'm constantly looking for ways to improve our programs to ensure they are meeting the expectations and needs of our students. As part of this process, I often engage students in lively discussions about the following topics:

- What activities do you engage in, and how do those activities fit into your future plans?
- What areas of your instruction work well for you, and what areas are you still struggling with?
- What are your current goals, have you made progress towards them?
- What do you think the staff or I could do better to help you set or reach your goals?
- What's working at the CRTC, and what do you think needs improvement?

Hopefully these discussion opportunities will benefit the both of us - I can learn more about what works at the CRTC and what may need some work, and you will become more engaged in your education and better able to express your overall educational goals.

After all, our job is to make the CRTC work for you. But it's a program that works only if you're willing to do your share. So my part of the bargain is to create the best possible environment to help you discover your talents and ambitions, and to give you a head start along your career path. Your part is to step up and "own your education" in every manner possible.

Happy travels! -- Director Steve Rothenberg

P.S. Please remember to friend us on Facebook to keep in contact ([www.facebook.com/theCRTC](http://www.facebook.com/theCRTC))

## PART 2: A VISION OF YOUR POSSIBLE FUTURE!

Before getting into the details of our expectations and operations, we thought that a few simple fictional stories about your possible future would best illustrate one of our main priorities: preparing you for success. The first two are the "Good" scenarios, and the last is the "Not-So-Good" scenario.

### The "GOOD NEWS" Workplace Scenario #1A 😊😊

The boss says, "After an extensive screening process, we are pleased to offer you a position with our company."

Of course, this is the kind of response you crave. It is a phenomenal event in your life to be offered your first "real" job in your chosen career. If you could ask the hiring person or committee why they offered you the job, you may hear the following:

- You spoke clearly and confidently. When they listened to you, they felt their customers and their co-workers would feel comfortable and positive around you.
- You listened well, and responded to questions in a thorough manner.
- It was evident that you researched the company ahead of time and were aware of its needs, values, and mission.



- You shook each person’s hand in the interview, and you addressed them by name (writing the names in the notepad you brought and placed in front of you).
- Your transcript(s) demonstrated that you are a solid student.
- You were dressed and groomed in a fashion that successfully balanced their business expectations and your own personal style.
- You provided examples of your experience. Even though you are at the start of your career, you impressed them as someone who has demonstrated the initiative to pursue worthy career-related opportunities.
- Upon calling your references, all of them said you showed up on time and were well prepared to work. They also stated they would hire you back *without reservation* (these are the two “magic” words when doing reference checks on potential employees).
- You had strong technical knowledge, but also knew the limits of your knowledge. You did not try to fool them to think you knew it all. They felt you were very receptive to change and capable of learning new skills.

### THE GOOD NEWS CONTINUES: 18 months later 😊😊

“After a successful 18 months of working at our company, we are pleased to promote you to supervisor.”

This promotion involves a significant pay raise as well as extensive opportunities to move further into the company. Unlike that first interview, your supervisor will be very open with you on why you were promoted. She may say:

- Our customers/clients seek you out as you go the extra mile for them. From all reports, they are pleased with your service.
- You are always willing to contribute to the group’s success and work towards the company’s bottom line.
- You have become an expert in your area of focus. You took classes outside of the normal work day in order to increase your knowledge, and you kept up by reading industry-related magazines, journals and publications.
- You learn from your mistakes and you’re not afraid to talk about your areas of weakness. You want to learn and improve.
- Your co-workers feel that you value them and respect their input to the process.

You are ambitious and volunteer for new assignments.

### THE BAD NEWS Workplace Scenario #2 😞😞

“We regret to inform you that we have offered the position to another candidate. We wish you the best in all future endeavors.”

This is disheartening news. Hopefully, this is a rejection that takes place early in your career and, therefore, you can learn and adjust from it. Although this type of feedback is rarely available to you (generally companies don't tell you why you weren't hired), if you could ask the supervisor *off-the-record* why she did not offer you the job, you may hear the following:

- In general, you came unprepared for the interview. The entire interview team felt your lack of preparation would carry over if they hired you.
- You seemed minimally aware of our business and its history. A simple web search or a few phone calls would have yielded some good, basic information. It was evident that you didn't make the effort.
- You had little experience and did not demonstrate to the team that you had a proven work history at any level. This includes internships and job shadows.
- Throughout the interview, all you said was “I”, you never mentioned “We”. Their impression was that you were not accustomed to working as part of a team.
- You were dressed inappropriately for the interview. If you could not dress appropriately for an interview, the entire interview team felt the odds were that you would have issues as an employee, as well.

Hopefully, these three narratives illustrate that being READY to SUCCEED is not a random event. At the CRTC we are focused on preparing students with the professional skills necessary to navigate the workplace environment, and the technical skills needed to become a knowledgeable and highly skilled career-driven employee. Our goal is to help you to maximize your talents and realize your ambitions so that you will achieve regular success in college, work, the military or wherever you go to challenge yourself after high school.

## **PART 3: WHAT IS CTE?**

### **How is CTE different?**

The CRTC is a Career and Technical Education (CTE) Center. CTE is a national educational partnership between the government, high schools, post-secondary institutions, and industry that's focused on career preparation and training in both high school and college. In your case, enrolling in a CTE program is considered an

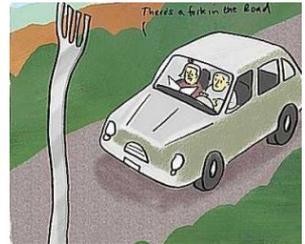
elective program choice during your high school career. You're here because you want to be here.

Our mission is to prepare you for success in your career and post-secondary education. We take that responsibility very seriously.

