

NEW HAMPSHIRE PATHWAYS
TO HIGH SCHOOL COMPLETION
RESOURCE GUIDE

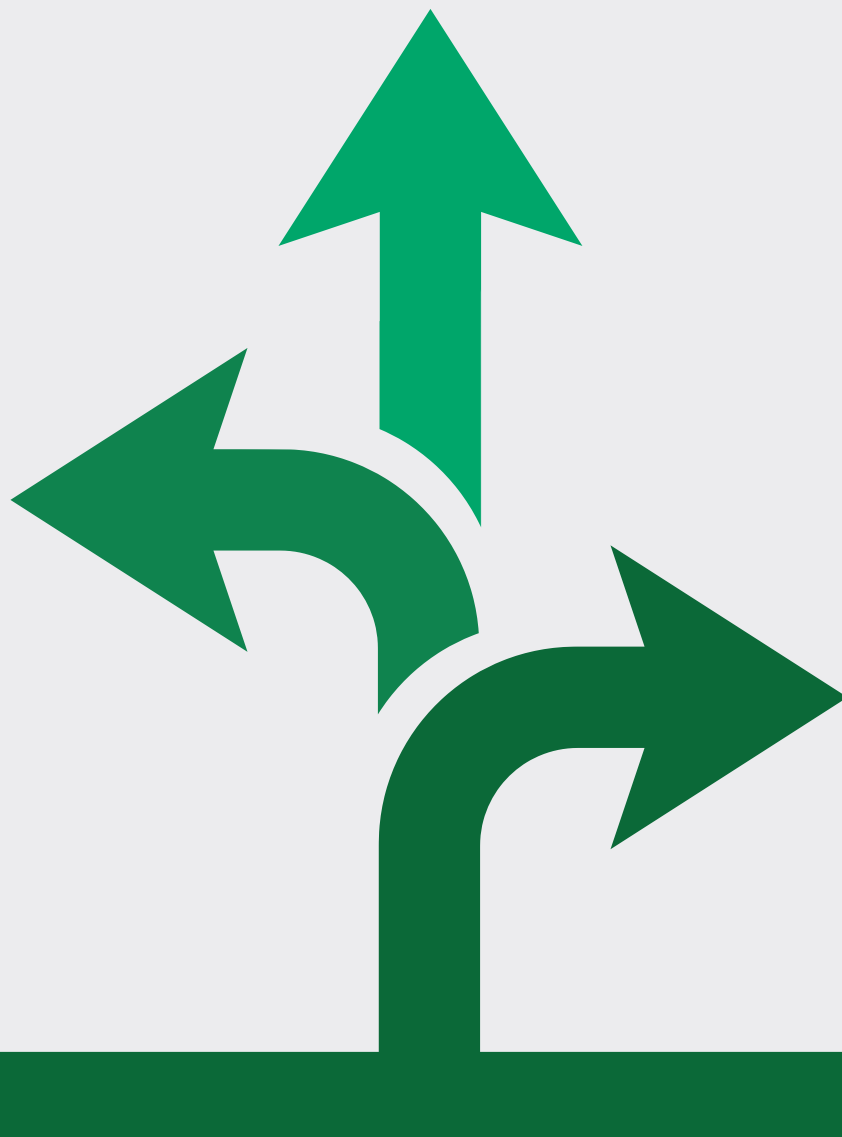




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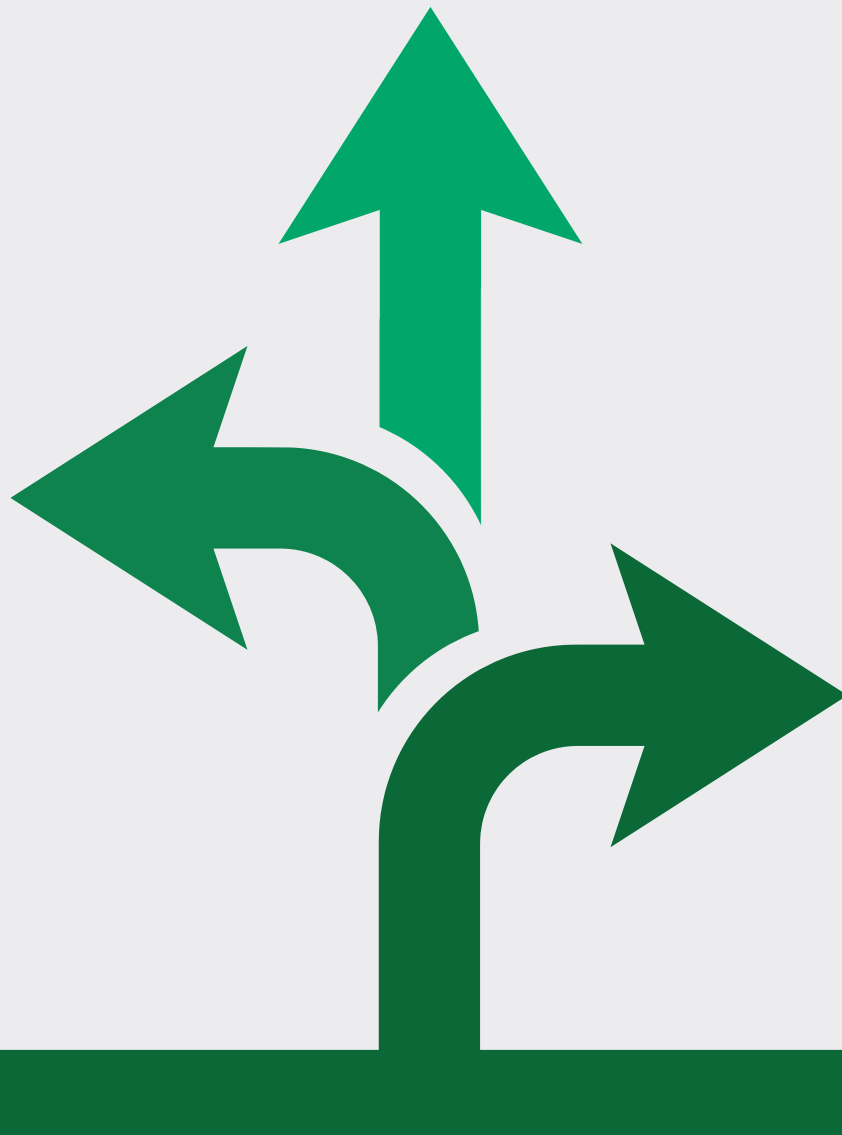
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INTRODUCTION

About this resource guide

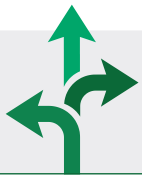
The New Hampshire Pathways to High School Completion Resource Guide provides information on alternative programs and learning options that lead to high school completion. Throughout New Hampshire, there are programs offering an alternative path to high school completion, and there are ways to earn credits needed for graduation that supplement those earned in traditional high school classes. This resource guide serves as a repository for information about these programs.

Alternative routes to completing a high school diploma or equivalency provide flexibility that some students need – a different way to earn credits, the ability to pursue an interest, support for individual learning requirements, a different use of time, and the pathway to a career. While the majority of students are successful with the regular high school curriculum, some students need an alternative way to meet credit requirements for a diploma, or they need a different kind of diploma or high school credential to complete their goal of completing high school. Additionally, other students want experiences beyond the traditional program, requesting opportunities to begin college early or work independently with experts in the community. This resource guide is intended to house information about the many options school districts are using to fulfill student needs while they complete a path to high school completion.

This resource guide is the first step in learning about alternative paths to high school completion in New Hampshire. It offers information to assist students, parents, counselors, principals, teachers, and community members in learning about these options. While the information presented is intended to help in decision making, it is not all encompassing. It is a first step in learning about alternative programs that may match to student needs. The resource guide includes hyperlinks to sites with related information on various programs, and it is intended to guide educators, parents, and adult learners who are looking for a pathway to graduation that is nontraditional.