### **Aside from my CRTC class, what else is part of the CTE experience? How should I plan?**

Ideally, your team – including your parents/guardian, your teacher, your internship supervisor, your guidance counselor, and our support staff -- can help you to select a career and then create the best possible **career pathway** that maximizes your learning experience at the CRTC. Creating a career pathway that matches your ambitions makes learning a much more purposeful experience. Ideally, your CRTC program and your work in our labs will be complemented by:

- Other high school courses that align well with your CTE program like Career Communications (CRTC/ELO)
- Industry experiences including internships, job shadows, trade fairs, and expert speakers
- National industry skill certificates or licenses that you can earn in our classes
- Joining a student CTE organization (CTSO's) and engaging in a competition



Our staff also does a great deal of work to assist your planning beyond high school graduation. Whenever possible, they do so by aligning their courses with established college courses; once approved, the course is then considered a **dual enrollment** course (the NH Running Start Program, for example). This means that upon successful completion of our program (in most cases earning a grade of 72 or higher), you will have, in addition to your high school transcript, a college transcript with one or more courses on it. This gives you a tremendous head start on a college career and saves you many hundreds of dollars in tuition fees.

We want the students who enroll in the CRTC to be aware of how we are different from traditional high school. We want students to embrace our style of education and appreciate its uniqueness. While CTE education is not for everyone, it just might be the right fit for you and your future plans and ambitions.

## PART 4: HOW IS SUCCESS DEFINED AT THE CRTC?

### How will the CRTC measure my success?

The CRTC is driven by a clear set of two distinct learning outcomes:

- **Technical Skills (or competencies):** These are the essential understandings necessary to succeed at technical tasks (example: understanding hydraulic function of the disk brake system and then actually doing a brake job on a car). Our programs have 15-25 competencies each. Most were developed by the New Hampshire Department of Education with input from educators, students, colleges and industry representatives.
- **Professional Skills (mindsets and habits):** These are the “people” skills and values you need to succeed in the workplace. When businesses describe what they are looking for in candidates, it’s almost always true that they mention professional skills before technical skills. These kinds of skills include leadership, professionalism, ambition, integrity and determination.

Ultimately we describe these two outcomes as the basis for your educational *goals*.

The teams who created them believed that these understandings, if achieved, correlate to future success. In other words, if you can tackle them, their professional assumption is that you will be well prepared for the next stages of your life, including work and/or continued education in your chosen field.

### What are the key elements of the CRTC learning experience?

This is a very large question, and we’ve tried our best to whittle it down to the following areas. You should think of this list as a continuous learning cycle. The items in parentheses are examples of each topic:

- **Learning Goals** – What am I trying to understand and/or demonstrate? (competencies – technical skills, professional skills)
- **Resources** – What is available to help improve my knowledge and abilities? (lessons, labs, books, Internet, mentors, job site experiences, industry equipment)
- **Assessments** – How do I show what I already know? How can I gather and share evidence of my new level of understanding? (tests, homework, speaking in class, lab work, internship work)
- **Feedback** – How will I know how I am performing? How do I set a target right for me? (SPUR, scoring rubrics, teacher comments and suggestions)

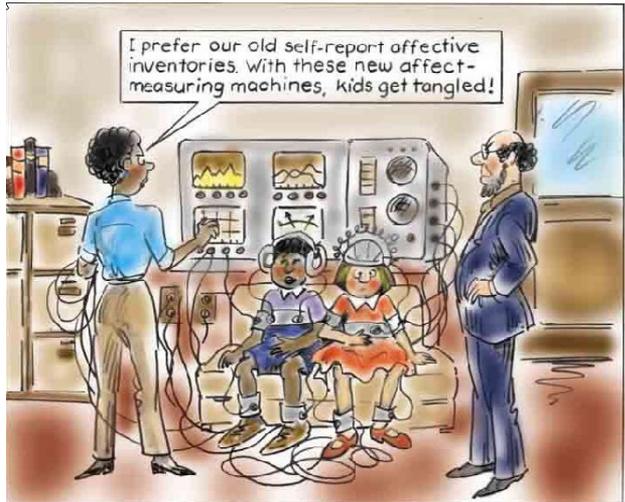
- **Plan** – Where should I focus my efforts in order to reach my goals? What do I need to change or modify? (practice, study, remediation, extension)

## PART 5: WHAT IS THE SPUR PROCESS?

**I'm used to a report card – so how is the CRTC's grading system different?** Our design is quite simple: Being successful in the CRTC must correlate to being successful in the working world. Since our function is to prepare you for all aspects of your chosen career pathway, our reporting system is different from what you may be accustomed to because our expectations are different.

***Our most important tool to measure success is the CRTC's unique "Student Performance upon Understandings Review" (The SPUR).***

The SPUR should be seen as a combination of a job performance review (more so) and a school report card. The SPUR process takes place four times per year. The process involves you doing a self-evaluation of your work and then sitting down and discussing your



performance in a private meeting with your teacher. The focus of the meeting is a structured assessment of your performance on competencies and professional skills related to your program. To prepare for this evaluation, you and your teacher will be recording, reviewing, and gathering evidence throughout the term. Your data will be stored in your CRTC Evidence Portfolio (which in most cases is online). At the meeting, the two of you will discuss and then rate your performance; ideally, there will be agreement, however, your teacher has final say. The final step is producing an overall grade which presently comes from a mix of 60% technical skills and 40% professional skills.

Ultimately, the SPUR will be the compass to point you in the right direction to establish your Personal Growth Plan (PGP) for the future. If you are struggling, you

may request remediation assistance for a particular expectation that you are not fulfilling. If you are doing well, then you may set a plan to improve your skills by extending your goals. You will develop a plan with coaching from your teacher as well as from others assisting in your education (mentors).

## 5.1: PREPARING FOR THE SPUR PROCESS

First and foremost, go to our website ([www.thecrtc.net](http://www.thecrtc.net)) and watch the sample SPUR meeting videos posted there. Watching these will help you visualize the process.

### **How will I specifically know what is expected of me to prove my skills?**

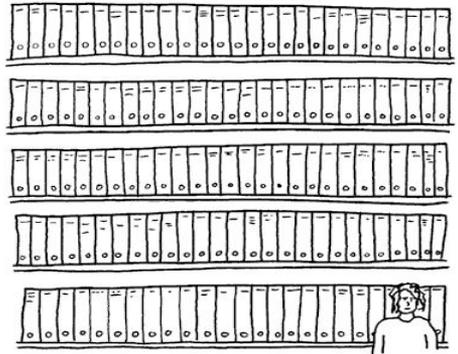
Most of you by this point in high school have seen numerous sets of class performance goals, standards and criteria, called rubrics. A well-written rubric clearly narrates what is expected of you to earn a certain grade. But, perhaps for the first time, at the CRTC you are going to be asked to participate in the process of defining what successful achievement of the goals looks and sounds like. Ideally, once our students understand their expectations, they can grasp what it will take to become proficient or to gain an advanced level of understanding. Experience and research tells us that writing rubrics in “student language” leads to significantly improved results.

### **How do I gather my materials to prove my skills?**

All students will be keeping an official digital CRTC Evidence Portfolio to record their performance against expectations. The evidence portfolios will be a storage tool to save assessments that demonstrate your degree of understanding against each competency.

For example, if you were in our Construction Tech class, you may scan a written test and/or a photograph of your craft work in your portfolio under the competency associated with “framing skills.” Because the portfolio is online, it can travel with you. All students will be asked to create a professional Gmail account to facilitate this process.

weblogcartoons.com



THIS ONE THING I DESIRE: TO HAVE ALL OF MY PERSONAL PAPERWORK SENSIBLY ARRANGED IN LABELLED BOX FILES

## 5.2: THE SPUR CONFERENCE, GRADING and ROLLING GRADES

The process gives you a chance to participate in planning your education. It also gives you valuable insight into your performance and ways to better target your hard and professional skill goals.

### **How is my grade calculated?**

The CRTC rates student performance from 1-4, based loosely on an industry model. Concord High School requires that this rating system be converted to the traditional grading scale (1-100). So the conversion takes place like this:

- Quarter Grades are determined based on 60% technical skill rating and 40% professional skill rating.
- Ratings are determined by the 1-4 skill performance scale, with some skill sets carrying more weight than others.
- Semester and final grades are a result of theory and practice performance ratings as determined through your SPUR meeting with instructors.
- Because of the learning curve involved in developing new technical and workplace skills, a Rolling Grade system is used to ensure that your final grades reflect only your most recent competency ratings.
- All of this is then converted into the traditional grading scale and becomes part of your Concord High School transcript.

### **How will I know what I need to do to show I am proficient or advanced at a particular skill?**

Teachers are obligated to produce a written set of goals, standards and criteria for all competencies. This rubric will outline what it will take a student to demonstrate an intermediate/proficient (score: 2) or advanced (score: 3-4) level of understanding. Our teachers also will solicit input from students to “co-construct” the rubrics so they are fully understood by students. Nothing is more important than knowing exactly what is expected.

### **What if I don't do my work or only partially fulfill expectations? Can I make work up?**

This is a situational question and will depend on the teacher and class. In general, it is the policy of the CRTC to give incompletes. An incomplete or ENE (exposure, no evidence) says we did not fail you—rather, that you chose not to complete your work. There are some competencies that you can demonstrate at a future time, but others, due to the hands-on lab nature of our curriculum, that won't be offered again. This is one of the main reasons attendance (like in the workplace) is taken very seriously at the CRTC. There is a two-week time window to make up an incomplete/ENE before it

becomes a failing grade. You are strongly encouraged to talk to your teacher if you want to be reassessed (or do a “retake”) on a competency due to a poor performance in the initial assessment (lab, test).

### **What is the point system for the CRTC?**

Most of our teachers will use the more familiar 100-point scale for regular day-to-day assessments. Performance on competencies and professional skills are assessed on a 5-point scale (described earlier) using a rubric during the SPUR process. Because we need to report final grades on a 100-point scale, performance ratings are converted from 1-4 to a 1-100 scale using the official CRTC Performance/Grade Conversion Table.

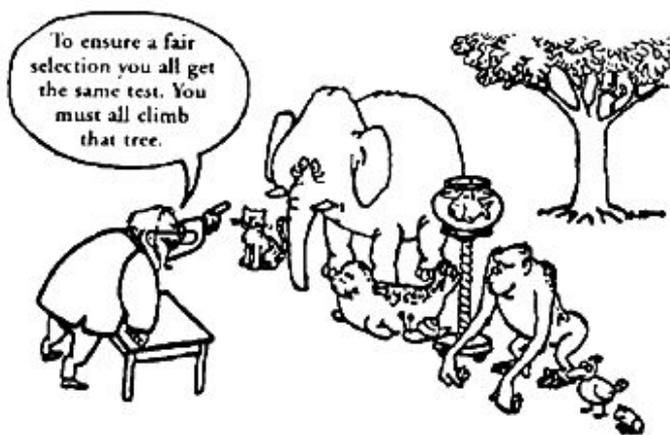
## **5.3: ESTABLISHING A PLAN AFTER YOU SPUR**

### **How can my teacher help me to visualize what it will take for me to succeed?**

Ideally, your teacher is able to provide you with practical examples and written expectations throughout the learning. An example would be a sample of high quality work (possibly done by a previous student) that you can use to establish your own goals. This is sometimes the best way to help students visualize what they need to do to prove themselves and plan for the future.

### **What if I am doing very well?**

Ideally, the SPUR then provides you a way to focus your energies for the next quarter and beyond. If you are very successful and want to get ahead, then you may choose to pursue an EXTENSION activity—doing a research project, a special internship, or a summer co-op for credit.



### **What if I am struggling?**

The SPUR provides you specific feedback on making a PLAN that will get you back on track. However, the key to the process is for you (ideally working with your teacher) to ask for INTERVENTION. We are committed to providing you with the resources you need to improve your performance, but we expect you to be mature enough to recognize that something needs to be changed. Some needs go well beyond merely not understanding one thing in class. You may be struggling if your reading level is not high enough, so you may need some reading instruction. Or you may be having a particularly tough time at home and carrying it into school. The result is that you are having trouble working with fellow students. In this case, you may need some counseling. Or you may be very shy and simply afraid to do an interview or participate in an internship. We can help with that, too.