This collection of program information does not address special education options for students with disabilities. While a student with an Individualized Education Program (IEP) may be able to take advantage of an alternative program or other option, the programs discussed in this resource guide were developed independent of special education services.

The material discussed in this resource guide observes Fair Use Compliance as it is used to report to educators and the public. All hyperlinks are attributed to the authors cited on their websites or are in the public domain.



HOW TO USE THE RESOURCE GUIDE

The New Hampshire Pathways to High School Completion Resource Guide is divided into sections as described below.

SECTION 1 SUMMARY SHEET

Options for Completing a High School Diploma or Equivalency and Options for Earning Diploma Credits – The summary sheet provides a quick overview of alternative programs leading to high school completion in New Hampshire. It is intended to help a student, parent, or educator determine which programs are of interest for further exploration.

SECTION 2 OPTIONS OFFERING CREDIT TOWARD A DIPLOMA OR HIGH SCHOOL EQUIVALENCY

This section provides information on alternative programs that issue credit used to complete requirements for a high school diploma or equivalency. Resources associated with the program are noted, as well as the state contact person for the program.

- Education Freedom Accounts
- Learn Everywhere
- Adult Diploma Program Credit Classes
- Extended Learning Opportunities
- Pre-apprenticeships & Apprenticeships
- Virtual High School – Virtual Learning Academy Charter School
- Work-based Learning – Work as Learning Paid Internship

SECTION 3 PROGRAMS OFFERING A SECONDARY SCHOOL CREDENTIAL

This section provides information on alternative programs that provide a path to a high school credential that either is an alternative to the high school diploma or has different requirements for completion. Resources associated with the program are noted, as well as the state contact person for the program.

- Adult Diploma Program
- Home Education
- Alternative High School – Second Start Program
- High School Equivalency Certificate
- New Hampshire Career Academy
- Charter Schools
- Combination Diploma – Early College Program
- Nonpublic Schools & Nonpublic Online Schools

SECTION 4 ALTERNATIVE LEARNING PLANS

Alternative Learning Plans are developed when a student, parent, and educator agree on enrolling the student in an alternative program. This section provides a template for developing a comprehensive, multi-year learning plan that can be modified to meet the needs of the student and school requirements.

SECTION 5 RESOURCES FOR SCHOOLS

This section contains state communications and program resources for developing information for students, parents, and the community. Included is a suggested design for program information to use as content for brochures and social media.

SECTION 6 RESOURCES FOR STUDENTS AND PARENTS

This section provides information to assist students and parents as they make decisions about alternative pathways to high school completion.

GLOSSARY OF TERMS

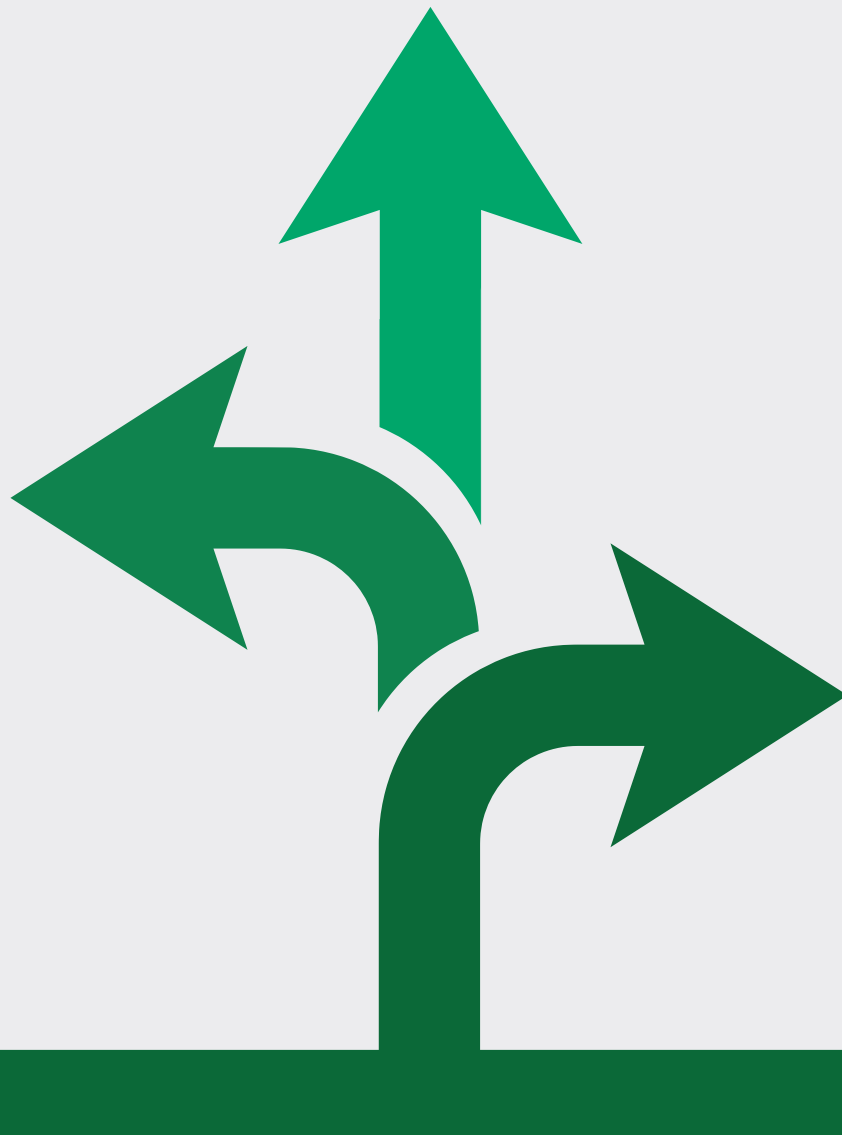
Terms frequently used in alternative program information are explained in the glossary.

AUTHORITY FOR CERTAIN PROGRAMS

The state authority that establishes certain alternative programs is provided for informational purposes.

SUMMARY SHEET

OPTIONS FOR COMPLETING
A HIGH SCHOOL DIPLOMA
OR EQUIVALENCY AND OPTIONS
FOR EARNING DIPLOMA CREDITS





OPTIONS FOR COMPLETING A HIGH SCHOOL DIPLOMA OR EQUIVALENCY AND OPTIONS FOR EARNING DIPLOMA CREDITS

DIRECTIONS FOR USING THE SUMMARY SHEET

School districts throughout New Hampshire offer students and parents a variety of options for earning credits that can be applied to requirements for a high school diploma. There are also several options for completing high school through alternative diploma or equivalency programs. Together, these options are designed to serve students whose learning needs and personal circumstances are best served with educational programs and learning strategies that supplement the regular high school program or serve as an alternative for completing high school and preparing for postsecondary education or a career.

This Summary Sheet provides an introduction to the programs that are described in later sections of the Resource Guide. It is designed to help students and parents understand the range of options available to them that meet specific student needs or offer supplemental learning opportunities. Following a review of the Summary Sheet, students and parents may find it helpful to identify which options are of interest and locate them in Sections 2 and 3.



NOTES



OPTIONS FOR COMPLETING A HIGH SCHOOL DIPLOMA OR EQUIVALENCY AND OPTIONS FOR EARNING DIPLOMA CREDITS

Adult Diploma Program Credit Classes

The Adult Diploma Program Credit Classes is designed for adult learners completing requirements for an adult diploma. In some cases, students 16 and older may enroll in this program and take classes with adults.

ADVANTAGES

- Enrolling in this program gives a student who will not graduate from high school an alternative for earning a diploma.
- The student may work when classes are not held.
- The student benefits from credits earned and can focus on what needs to be completed to meet diploma requirements in a smaller, personalized setting.

CONSIDERATIONS

- The student will take adult classes after regular school hours (i.e., afternoon or evening) and be expected to attend all class sessions.
- The student will be in class with adult learners and work both independently and in small groups.
- The parent may be required to provide transportation for the student to attend the program.

CONSIDERATIONS

- The student will take adult classes after regular school hours (i.e., afternoon or evening) and be expected to attend all class sessions.
- The student will be in class with adult learners and work both independently and in small groups.
- The parent may be required to provide transportation for the student to attend the program.

Alternative High School & Second Start Program

The Alternative High School Program serves students identified as learning disabled or emotionally handicapped as they earn credits toward a diploma.

ADVANTAGES

- The program offers flexibility in the amount of time the student attends the alternative program while continuing to participate in classes in the student's high school.
- A student may participate the entire school day in the alternative program if that is deemed best for the student.
- The student receives transitional employment training and placement.

CONSIDERATIONS

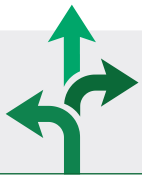
- The alternative high school program will be different than what the student experienced previously with modifications to the regular high school curriculum and/or some courses.
- The alternative high school program may not be designed to address all the needs a student has documented.
- The student's Individualized Education Program (IEP) will reflect that placement in an alternative program is appropriate for the student.

Adult Diploma Program classes

Adult Diploma Program classes, which are designed for adult learners completing requirements for an adult diploma, permit students 16 and older to enroll in academic classes to earn credits that can be applied toward completing a high school diploma.

ADVANTAGES

- Completing these classes may help a student recover required credits not earned in high school classes to enable graduating in a reasonable time period.
- The student may be able to earn credits for classes not available to them during the regular school day.
- The student can earn credits simultaneously in high school and adult education.



OPTIONS FOR COMPLETING A HIGH SCHOOL DIPLOMA OR EQUIVALENCY AND OPTIONS FOR EARNING DIPLOMA CREDITS

Charter Schools

Charter schools are public schools that are authorized by the New Hampshire State Board of Education to provide a choice for parents and students seeking an option to traditional public schools.

ADVANTAGES

- Charter schools are tuition free.
- Charter schools have the flexibility to choose innovative teaching and learning strategies.
- Charter schools tend to offer smaller class sizes than those in traditional high schools.

CONSIDERATIONS

- Each charter school is unique, and the approved charter describes what the school has as its goals.
- The charter school staff can share how they assess student progress.
- Charter schools are not designed to address all students' needs or challenges.

Combination Diploma – Early College Program

The Combination Diploma offers dual enrollment (concurrent enrollment) in high school and community college, simultaneously earning credit toward a high school diploma while earning credits that apply toward a community college associate's degree.

ADVANTAGES

- Courses are usually taught at the high school.
- The student may take two college courses per year.
- College fees are usually waived.

CONSIDERATIONS

- The student must demonstrate an interest in dual enrollment courses and complete the application process.
- Dual enrollment offers the student an early start to community college, earning credits that can be used at the community college or may be accepted at another college or university.
- Dual enrollment in career and technical education courses prepares students for industry certification exams.

Education Freedom Accounts

The Education Freedom Accounts program was created by the State of New Hampshire to help expand educational opportunities for children by directing state funds toward a variety of learning experiences.

ADVANTAGES

- The state delineates 14 types of expenses eligible for the Education Freedom Accounts program.
- Types of expenditures include schools, programs, products, or services that support the regular instructional program as well as services that meet student needs (e.g., tutoring or college entrance exam preparation courses).
- Tuition, fees, instructional materials, and examination fees at a career or technical school qualify for these funds.

CONSIDERATIONS

- Families must meet the federal eligibility requirements established in New Hampshire's Education Freedom Accounts program..
- Parents who otherwise wouldn't have the resources to access private education or other costly education alternatives have the opportunity to provide what they deem their child needs to be successful.
- Parents can determine if the child will benefit in nontraditional settings, with online learning, or in private education.

NOTES



OPTIONS FOR COMPLETING A HIGH SCHOOL DIPLOMA OR EQUIVALENCY AND OPTIONS FOR EARNING DIPLOMA CREDITS

Extended Learning Opportunities

An Extended Learning Opportunity (ELO) is a learning experience that takes place outside the traditional classroom and awards credit that is applied toward requirements for a diploma.

ADVANTAGES

- *ELOs extend where and when learning takes place.*
- *The student can receive credit for learning experiences that supplement what the school can provide by participating in learning external to the school setting.*
- *The student's opportunities to learn are personalized to meet their needs and interests.*

CONSIDERATIONS

- *Community partners follow procedures to receive approval to serve as an ELO for one or more students. The parent can ask what the organization will provide to students.*
- *The student must commit to working with the ELO during the approved time period required to earn credit.*
- *It may be necessary for parents to provide transportation to the ELO setting.*

High School Equivalency Certificate

The High School Equivalency Testing Program (HISET & GED) provides an opportunity for selected students and adults to study for and successfully pass High School Equivalency tests that lead to the high school equivalency certificate.

ADVANTAGES

- *Both focuses on reading, writing, social studies, science, and mathematics and tests each of these subject areas.*
- *HISET and GED practice tests are available.*
- *Some adult education programs provide instruction in the subject areas and personalize instruction to maximize success.*

CONSIDERATIONS

- *There is a fee charged for each HISET or GED subtest.*
- *A high school equivalency certificate is required by some employers.*
- *Preparing for the HISET or GED subtests requires a commitment to attending classes and working independently.*

NOTES



OPTIONS FOR COMPLETING A HIGH SCHOOL DIPLOMA OR EQUIVALENCY AND OPTIONS FOR EARNING DIPLOMA CREDITS

Home Education

Home Education provides an alternative for parents who wish to provide educational instruction to their child in the home rather than the assigned public school or a private school.

ADVANTAGES

- Home education programs can be paced to meet the educational needs of the student.
- Home education can provide opportunities for additional content that supplements what is taught in the school curriculum.
- After a period of time, parents can conclude home education and return their child to a public or private school.

CONSIDERATIONS

- The requirements for home education are available from the New Hampshire Department of Education.
- There are several home education associations that provide resources to parents.
- When a student transitions from home education to a public or private school, the leadership of the school works with parents to determine the student's grade-level placement and if credits are awarded for study at home.

Learn Everywhere

Learn Everywhere offers an alternative way to earn credit through established programs or learning opportunities provided by organizations that can verify the merit of their program by providing program goals, course descriptions, and expected student outcomes.

ADVANTAGES

- Program providers offer learning experiences that are external to the traditional school program. Program applications are approved by the State Board of Education, and programs will be inspected by them.
- Learn Everywhere is intended to provide opportunities to learn the required curriculum and beyond the curriculum in a variety of settings.
- Students have opportunities for hands-on, real-world experiences that may help develop readiness for employment.

CONSIDERATIONS

- Program providers (organizations) must verify the merit of their program, and parents may review the organization's information to determine if Learn Everywhere activities match the student's interests or needs.
- Students should be able to manage their time and assignments as they participate in both regular school and Learn Everywhere experiences.
- Organizations approved for Learn Everywhere are not required to follow the high school curriculum.

New Hampshire Career Academy

The New Hampshire Career Academy (NHCA) uses the 12th grade year to begin an associate's degree or professional certificate program in an approved community college.

ADVANTAGES

- In two years, a NHCA student completes both high school graduation requirements and a community college associate's degree or certificate program requirements.
- There is no tuition cost for the student.
- Successful completion of NHCA allows a student to begin a career a year earlier than students following the traditional path of beginning community college after high school.

CONSIDERATIONS

- Each community college determines which degree programs or certificates are available to the NHCA student.
- A student interested in NHCA should be aware of the program requirements in order to compact courses into two years.
- The parent and student should understand what will happen if the student does not complete the program (e.g., Will the diploma be issued?).



OPTIONS FOR COMPLETING A HIGH SCHOOL DIPLOMA OR EQUIVALENCY AND OPTIONS FOR EARNING DIPLOMA CREDITS

Nonpublic Schools & Nonpublic Online Schools

Nonpublic high schools that grant a high school diploma and nonpublic online schools offer parents alternatives to public school education.