Our goal is to help you in every way we possibly can. However, you must participate in the process because, in the end, to earn credit for your class, you must meet established standards as measured by your performance.

Ultimately, the CRTC Office should be viewed as similar to a human resources (HR) department in a business. We are here to provide guidance to staff and students on how to succeed within the framework of the organization’s values as well as governmental regulations.

## **5.4: EARNING HIGH SCHOOL CREDITS**

Credits are earned when a student demonstrates basic proficiency on every active competency. Students will be given the opportunity to be reassessed in order to demonstrate improvement. Major industry exams may or may not have a negative factor on grades or credits earned. For example, a student in Fire Science is expected to take the Firefighter I exam, but it is an industry standard, and at this time is separate from their grades and high school credits.

## **PART 6: FEEDBACK - HOW AM I DOING?**

“Feedback is the breakfast of champions.” - Ken Blanchard, author and management expert

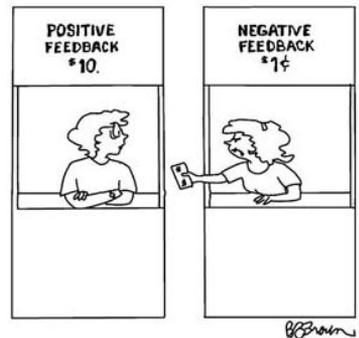
This section digs into educational research to explain some of our thinking around feedback.

An assessment is any kind of activity in which a student engages to demonstrate his or her understanding. It could be something you’ve done hundreds of times - like a

homework assignment or participating in class, or it could be something more involved - like a lab or a written test. Feedback is what is provided in response to a student performance on an assessment. A CRTC expectation is to assess AND provide worthwhile feedback to all students on a daily basis. This exchange, which sometimes is very casual (a quick comment as you are working on a project in class) and other times much more comprehensive (a breakdown of your performance on a test), is what we believe is the essence of effective teaching. Properly given, feedback is never negative, but an honest and realistic evaluation of present performance. If performance is not on target, reasons are explored and suggestions for improvement are discussed. Teachers give feedback because the success of their students is important to them. Our vision is simple - we want the feedback provided to you to be helpful to your learning.

Educational researcher Douglas Reeves points to five gains associated with the power of accurate feedback, including the one he emphasizes most: failure at providing effective feedback undermines **EVERY OTHER EFFORT** in curriculum, assessment, and teaching. If we don't do feedback well, he says, the student is not going to be successful. Ideally, upon receiving constructive feedback, the student will say, "***I understand. I know what I need to do next. I can handle this. I choose to keep trying.***" (Stiggins)

In general, our society struggles at times to respond in this fashion because feedback is seen as demoralizing at times. It is one of our highest goals to prepare you for receiving and requesting feedback, as it is an essential practice in industry. We learn and grow when people who know what they are doing are coaching us. If you don't seek and/or receive feedback in industry, your growth potential will be significantly hampered



"Here! Do me!"

As an example, you may have done poorly on a test; but when the performance on the test is broken out by individual competencies, it is quickly evident that you understand one competency very well but are struggling on another, and thus, the poor grade. This is critical feedback. Now compared to just failing and stopping your learning, you have a direction to take to improve performance. You should receive credit for what you do understand.

Ideally, teachers help students understand the details of their performance (not just “give a grade”). This is a skill that our teachers continue to improve upon through professional development.

**Are there formal ways for me to provide feedback about my CRTC experiences?**

At CRTC, feedback is a two-way street. Our goal is to have a system where students can provide regular feedback to their teachers and administration. So it’s our job to model the same feedback strategies we promote for our students. Regularly scheduled online surveys provide students the opportunity to confidentially share their personal views about their experience at the CRTC. Ideally, you should feel comfortable to talk candidly to any of the CRTC staff. Remember, our staff’s priority is your success. It is our job to be approachable so that you feel comfortable coming to us with concerns.

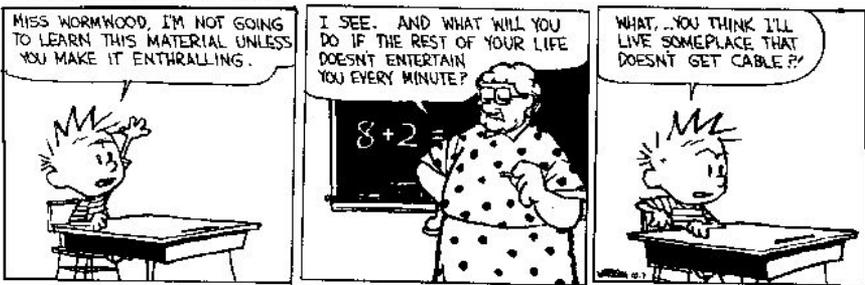
**Am I automatically promoted to year-two if I wish to enroll?**

Simply put, second year is not guaranteed. The reality with all of our programs is that we only have a limited number of slots for students in the second year. Our goal is to retain every worthy student from year one to year two; but based on our history, this is not always possible.

In January we will ask all first-year students whether or not they want to return the following year. Once we have our list of students who want to return, we will use the SPUR results as a resource to make difficult selection decisions. Decisions will be made relative to performance, as well as expectations of student equity (established by our CRTC Equity Committee) and sending-school participation. In April, we notify students of their status:

- Offered a seat in the next year’s class.
- Offered a seat with some restrictions in next year’s class.
- Offered a conditional seat in next year’s class. Conditional means we have a

**Calvin and Hobbes**



concern to resolve and document before we can officially enroll you.  
(Conditional is sort of a probationary period.)

- Offered placement on the waitlist for next year's class.
- Offered conditional placement on the waitlist for next year's class. Concerns need to be resolved and documented before we can officially put you on our waiting list.
- Not offered a seat or wait list placement in the next year's class.

In the past, this process was started in late April and did not give students enough time to improve their chances for selection. Instructor feedback was valuable, but with only weeks of school left, there was not enough time to recover if there were deficiencies. We place a huge value upon giving you honest and thorough reviews throughout the year with the SPUR, so our decision should not be a surprise to any student. Like an employer, we expect you to respond to those reviews and improve. This commitment to your career path will be a major factor in our decision to invite you back.