ADVANTAGES

- Some students with specific needs perform well in nonpublic settings that are more personalized or offer individualized approaches to learning.
- Students who are challenged socially-emotionally in large schools may benefit from a fresh start in a nonpublic educational setting.
- Online learning offers many advantages for the student who is self-directed and not distracted by computer apps or internet access.

CONSIDERATIONS

- Students relying primarily on online education may thrive on the experience or they may find that they do not do well without consistent interaction with a teacher.
- A transition from one school to another (or to online learning) can make it challenging for some high school students to maintain or enlarge their network of friends..
- In addition to gathering information about schools, parents considering a new placement for their child may find it helpful to visit the school and observe classes (with permission).

Pre-apprenticeship & Apprenticeship Programs

Pre-apprenticeship and apprenticeship programs provide high-quality, industry-driven skills needed in the workforce utilizing learning on-the-job under the direction of employers.

ADVANTAGES

- High school students may participate in a pre-apprenticeship program beginning in either the 10th or 11th grade.
- Pre-apprenticeship programs offer students the opportunity to volunteer with an employer and receive training on-the-job, leading to an apprenticeship in 12th grade or upon graduation.
- Students may enter a registered apprenticeship while in high school or upon graduation.

CONSIDERATIONS

- Apprenticeships represent a commitment to a career pathway.
- High quality pre-apprenticeships offer supportive services to help students complete the program.
- Students may be expected to volunteer for hands-on training and not be paid during the pre-apprenticeship. (with permission).

Virtual High School – Virtual Learning Academy Charter School

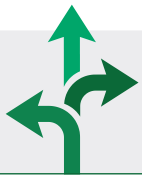
New Hampshire's Virtual Learning Academy Charter School (VLACS) offers students access to academic and career-focused courses that may not be available to them locally.

ADVANTAGES

- The charter school customizes programs to help high school students earn their diploma.
- VLACS is tuition-free to all NH residents in grades K-12 and under the age of 21, with diploma fees of \$100 and dual enrollment charges of \$150 per community college course.
- VLACS offers academic and career-focused courses that may not be available locally.

CONSIDERATIONS

- There are different models of virtual instruction: (1) supplemental virtual under the direction of a teacher, (2) primarily virtual with some traditional classroom, and (3) exclusively virtual.
- Students relying primarily on online education may thrive on the experience or find that they do not do well without consistent interaction with a teacher.
- Where and when the student accesses virtual instruction may matter to the student's success.



OPTIONS FOR COMPLETING A HIGH SCHOOL DIPLOMA OR EQUIVALENCY AND OPTIONS FOR EARNING DIPLOMA CREDITS

Work-based Learning & Work as Learning Paid Internships

Work-based learning is an educational strategy that offers knowledge and skills development through instruction or study in an employment environment. Work As Learning is an initiative that provides secondary students with paid, work-based learning opportunities.

ADVANTAGES

- *Work-based learning is an essential component of NH's career and technical centers, high schools, and community colleges.*
- *New Hampshire Department of Education is working with Awato, a career pathfinding platform, and local employers to connect secondary students with local, subsidized paid internships.*
- *NH is scaling quality work-based learning programs for young people in STEM-intensive industries.*

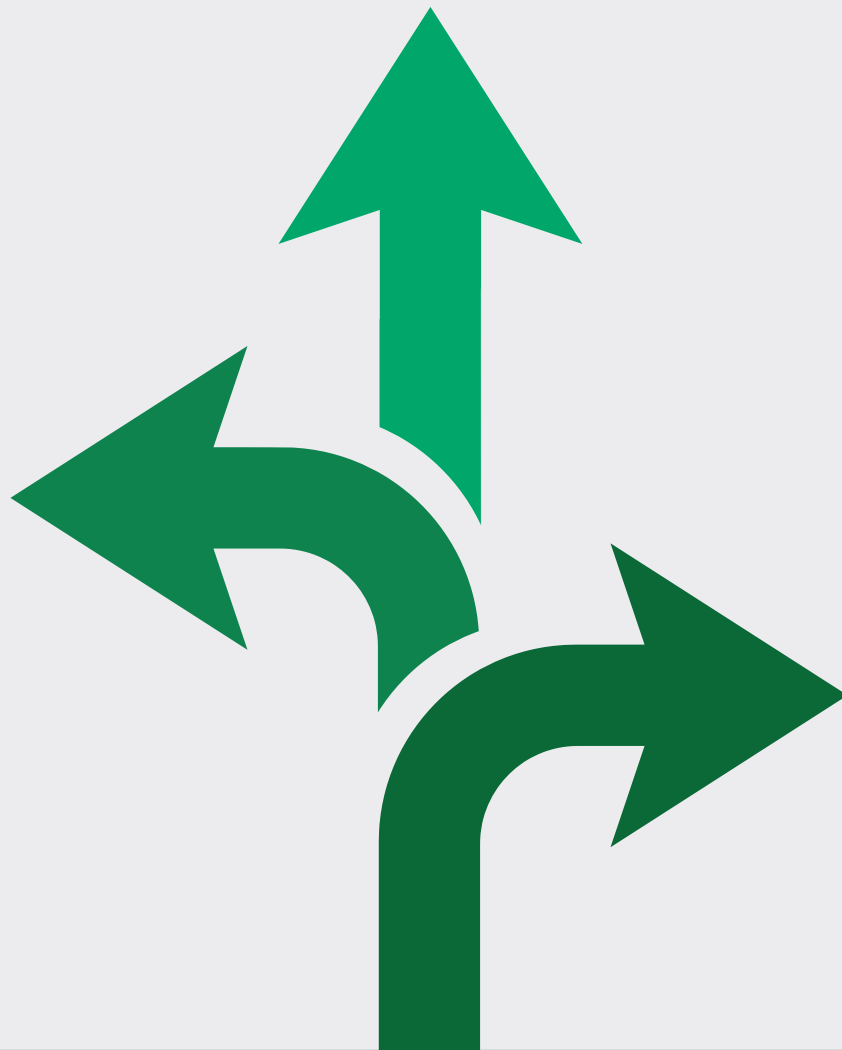
CONSIDERATIONS

- *Students awarded paid internships are expected to have the maturity to work with adults in the workplace.*
- *Students should understand the work tasks and culture of a workplace offering work-based learning and internships.*
- *Transportation to access work-based experiences or internships may be the responsibility of the parent.*

NOTES _____

SECTION 2

PROGRAMS OFFERING
CREDIT TOWARD A DIPLOMA OR
HIGH SCHOOL EQUIVALENCY





PURPOSE

Education Freedom Accounts (EFA) allow eligible New Hampshire students to direct state-funded per-pupil education adequacy grants toward select educational programming of their choice for a variety of learning experiences. The Education Freedom Accounts program was created by the State of New Hampshire to help expand educational opportunities for New Hampshire children.



New Hampshire families earning up to 350% of the federal poverty line can direct part of their child's state education funding to pay for the following qualifying expenses to educate the student:

- ▶ Tuition and fees at a private school
- ▶ Tuition and fees for non-public online learning programs
- ▶ Tutoring services provided by an individual or a tutoring facility
- ▶ Services contracted for and provided by a district public school, chartered public school, public academy, or independent school, including, but not limited to, individual classes and curricular activities and programs
- ▶ Textbooks, curriculum, or other instructional materials, including, but not limited to, any supplemental materials or associated online instruction required by either a curriculum or an education service provider
- ▶ Computer hardware, Internet connectivity, or other technological services and devices, that are primarily used to help meet an EFA student's educational needs
- ▶ Educational software and applications
- ▶ School uniforms
- ▶ Fees for nationally standardized assessments, advanced placement examinations, examinations related to college or university admission, or awarding of credits and tuition and/or fees for preparatory courses for such exams
- ▶ Tuition and fees for summer education programs and specialized education programs
- ▶ Tuition, fees, instructional materials, and examination fees at a career or technical school
- ▶ Educational services and therapies, including, but not limited to, occupational, behavioral, physical, speech-language, and audiology therapies
- ▶ Tuition and fees at an institution of higher education
- ▶ Fees for transportation paid to a fee-for-service transportation provider for the student to travel to and from an education service provider

EFA-eligible parents of students receiving special education services may use these funds in ways that support an evaluation of the student's needs to create a prescription of services. For additional information, contact the special education coordinator in the student's school or district.