The CRTC Director is ultimately responsible for managing this process and approving all decisions. Students are welcome to ask for reconsideration.

## **PART 7: WHAT ARE THE COMMON EXPECTATIONS FOR ALL CRTC STUDENTS?**

Ideally, if our classrooms are working at their best, many of the challenges of a typical high school will decrease. If we are all "on the same page," students will attend daily, participate actively, and will generally make good behavioral choices. That's the standard we strive for, anyway. But in addition to CRTC standards, we also share some common expectations of which all CHS students must be aware. These expectations are outlined in the CHS Handbook (available online).

### **What are the CRTC expectations with regard to attendance and readiness?**

You are expected to attend school and show up on time and ready to learn, every day, without exception. The workplace demands this, and we do likewise.



"I've called this meeting to discuss absenteeism."

Attendance is taken very seriously at the CRTC. We allow five absences (approximately one day per month) per semester before you lose your 2.0 credits and must meet with the Director to appeal. If you have excessive absences, you should come to our office to discuss your needs. Your “self-direction” score on the SPUR will reflect your performance in this area. If needed, an intervention plan will be established to improve attendance. In most cases, the plan will involve making up the work through outside practice activities on your own time equal to the number of hours missed at the CRTC due to absenteeism without proper justification.

Lastly, even if a student does have a true illness, chronic or not, these rules apply. Our job is to prepare students for success at work, college, and life. In many cases, the challenges a student has may be with them for a lifetime. Our approach is to help students prepare to talk to their future supervisors around these types of sensitive issues and to learn to be proactive in situations.

Each class is 1.5 hours long, and classes take place five days a week. One of our challenges is aligning our schedule to the schedule of all eight of our sending-schools. We work to create the best possible schedule.

### **What are the minimum expectations in terms of academic performance?**

To earn end-of-year credits, students must earn at 2.5 rating on all of your program’s technical skills. Special needs students may have modified targets.

### **What are the dress and appearance expectations for the CRTC?**

Similar to a workplace, appearance for the CRTC absolutely matters. We expect you to start practicing appropriate dress for the workplace every day that you attend the CRTC, especially on those days you are doing internships or working in our labs. The following is expected without compromise:

- Wear appropriate uniforms in our classes where it is deemed part of the program. For example, if you are in our culinary arts class, then you would wear your chef whites.
- Wear the proper footwear. For example, you are expected to wear boots in the Auto and Construction shops, closed toed shoes in Cosmetology.
- Dress appropriately for class as if it were a casual workplace. For example, this means for men: Jeans properly worn around the waist (not lower), no offensive t-shirts, no tank tops; for women: appropriate shorts that are cut to mid-thigh or lower, no offensive t-shirts, no revealing clothing, and no spaghetti straps. NONE of these examples would be appropriate dress for 99% of all workplaces; and they will, likewise, not be appropriate at the CRTC.

- Choose the proper accessories. Don't wear or choose accessories that will interfere with your performance.

The key themes are task appropriate, workplace casual and respect for others. Our staff will actively enforce these expectations, and the consequences may be nonparticipation that day with a resolution the next school day. We will send students home if needed. Expectations associated with off-site activities (internships, job shadows, etc.) are outlined in Part Nine.



### **What equipment and/or tools do I need for my class?**

Some of our programs recommend students purchase personal equipment for use in class, labs and home. However, if you choose not to purchase these items, then we are obligated to provide a loaner solution for you, which we are happy to do. If you are in need of financial assistance to purchase these items, then we will work to help in some fashion (contact the CRTC Office).

The personal tools we ask you to own and bring to class will be valuable to you at the CRTC as well as after graduation. For example, we recommend that students in our Cosmetology Program purchase a cosmetology kit. These expectations exist to varying degrees in a few of our classes and are outlined in the opening letter from your instructors (posted on our website).

### **What are the CRTC's safety expectations?**

Safety is #1. No matter what we do, safety is an overarching, and all important expectation. Safety extends well beyond our classroom environments to our labs and to our offsite experiences. Our kitchen, auto shop, preschool, construction shop, print shop and cosmetology salon all have extensive regulations, including some dictated by Occupational Health and Safety Administration (OSHA), NH Department of Labor, and/or our insurance company. Like the worksites you'll be employed at in the real world, you can get hurt if you are not careful at many of our sites.

The concept of safety goes well beyond the obvious, and includes ensuring you are not the recipient of bullying or harassment (refer to the Concord School District Bullying and Harassment Policy as well as state statutes) or not under the influence of drugs and alcohol in any fashion in the school environment. Your instructors will spend a

great deal of time to review and practice safety. Any violation of safety expectations will not be taken lightly.

### **Can I drive to the CRTC? Can I drive to my internships?**

Given the nature of the CRTC and the required daily travel for approximately two-thirds of our students, it is critical that our expectations are clear with regard to personal travel. Sending school students should have no expectation of driving to the CRTC on a regular day of school.

Special travel permission is generally requested by a sending student to meet the needs of an internship, trip or unique scheduling challenge, but not for the daily requirements. Our web site has our official travel request form for students who request a non-school supported transportation method to meet a need associated with the CRTC.

If your home sending school does not have school on a particular day (and you want to attend) OR if you have an all-day field trip with us (approximately 8 am to 2 pm) - ONLY in these cases – can you drive without permission. You must park at Memorial Field.

We are not blind to the impact attending the CRTC has upon student schedules. We know that taking the bus can be very disruptive to a student's schedule and we appreciate your willingness to endure. Our current scheduling model, which has been in place for decades, is worthy of a change in the future. Presently you can extend your day with us by taking CRTC Career Communication English Class or pursue outside activities through our CRTC+ program to gain more flexibility.

### **As a sending school student who travels during my normal lunch period, can I purchase food at the CRTC?**

If time permits (bus arrives early), CRTC sending school students (with approval from their sending school) can QUICKLY get a snack at the Irving quick mart across from the CRTC entrance. If students are having issues arriving late to class and/or holding up their buses, then this privilege will be rescinded.