PROGRAM DESCRIPTION

ELIGIBILITY – To be eligible for an Education Freedom Account, a parent must demonstrate the following:

- Residency in New Hampshire
- The student’s age must be between 5 – 20 years old and entering between kindergarten – 12th grade
- Family income is at or below 350% of the federal poverty level guidelines. (See chart right for New Hampshire information.) The Department of Health and Human Services provides additional information on poverty guidelines on their [website](#).

2022 FEDERAL POVERTY GUIDELINES CHART (Effective January 12, 2022)

# Persons in Household	Federal Poverty Level for New Hampshire - Annual Income	
	100%	300%
1	\$13,590	\$40,770
2	\$18,310	\$54,930
3	\$23,030	\$69,090
4	\$27,750	\$83,250
5	\$32,470	\$97,490
6	\$37,190	\$111,570
7	\$41,910	\$125,730
8	\$46,590	\$139,890

Add \$4,720 for each person in a household over 8 persons

PROGRAM RESOURCE LINKS

For the most up-to-date information, visit

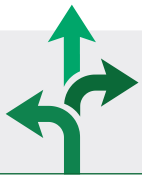
[NH Education Freedom Accounts - Children’s Scholarship Fund – New Hampshire.](#)

[Second Year EFA New Hampshire Department of Education Press Release September 9, 2022](#)

[Education Freedom Coalition Website](#)

CONTACT INFORMATION ON EDUCATION FREEDOM ACCOUNTS AND THE CHILDREN’S SCHOLARSHIP FUND

Kate Baker Demers, Executive Director
Children’s Scholarship Fund
180 Loudon Rd.
Concord, NH 03301
EMAIL kbaker@scholarshipfund.org



PURPOSE

Learn Everywhere provides a process for an approved sponsoring organization to award high school credit for student learning experiences outside the traditional school program and curriculum. Learn Everywhere offers students an alternative way to earn credit through programs or opportunities provided by organizations that can verify the merit of their program, including program goals, course descriptions, and expected student outcomes.



Students have the opportunity to expand their education through hands-on, real-world experiences, through which they can acquire knowledge and skills that will not only fulfill their high school graduation requirements but also contribute to their readiness for employment.

PROGRAM DESCRIPTION

Learn Everywhere does not limit the subject matter for which an approved program may offer credit. Rather, the organization must demonstrate to the New Hampshire Department of Education that the program meets criteria that ensure sufficient rigor and content alignment to the subject for which credit is awarded.

Organizations applying to offer credit toward graduation must submit the following as part of the application process:

- Sponsoring organization's purpose and/or mission statement
- Name and contact information of the individual responsible for oversight and administration of the program
- An assurance that the instructor satisfies the necessary qualifications
- Organization's criminal history records check policy
- Identification of the education, program, or opportunity for which students completing the Learn Everywhere program shall receive high school credit(s)
- Outline of each program, including goals, competencies, detailed description of the course of instruction, and description of expected student outcomes
- Plan for recording student progress toward meeting expected student outcomes
- Description of assessments of student learning outcomes
- Number of credits the program will fulfill
- Description of the competency-based grading system



The process for reviewing an application at the local and state level is explained in the [Administrative Rules](#). An application must be approved by the State Board of Education, which has the option of conditionally approving, approving, or denying an application. Initial and conditional approvals will last for one year. During that year, the program will be monitored by the Department of Education.

The State Board of Education may withdraw approval from programs found to be in violation of the Learn Everywhere program rules. If the State Board of Education decides to extend a program beyond its initial year, the approval shall be granted for a period of five years. Approved Learn Everywhere programs will be monitored and inspected annually by the Department of Education.

PROGRAM RESOURCES

[Learn Everywhere Fact Sheet](#)

[Learn Everywhere Q&A](#)

[Support for Learn Everywhere](#)

[Learn Everywhere Adopted Rule \(June 9, 2022\)](#)

[Learn Everywhere Approved Programs](#)

[Learn Everywhere Program Application](#)

NEW HAMPSHIRE DEPARTMENT OF EDUCATION CONTACT PERSONS

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ADDITIONAL NOTES

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PURPOSE

The Adult Diploma Program is designed to offer adults without a high school diploma an opportunity to take high school classes and meet requirements for high school completion, earning either the Adult Diploma or a Regular High School Diploma. For adults working toward a diploma, courses must reflect the standards and rigor of a high school course, but they are taught using principles of adult education and adult learning theory that focus on the learner's needs, including the need for flexibility in course assignments, the need for showing the relevance of the content, and the need to connect the curriculum to the learner's life experiences.



CREDIT RECOVERY: Students who are at least 16 years of age may participate in these classes and transfer credits back to the high school for a regular diploma. For most of these students, this program allows them to recover course credits they have not earned. Currently, they may be enrolled in the high school [day] program, but they come to adult education after school hours to take courses they need to meet graduation requirements that are difficult to schedule during the regular school day.

PROGRAM DESCRIPTION

Before high school students can enter the Adult Diploma Program's credit classes, a school counselor will review the student's transcript to determine how many credits have been earned toward a Regular Diploma and how long it will take to meet the requirements for a Regular Diploma. Before being admitted to the adult program, the student must have an approved Alternative Learning Plan that specifies the number of remaining credits required and a timeline for completion of the diploma requirements. Check with your local school counselor on who is responsible for writing the Alternative Learning Plan.

Students attend classes taught by licensed teachers and are expected to comply with the attendance policy. High school-aged students attend classes with adult learners.

There are 19 Adult Diploma Programs operating in New Hampshire. For the program coordinator's contact information (name, school address, phone number, and email address), [visit the Adult Education Locations website.](#)

To learn more about Adult Education Programs that provide instruction for the Regular High School Diploma or Adult Diploma, please see Section Three of this Resource Guide: Adult Diploma Program.



PROGRAM RESOURCES

[Adult Learning Theory](#)

[NH Adult Education](#)

[New Hampshire Revised Statutes Annotated, Chapter Ed 700, 701, and 702 – Adult High School, Basic Education Program and High School Equivalency Program](#)

[22 New Hampshire Adult Diploma Programs with contact information](#)

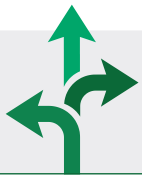
- Number of credits earned that apply to the Regular Diploma
- Number of credits needed to complete the requirements of the Regular Diploma
- After school or evening time commitment
- Class schedule (especially if the student is working)
- Willingness to participate in classes with adult learners
- Specialized instruction and related services for the student’s Individualized Educational Program (IEP) or accommodations consistent with the student’s 504 Plan (if applicable)
- Ages of learners in the program: 16 and older

ADDITIONAL NOTES

NEW HAMPSHIRE DEPARTMENT OF EDUCATION CONTACT PERSON

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PURPOSE

An Extended Learning Opportunity (ELO) is a credit-bearing learning experience that takes place outside the traditional classroom. ELOs broaden a student's opportunity for learning by extending where and how learning can take place. Matching ELO opportunities to a student's needs and interests provides a way to personalize education at the high school level.