Sending school students are expected to wait outside or in the CRTC lobby area until the first bell rings. Roaming the school or waiting outside classrooms is not allowed. Food is not allowed beyond our lobby/entrance area.

Drinks in securely sealed containers are allowed in class. Abuse of expectations will lead to further restrictions.

### **Can I earn rewards for performance?**

Well, we can't offer bonuses or other financial compensation like the workplace can. That just wouldn't be right. But we do recognize and reward individuals and class performance in some manner. Rewards will not just be based on performance, but also directed to growth and improvement over a stretch of time. A student going from a 2 rating to a 3 or higher rating deserves incredible recognition. A class hitting a benchmark as a team should also be rewarded. We continue to improve on models of recognition.



### **Is financial assistance available for my CRTC expenses?**

All students in need of financial assistance with regard to a CRTC-related expense should complete the CRTC Financial Assistance Form available online. Requests could be for assistance purchasing suggested personal equipment, or paying for field trips and certification courses. We don't provide aid for dual enrollment classes. Requests can be for direct assistance, full or partial reduction, or a payment plan. The CRTC Director handles them all.

### **What is appropriate behavior on a CRTC computer?**

Computer use expectations are aligned to the acceptable use policies of the Concord School District. Students are expected to be using computers to do school related work. Refer to the CHS Student and Parent Handbook for exact policies on computer use. Please note that all programs have a 1:1 student to computer ratio. You will have regular access to some sort of device.

### **How do I file a complaint or concern?**

If, for some reason, you have a concern with regard to a fellow student, staff member, or mentor outside the building (internship, job shadow), the process is to contact Director Steve Rothenberg (717-7654, [srothenberg@sau8.org](mailto:srothenberg@sau8.org)) or CHS Principal (225-0800). You can also report concerns through other methods including online forms.

### **What is expected of me outside of the regular school day (including homework and internships)?**

The reality is that all the careers we promote require workers to stay on top of the newest and most modern trends in order to “keep up” and possibly “get ahead.” This personal research and learning rarely takes place in the actual daily workplace and is often completed at home. We don’t have the ability to perfectly replicate this model, except for the reality that working at home is a component of being a successful worker. Ultimately, homework is a component to prepare students.

Beyond homework, some of our certification programs require additional meetings outside of the school day. Our ambition in the near future is to give students additional high school credits for this work.

**McHUMOR.com** by T. McCracken



“Would you believe I'm listening to a pod cast of welding instructions?”

### **What is the expectation for civility, including proper language in the CRTC?**

A school in New York City established a simple model to slogan language expectations, "The Street Stops Here." Our expectations are the same. Students need to ensure that their language and word choices are appropriate and non-offensive. Violation of school behavioral expectations - including bullying and harassment (as outlined in the CHS Student and Parent Handbook, School policies, and state statutes) - will lead to expulsion from the program. Students need to be discreet and understand the

consequences of what they say just as they would in an industry environment.

**Do I need to sign anything related to allowing my image to be used on promotional material?** No, by default we use images and videos. Let us know if you don’t want them used.

### **What are the CRTC’s expectations with regard to cell phones and other personal electronic devices?**

Students are expected to refrain from using any personal electronic equipment in class. Use in class will result in consequences, including the need for a parent to pick up the student’s cell phone at school. After the first event, this rule will be enforced without regard to sending school location. If a parent refuses to come in, then the phone will be returned to the student or sending school in a reasonable number of days. Chronic inappropriate use will result in further discipline which can lead to removal from the program.

## **PART 8: HOW DO I PLAN FOR MY POST-SECONDARY EDUCATION AFTER THE CRTC?**

Our mission is to prepare you for both work and post-secondary education; we will pursue whatever assistance we can provide to promote your success.

### **How can I earn both high school and college credit in the CRTC (aka dual enrollment)?**

Dual enrollment is the opportunity to earn college credits while still in high school. The basis of dual enrollment is that our curriculum aligns to a college class and, once the instructor is approved, the course is eligible for BOTH high school and college credit. Repeated studies show that engaging in a dual enrollment experience is an indicator for future success. Upon completion, you can obtain a transcript from the partner college (by contacting the college, not us). Be aware that the window to enroll is often short, and enrollment cannot be done retroactively. All dual enrollment classes are approved on an annual basis and are NOT guaranteed year to year.

Most of our programs have dual enrollment opportunities. Our partnership with the NH Community College System is called “Running Start.” We also have a partnership with SNHU and others. In the case of Running Start, you pay a \$150 tuition charge, and if you earn a grade of 72 or higher, you can walk away from your CRTC experience with your high school diploma and a college transcript. The transcript will not even mention the CRTC. It will have our partner class at CCSNH on it. Many of our programs offer 2-4 course enrollment opportunities.

*Of note: the cost of a single course in the Community College system is about \$800+! So this is a terrific deal, and every student should take advantage of it. The state has set up a fund to assist students who cannot afford the \$150; an application is required to receive funds. Please note: Students do not get the opportunity to retroactively earn the credit if they don't act upon the opportunity in the beginning of the school year. An additional benefit of being a Running Start student is access to the resources associated with your partner college. We do not offer financial assistance for dual enrollment.*

### **What is the CRTC's relationship to colleges doing similar CTE programs?**

Students who are interested in planning their education are urged to learn about our Articulation Agreements with post-secondary schools. These agreements “map out” the step-by-step process from high school to college for a particular program. Local

colleges, as well as the NH Community College system, have a great deal to offer including agreements from associate to bachelor degrees.

### **I anticipate struggling to get my “act together” when applying to college. Can the CRTC assist?**

Yes! Our staff is 100% committed to helping students through this process. We will help you every step of the way. Your teacher, in some ways, will be like a career-specific personalized guidance counselor. Our staff is committed to helping students discover their many options, do the necessary research, complete application(s), arrange tours and meetings (at the CRTC and at colleges) and complete interviews. Our instructors know their industries from top to bottom and can provide unique insight into the process of getting where you want to go.

### **What is 2+2+2?**

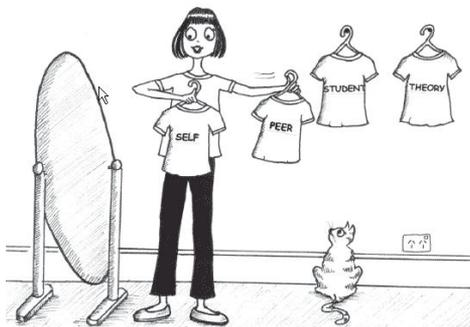
Two years of CRTC, two years of community college, and two years of college. End result, a Bachelor’s Degree for a fraction of the cost. Articulation Agreements between all parties establish the fact that when you move from one school to another, you are able to retain all your course credits including dual enrollment credits from the CRTC. Be sure to ask about articulation agreements when applying to college.

## **PART 9: WHAT IS EXPECTED AT WORK-BASED SITES?**

Working in our labs or getting out to job sites is a vital part of the CRTC program, especially for seniors, and we expect you to take the opportunity seriously. So, as author and business management expert Jim Collins preached in his book **Good to Great**, “Run it like it was your own.”

### **How should I dress to my work site?**

Students are expected to dress appropriately for internships according to the expectations for the aligned workplace. For example, a student doing an internship in Teacher Preparation needs to dress like a teacher—for a male this may include an oxford shirt and, possibly, a tie. For construction tech, it might be the proper cold weather gear. Students should ask specifically what is expected and request financial assistance using the CRTC Financial Assistance Form,



if necessary. Dressing appropriately, especially for an internship, requires planning. For those of you who don't think about their day on the night before, these expectations may cause you to need to change the way in which you do things and force you to plan the night before for what you will need the next morning. You may even need to iron some clothing! IF, FOR SOME REASON, you don't have access to the proper clothing necessary for an internship or lab work, seek assistance from us. We will be happy to assist in (or with) some fashion (pun!).

### **What if I notice something confidential or personal while on-site?**

Whether in our labs or in the field, you get access to confidential and/or personal information. We expect complete confidentiality from all students and staff as outlined in government privacy laws like HIPPA and FERPA. Some examples include:

- An Information Tech student coming across a very personal word processing document when moving data.
- A Teacher Preparation student seeing the grade of the sibling of a fellow student during an internship.
- A Culinary Arts student seeing an overdue invoice of a particular teacher.
- An Automotive Tech student seeing that a particular car was very messy, loaded with fast food wrappers and unpaid parking tickets.

However subtle the discovery may be, CRTC students are NOT expected to share anything related to personal information they come across, UNLESS what they discovered is illegal or could cause harm to someone else; in that case, CRTC students should go to their teacher or directly to the Director of the CRTC office to confidentially report their concern.

### **How will my performance be assessed in the field?**

Ideally, your offsite mentor will be a partner in your SPUR process. In addition, a strong performance in an industry location often can lead to a recommendation, or even a future job. One CRTC student made a point of shaking his mentor's and supervisor's hands every day at the end of his shift. That little act (aside from doing a good job at the site) left a big impression on his bosses, which could someday lead to a job offer.

Ultimately— your performance reflects not just upon yourself, but upon the entire CRTC. Bad work habits or behavior not only hurts your grade, it might also keep the industry partner from offering further workplace opportunities. So you're not only hurting yourself, you're also having an impact on future years when that site manager refuses to take any more of our students. Many hours of work go into preparation of offsite activities, and one careless or selfish choice can cost us dearly. Your success at

the assigned off-site location will, more than anything, displaying outstanding professional skills. Please note: we reserve the right to remove any student from any placement – we've done so quickly in the past based on poor decisions made by the student.

### **Can I get credit for paid work during the school year or summer?**

Students can earn one credit (1/2 credit per year) during their CRTC career to do paid or unpaid work in their chosen career. The employer must meet our requirements, however, including those outlined by the NH Department of Labor.

### **Can I do my internship/job shadow closer to home?**

One of our greatest challenges is arranging internships for students. Logistically, it is a huge challenge for us. All sites must meet our specifications and legal expectations established by the NH Department of Labor. If a job site doesn't meet these requirements, then there is a lengthy process to assist them in getting registered.

Given this reality, our general approach is as follows:

- We support students doing meaningful internships.
- We support sending-school students completing internships closer to home, but the job site must meet standards.
- We support students doing internships during non-school hours, and we are working to provide additional credits for those students

### **Can I drive to my internship/job shadow location?**

There are specific guidelines with regard to travel to off-site job sites, but it is definitely possible. Students should refer to the CRTC Student Travel Request Form.

## **PART 10: HOW DO I GET MORE INVOLVED?**

### **What is a CTSO and how can I join?**

CTSO's are Career and Technical Student Organizations. These organizations elect officers (here and statewide) to serve their programs and students. Skills USA,

Educators Rising and HOSA are examples of CTSO's. In past years, we've had students



who were elected statewide officers. These organizations provide leadership opportunities for students to engage in career and organizational activities above and beyond the school day. Students in CTSO's have the opportunity to work with other students of similar interests from across the state and country. There are also statewide and national conferences/competitions students can attend.

### **What is the Career Communications (CRTC/ELO) Class?**

This class, available to all our seniors and 2nd semester juniors, is an English Class specifically personalized for CRTC students. Students learn communication (writing, speaking, listening and presentation) skills that are both aligned to statewide English competencies and specifically targeted to their career choice. For example, there may be an auto tech, cosmetology and criminal justice student in the class – each may be working on a different project related to their specific CRTC career choice. Succeeding in this class further advances your career readiness and available opportunities.

### **How else can I serve?**

We ask for CRTC Student Ambassadors from each program to assist us in promoting the Center. The Ambassadors give visiting students a quick tour and information about their program. A student hearing directly from another student is our best marketing tool. Ambassadors are honored at the end of the year with a special five-star recognition event run by the Director in the Crimson Cafe.