ELOs allow for the student's acquisition of knowledge and skills through instruction or study in external settings, including but not limited to:



- careers exploration
- career interest
- community service
- independent study
- internships & apprenticeships
- online courses
- performing groups
- private instruction
- project design

PROGRAM DESCRIPTION

ELOs validate the learning that takes place outside of school that is youth-centered and focuses on the acquisition of skills and knowledge and youth development. Examples of possible community partners are the following: New Hampshire Institute of Politics at St. Anselm College, Currier Museum of Art, New Hampshire National Park Service, Junior Achievement of New Hampshire, and United Way Youth Ventures.

Currently, each school has an ELO team that is working on completing competency-based assessments to assess learning and grant credit for the ELOs. These assessments are rigorous and align with state standards. Each school will develop an implementation plan for student recruitment. Students, their advisors, a highly qualified teacher (HQT), and their community partner will design the ELO. Student learning may be assessed by a team and credit will be granted by the student's advisor (HQT). This summer all four schools will pilot these ELOs, and in September 2008, approximately 400 students will start earning credit towards high school completion in ELOs.

Although competencies first were brought forward for consideration in the rule making process to assess student work completed outside the traditional classroom, it has become increasingly clear that competency assessment at the course level is vital to improving secondary education in New Hampshire. The competencies requirement establishes performance, not time, as the standard for student success, attainment of credit, and thus eventual high school graduation. No longer is "seat time" good enough. Educators are asked to define sufficiency in terms of a student's mastery of identified standards.



PROGRAM RESOURCES

[New Hampshire Extended Learning Opportunity Network \(ELON\)](#)

[New Hampshire Extended Learning Opportunity Program Design Handbook, 2016](#)

[Beyond Classroom Extended Learning Opportunities](#)

[Final Report of Evaluation Findings](#)

[Extended Learning Opportunities Examples – Beyond Classroom](#)

[Examples of ELOs – NHED](#)

[ELO Network Leadership Team](#)



PROFILE OF A STUDENT

In Andy's words, "I think this was a very powerful learning experience. I practiced a lot of working skills...including my presentation skills, ... self-direction and critical thinking...[and] graphing and map skills. ...I would like to see the statistics for hand washing improve because of my presentation and my presence at CMC. ...This internship really brought some of my learning together."

Andy's Extended Learning Opportunity was an internship with the Infection Control Nurse at Cheshire Medical Center. He wanted to study an aspect of how infection is spread within the hospital, ultimately focusing on hand-washing practices as a primary vector. The study consisted of observations of healthcare workers (doctors, nurses, aides, housekeeping, food care, etc.) and an original benchmarking system for alcohol hand sanitizing use on the units. In addition, culture swabs were taken and analyzed from different places in various patient rooms.

With guidance from his school science teacher and his mentor, Andy designed and implemented a study of hand-washing practices throughout different units of the hospital. He then analyzed his data, combined his data with research from sources such as the Center for Disease Control and Prevention (CDC), which has a published set of Standards for Hand Washing, and presented his findings, along with recommendations, to the Cheshire Medical Center Infection Control Board.

NEW HAMPSHIRE DEPARTMENT OF EDUCATION CONTACT PERSON

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PURPOSE

Apprenticeship programs recruit and develop a highly-skilled workforce to help the nation succeed in the 21st century economy. Apprenticeships have proven to improve productivity and help businesses grow, earning support of employers in more than 1,000 occupations. As an option for some workers seeking training programs, apprenticeships offer workers paid employment while learning on-the-job.



Pre-apprenticeship programs offer students the opportunity to volunteer with an employer and receive training on-the-job, leading to an apprenticeship in 12th grade or upon graduation.

PROGRAM DESCRIPTION

APPRENTICESHIPS

Registered Apprenticeship is an industry-driven, high-quality career pathway where individuals receive paid work experience, classroom instruction and a portable, nationally-recognized credential while employers develop their future workforce. There are many forms of work-based learning, and the apprenticeship is the most rigorous, leading to an industry-recognized certification.

Students may enter a registered apprenticeship while in high school or upon graduation.

The registered apprenticeship can be designed to meet an employer and student schedule by focusing on related instruction while a student participates in on-the-job learning during school breaks, after school, and even during the school day when the student's schedule allows.

There are five components of a registered apprenticeship:

1. Business involvement
2. Structured on-the-job training
3. Classroom instruction
4. Rewards for skills gained
5. National industry-recognized credential

For information on a Registered Youth Apprenticeship program, contact the student's guidance counselor.

For information on Apprenticeship NH

Cynthia Capodestria
ApprenticeshipNH High School Grant Manager
PHONE 603-230-3564
EMAIL ccapodestria@ccsnh.edu





PROGRAM DESCRIPTION

PRE-APPRENTICESHIPS

High school students may participate in a pre-apprenticeship program beginning in either the 10th or 11th grade. The pre-apprenticeship is designed to introduce the student to work-based learning in a specific industry with the intention of moving into an apprenticeship later.

The pathway from pre-apprenticeship to apprenticeship at 12th grade or graduation includes academic preparation and work-based learning, leading up to the transition to an apprenticeship. Academic preparation includes career and technical programs or other technical instruction, high school classes, and dual enrollment with community colleges. Work-based learning includes extended learning opportunities (ELO activities), job shadowing, and internships.

Pre-apprenticeships are comprised of:

Work-based learning experience such as a job shadow or internship

Educational component such as a course that is connected to apprenticeship

Combination of work-based learning and educational component

Offers opportunity for advanced standing/ advanced placement into registered apprenticeship

High quality pre-apprenticeships reflect the following framework:

- **Approved curriculum** that is based on industry standards and approved by the registered apprenticeship sponsor (employer)
- **Simulated experience** that may include hands-on training or volunteer opportunities for students that do not displace paid employees
- **Agreements** with registered apprenticeship sponsors that allow students to enter directly into a registered apprenticeship
- **Increased diversity** by preparing underrepresented populations
- **Supportive services** to help students complete the program
- **Sustainable partnerships** that promote registered apprenticeships to other employers

PROGRAM RESOURCES

[Learn NH High School Apprenticeship](#)

[Current Apprenticeship Opportunities in NH](#)

www.dol.gov/apprenticeship

[ApprenticeshipNH](#)

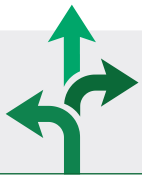
NEW HAMPSHIRE DEPARTMENT OF EDUCATION CONTACT PERSON

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For more information on becoming an apprentice, contact:

U.S. Department of Labor, Education and Training
Office of Apprenticeship-NH
(603) 225-1446
(603) 225-1444
Fax: (603) 226-7761
Wynn Young, State Director,
Office of Apprenticeship





PURPOSE

Virtual learning is also called distance learning and is delivered through access to portals or other online resources. One of the initial purposes of virtual learning was to offer courses that were not available in the student's home school. Virtual learning, also understood as learning that occurs at home or in some place other than the traditional school building, has grown nationwide since the beginning of the coronavirus pandemic that closed schools for a period during 2020-2021.

PROGRAM DESCRIPTION

The [National Center for Education Statistics](#), the primary federal entity for collecting and analyzing data related to education, collects data on virtual schools in the states. The following [information](#) was published by Patrick Keaton on April 2021:

There are three types of virtual instruction:

- 1. Supplemental virtual instruction – Instruction is directed by teachers in a traditional classroom setting; virtual instruction supplements face-to-face instruction by teachers. Students vary in the extent to which their instruction is virtual.**
- 2. Primarily virtual instruction – The school's major purpose is to provide virtual instruction to students, but some traditional classroom instruction is also provided. Most students receive all instruction virtually.**
- 3. Exclusively virtual instruction – All instruction offered by the school is virtual. This does not exclude students and teachers meeting in person for field trips, school-sponsored social events, or assessment purposes. All students receive all instruction virtually.**

The number of exclusively virtual schools in the U.S. has increased in the past several years. The student enrollment in exclusively virtual schools increased from 199,815 students in school year 2013–14 to 293,717 in school year 2019–20, which is an increase from 0.4% of the total student enrollment in public schools to 0.6%. In the same school year, New Hampshire reported to NCES two virtual schools with 349 students – .2% of the public school enrollment.

PROGRAM RESOURCES

New Hampshire's [Virtual Learning Academy Charter School](#) (VLACS) is a 501(c)3 nonprofit, state-approved public charter school. The charter school customizes programs to help high school students and adult learners earn their diploma. The virtual learning program serves either part-time or full-time students in elementary, middle, or high school.

VLACS is free to many students, and available for a fee to others.

- Early, middle, and high school students with residency in NH have no tuition.
- Students in the diploma program pay fees which equal \$100.
- High school students participating in dual enrollment for the Community College System of New Hampshire (CCSNH) pay \$150 per course.
- Adult learners pay \$80 for a 4-week enrollment.

VLACS offers the opportunity for students to access academic and career-focused courses that may not be available to them locally. Virtual learning also presents the opportunity to recover credits needed for graduation.



WORK AS LEARNING PAID INTERNSHIP

PURPOSE: Work-based learning is an educational strategy that offers knowledge and skills development through instruction or study in an employment environment with an employer. Learning skills in the context of a real job deepens students' learning and provides a student the opportunity to explore career fields in an authentic setting. Students can expand their education through hands-on, real-world experiences through which they can acquire knowledge and skills. Their experience contributes to graduation requirements and the student's readiness for employment. Work As Learning is a recently launched initiative that provides secondary students with paid, work-based learning opportunities.

PROGRAM DESCRIPTION:

Work-based learning is a component of New Hampshire's career and technical centers, extended learning opportunities in high school, and community college programs. Work-based learning includes internships and apprenticeships. The state is scaling quality work-based learning programs for young people in STEM-intensive industries involving science, technology, engineering, and math, as well as advanced manufacturing, healthcare, information technology, energy, automotive, and other sectors.

Work-based learning opportunities assist students in achieving skillsets and educational experiences with industry representatives outside of the physical classroom or the standard school day. Programs include community service, independent study, online courses, internships, and apprenticeships.

Opportunities for growth in work-based learning in New Hampshire are in progress. NHED and CCSNH have identified a team of educators, educational and government leaders, and industry representatives to identify best practices and develop materials to promote effective work-based learning programs throughout the state. This team will assist school districts in developing and implementing effective work-based learning programs to expand and enhance opportunities for students.

WORK AS LEARNING DESCRIPTION:

NHED is working with Awato, a career pathfinding platform, and local employers to connect secondary students with local, subsidized paid internships. Awato works with employers to attain Department of Labor certification required for this program. Awato also finds students who are a good match for jobs that are available.

The following is the process an eligible student follows to be considered for an internship:

1. The student speaks with a school counselor about their interest in an internship.
2. The student locates a qualified employer on the Awato platform who has a job available.
3. The student applies for the approved employment.
4. If selected, the student is hired at a wage of \$15 per hour, which is paid by the employer.
5. The employer is reimbursed up to \$7.50 per hour for up to 480 hours through a wage match by NHED.

PROGRAM RESOURCES

[Work-Based Learning Fact Sheet](#)

[Work Ready NH](#)

[NHED Work as Learning Press Release](#)

August 2022

[Awato Career Platform](#)

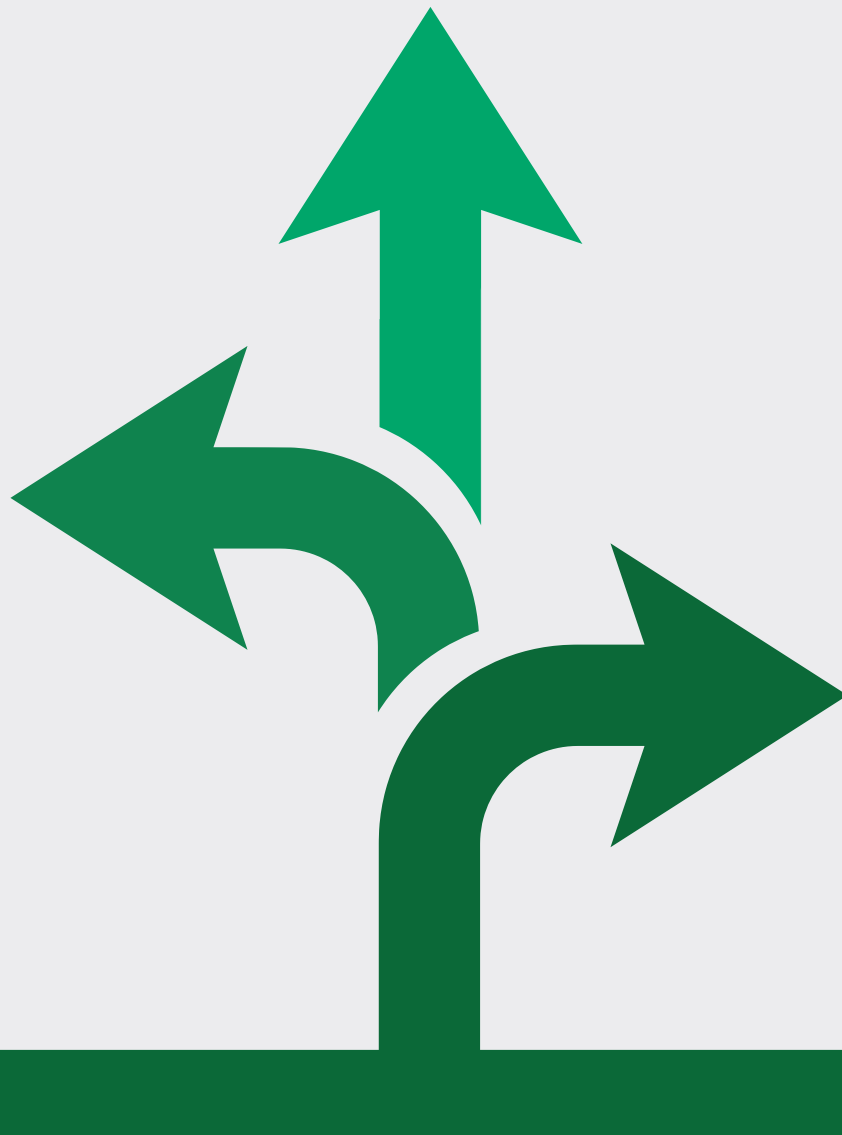


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SECTION 3

PROGRAMS OFFERING
A SECONDARY SCHOOL
CREDENTIAL





PURPOSE

The Adult Diploma Program offers a high school credential option to students who are 16 or older and do not have enough credits to graduate high school with the Regular Diploma. The Adult Diploma can also be a good choice if they commit to the requirements of the program.

NOTE: There is no such thing as an alternative high school credential in NH.



The Adult Diploma Program is designed to offer adults without a high school diploma an opportunity to take high school classes and meet requirements for high school completion, earning the Adult Diploma or a Regular High School Diploma. Adult education programs, which are funded by federal, state, and local funds, provide classes that prepare adult learners to earn credits toward a high school diploma. The Adult Diploma is intended to provide a diploma option for individuals who are not subject to compulsory attendance requirements, but is also available to students over the age of 16 who are still enrolled in school. Aimed primarily at adults who did not complete high school, this program prepares individuals who are ready to continue their education and commit to meeting diploma requirements. Classes can help adults earn a diploma for a job promotion or job change, or to enter college or the military. Classes may also provide a refresher course in a content area such as math or meet college-entry requirements with specific courses such as algebra or chemistry.

PROGRAM DESCRIPTION

Before students can enter the Adult Diploma Program, a counselor will review the student's transcript to determine whether the student should pursue a Regular Diploma or an Adult Diploma.

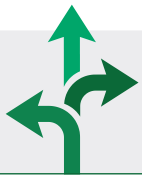
The counselor will work with the student, parent/guardian and the school counselor to develop an Alternative Learning Plan that specifies the number of remaining credits required and a timeline for the completion of the diploma requirements.