In addition, we have some CRTC standing committees that students are invited to participate in: Spirit/Recognition, Safety/Equity, and others. Students also are welcome to join their Program's Advisory Board and by doing so attend two meetings per year which take place in the fall and spring.

## **PART 11: WRAP UP**

If you have taken the time to read this entire document—then I commend you. There is no doubt that it is loaded with information, some of it probably difficult to understand until you've actually experienced it. This booklet and the CRTC program is continually updated as new ideas and processes evolve. Your open-mindedness and willingness to participate in our program will never be taken for granted and will always be appreciated. Good luck this year!



Regards, The Entire Faculty and Staff of the Concord Regional Technical Center

## **PART 12: MISSION, VALUES AND VISION**

### **CRTC MISSION: CAREER SUCCESS**

The CRTC mission is to prepare our students to become agile, lifelong learners, who are self-driven to continuously improve their skills, knowledge and professional traits to be successful in a demanding and rapidly evolving 21st century economy.

### **CRTC VALUES: PERSONALIZED COLLEGE AND CAREER PLAN**

We support our students in developing a strategic approach to their high school education, working with them to identify strengths, talents, potential college and career tracks, and collaborating with them to implement a personalized self-directed plan for the future.

### **CRTC VISION: BE PREPARED TO STAND OUT**

As students strive to improve themselves and achieve their goals, they must clear many difficult hurdles. These endeavors center around a simple and universally competitive premise, “WHY SHOULD WE -- CHOOSE YOU?”

- Why should we ACCEPT YOU to our 4-year, 2-year college or certificate program?
- Why should we HIRE YOU for a particular career job or INDUCT YOU into the military?
- Why should we PROMOTE YOU within our organization?
- Why should we ELECT TO CONTRIBUTE our time and money to your education, training, and/or idea?

Because of the intensely-focused classroom education, hands-on practical experiences and career-minded training they’ve received at the CRTC, our graduates can confidently weave a complex and thorough story, grounded in evidence of their personal and professional readiness. Career pathway highlights for a typical 17-18 year-old CRTC completer include a mix of the following:

- Engaged in talks, job shadows and internships (work-based learning) with career professionals
- Earned nationally recognized industry certifications and/or licensure
- Completed numerous college classes and/or hours (with transcripts)
- Acquired (with evidence) industry-ready technical skills
- Demonstrated (with evidence) employability/workplace-ready professional skills

- Attained targeted, career-specific writing, presentation and mathematical skills
- Worked in an entry-level position in the industry
- Developed the beginnings of a professional network

A sense of accomplishment pervades our culture based on these college and career-ready measures. This is our niche, and it's what separates us from the many other worthy opportunities available to students.

Our students complete high school with more than just a diploma. CRTC students graduate with a sense of purpose and excitement about their future.

## **OUR CORE BELIEFS aka “THE CRTC WAY”**

### **OUR COMMITMENT TO STUDENTS**

#### **TO ENHANCE PERFORMANCE:**

- Personalize the educational experience of each and every student by having a healthy mix of theoretical knowledge and applied (hands-on) practical learning.
- Assess student understanding on a regular basis and provide personalized instruction in response.
- Encourage students to build their capacity to be self-driven, and by doing so to take ownership in their educational experience and future planning.
- Value student's ability to apply relevant knowledge and skills to complex, real-life industry problems.
- Ensure that our performance targets (including competencies and professional skills) are transparent, depthful, and in wording that is understandable for students of all abilities.

#### **TO ENHANCE THE PROGRAM:**

- Emphasize the development of professional (soft) skills and technical (competency) skills as industry seeks leaders and employees who are competent in both of these areas.
- Promote postsecondary academic readiness by offering students the opportunity to earn college credits or hours, and building awareness of educational choices aligned to particular career pathways over a 2-3 year span.

- Promote career readiness by regularly offering students opportunities to earn industry certifications and licensure, participate in job shadows and internships (offsite work-based learning), interact with career professionals and gain employment search skills over a 2-3 year span.
- Support our students to create strategic personalized postsecondary plans by providing college, industry, military and enterprise exposure opportunities - along with high-value career-driven guidance - to ensure they are fully informed of meaningful opportunities available to them.
- Provide leadership, competitive, and training opportunities through Career and Technical Student Organizations (CTSOs), internal businesses, clubs, and after-school volunteer opportunities.

#### TO ENHANCE OUR CULTURE:

- Establish a norm where seeking, accepting, providing and using feedback to improve is accepted as ‘what we do’ every day.
- Promote industry values like proper dress, language and attendance in our classrooms on a daily basis.
- Enroll capable and committed first-year students, then reserve enrollment in year two for students who have clearly demonstrated self-direction, aptitude and maturity.
- Energize the environment by celebrating achievements as well as hosting events that help build camaraderie and spirit within individual classes, entire programs and throughout the center.
- Maintain and establish our own identity in balance with the nine high schools we serve.

#### TO ENHANCE OUR OPERATION:

- Provide updated, safe and well-maintained facilities, tools, and equipment.
- Implement best practices in career and technical education (CTE) through research and networking.
- Offer effective and attentive administrative-support services.

*We ask students and staff to provide us feedback on these beliefs on a regular basis.*

*We ask students and staff to provide us feedback on these beliefs regularly.  
We want to know if we are ‘walking the walk and talking the talk’.*

# CRTC

## CONCORD REGIONAL TECHNICAL CENTER



### ***Be Prepared to Stand Out***

#### **The Concord Regional Technical Center**

170 Warren Street Concord NH 03301 (entrance on the No Fruit Street side)

603.717.7654 603.856.0183 fax

<http://theCRTC.net> [info@thecrtc.net](mailto:info@thecrtc.net)

*The Concord School District does not discriminate on the basis of race, color, religion, marital status, national/ethnic origin, age, gender, sexual orientation, or disability in its programs, activities and/or employment practices. The following person has been designated to handle inquiries regarding nondiscrimination policies: Donna Palley, Assistant Superintendent, Concord School District, 38 Liberty Street, Concord, NH 03301 – 603-225-0811 – email: [dpalley@sau8.org](mailto:dpalley@sau8.org).*