Students attend classes taught by licensed teachers and are expected to comply with the attendance policy.

See the [New Hampshire Adult High School Requirements](#) for the following information:

1. Subjects and units of credit required for the Adult High School Diploma
2. Sources of high school credit including coursework, community service activity credit, and work experience
3. Attendance policies
4. Graduation requirements

When the student completes all diploma requirements, the Adult High School Diploma will be granted by the school district that sponsors the adult education program.



CREDIT RECOVERY OPTION - If a student is primarily interested in credit recovery, that is, earning credits beyond what is available in the regular school program during the day to meet the requirements for a Regular Diploma, the Adult Education Program may be able to provide those credit courses after school hours concurrent with the Adult Diploma Program.

The 19 Adult Diploma Programs operating in New Hampshire are listed below. For the program coordinator's contact information (name, school address, phone number, and email address) of each program, visit the [Adult Education Locations website](#).

- Bedford Adult Diploma (SAU 25), Bedford
- Carroll County Adult Education (SAU 49), Tamworth
- Concord Adult Diploma (SAU 8)
- Dover Adult Learning Center (SAU 11), Dover
- Exeter Adult Education (SAU 16), Exeter
- Franklin Community Education (SAU 18), Franklin
- Goffstown Adult Diploma (SAU 19), Goffstown
- Kearsarge Adult Diploma (SAU 65), North Sutton
- Keene Community Education (SAU 29), Keene
- Laconia Adult Education (SAU 30), Laconia
- Littleton Above the Notch Community School (SAU 84), Littleton
- Londonderry Adult Diploma (SAU 12), Londonderry
- Manchester Adult Diploma (SAU 37), Manchester
- Merrimack Adult Diploma (SAU 26), Merrimack
- Nashua Adult Diploma (SAU 42), Nashua
- Northumberland Adult Diploma (SAU 58), Northumberland
- Pinkerton Academy (RA 587), Derry
- Rochester Office of Dover Adult Learning Center, Rochester
- Salem Continuing Ed (SAU 57), Salem
- Winnacunnett Evening HS (Sau 21), Hampton

PROGRAM RESOURCES

[NHED Adult High School Diploma website](#)

[New Hampshire Revised Statutes Annotated, Chapter Ed 700, 701, and 702 – Adult High School, Basic Education Program and High School Equivalency Program](#)

[22 New Hampshire Adult Diploma Programs with contact information](#)

CONSIDERATION OF THIS PROGRAM

A student interested in the Adult Diploma as an option for a high school credential should consider the following:

- Number of credits earned that apply to the Adult Diploma requirements
- Number of credits needed to complete the requirements of the Adult Diploma Program
- Time commitment to meet the requirements for the Adult Diploma
- Class schedule (especially if the student is working)
- Comparison of the Adult Diploma Program to High School Equivalency preparation classes (*advantages and disadvantages of a diploma versus a high school equivalency certificate*)
- Willingness to stay in or return to high school to complete a Regular Diploma
- Specialized instruction and related services for the student's Individualized Educational Program (IEP) or accommodations consistent with the student's 504 Plan (if applicable)
- Ages of learners in the program: 16 and older

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PURPOSE

Home Education, also known as home education, provides an alternative for parents who wish to provide educational instruction to their child in the home. Parents have many reasons for choosing to provide a home education, including the flexibility to pace instruction to meet the needs of the child, the ability to accommodate special situations in the family, and the desire to supplement the public school curriculum.



A child between the ages of 6 and 18 may receive Home Education under New Hampshire's program guidelines. A student can conclude Home Education and return to public or private education anytime. School leadership will work with the parent to help transition the student from home education to public or private schooling and determine the student's grade-level placement and credits, if applicable.

PROGRAM DESCRIPTION

Home Education is an alternative to attendance at a public or private school and is an individualized form of instruction in accordance with Chapter 279:2, laws of 1990. Parents must be aware of relevant statutes, rules, and procedures when notifying their local school district of the decision to home school, including the responsibilities of home school parents, and how students who have been home schooled will be placed if and when they return to a public or private school setting.

The New Hampshire Department of Education provides information on (1) enrollment of a child in Home Education, (2) notification of completion of a Home Education program, and (3) higher education admissions and financial aid for students who completed Home Education.

There are several home education associations that provide resources to parents:

- **Catholics United for Home Education**
13½ Parker Avenue
Manchester, NH 03102
- **Granite State Home Educators**
95 Morgen Drive Auburn, NH, 03032, USA
info@granitestatehomeeducators.org
- **New Hampshire Homeschooling Coalition**
PO Box 2224 Concord, NH 03302
webmaster@nhhomeschooling.org
- **UnschoolingNH**
Located on Facebook



The completion of a home education program does not result in the award of a high school diploma.



PURPOSE

Since 1979 Second Start has offered an Alternative High School Program for adolescents who have previously been unable to succeed in a traditional high school setting. The Alternative Program at Second Start enrolls approximately 35 adolescent students from the Greater Concord area. Many of these students have been identified as having learning and/or emotional handicaps that have interfered with their functioning effectively in a traditional educational setting.



AUTHORITY FOR PROGRAM

The Alternative Program is approved by the New Hampshire Department of Special Education to serve both Learning Disabled and Emotionally Handicapped students.

PROGRAM DESCRIPTION

The primary objective of the alternative program is for students to earn credit toward graduation with a high school diploma from their sending school district.

By focusing on the core academics, along with physical education and outdoor recreational activities at Second Start, many students continue to attend their sending school for half days where they can access a variety of elective and enrichment courses. Many times this relieves a significant stressor and allows the student to succeed in both settings.

For students in need of more separation from the sending school, the Choices and TET programs are available and award elective credit through work on transition, social, work and life skills.

The Alternative High School program meets during two sessions daily.

- Students enrolled in only one academic session may attend the morning session from 8:00 to 11:00 or the afternoon session from 11:30 to 2:20 (Wed. 12:00 to 2:50), depending on their credit needs and social-emotional fit for the group.
- Students attending Second Start for the entire school day will fill the other half of their day with one of two levels of Choices class (a course that uses a Personal and Social Responsibility curriculum) or a Transitional Employment Training (TET) placement that includes a class that meets once each week.

Parents who are interested in this alternative high school should contact the student's counselor and special education teacher(s) for additional information.



PROGRAM RESOURCES

[Alternative High School Frequently Asked Questions](#)

[Second Start](#)

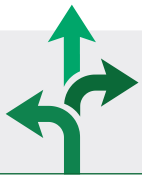
ADDITIONAL NOTES

NEW HAMPSHIRE DEPARTMENT OF EDUCATION CONTACT PERSON

Rebecca Fredette
State Director of Special Education
Administrator IV
TEL (603) 271-6693
E-MAIL Rebecca.A.Fredette@doe.nh.gov

FIRST START
CHILDREN'S CENTER
17 Knight Street
Concord, NH 03301
Phone (603) 225-3318





PURPOSE

For students who need an option to a traditional diploma program, New Hampshire provides testing for a high school equivalency certificate. The New Hampshire Department of Education offers both the HiSET Exam, published by PSI Online and the GED Exam, published by GED Testing Services as the measure of demonstrated academic skills required for the New Hampshire High School Equivalency Certificate.



A high school equivalency certificate provides a credential that is equivalent to a high school diploma for entry into employment, postsecondary institutions and the military.

PROGRAM DESCRIPTION

NH Eligibility Requirements - To take either high school equivalency exam in the state of New Hampshire, a student must meet the following eligibility requirements:

- **Age** – A student must be at least 18 years of age to take either high school equivalency exam. There are exceptions to this requirement for 16 and 17 year olds that allow these students to take the exam if they can demonstrate the ability to pass the test and have permission from their school and a parent.
- **Both exams (HiSET and GED) offer an At Home/Remote Proctored option. Test takers under the age of 18 are not permitted to take either exam through the At Home/Remote Proctored option.**
- **Residency** – A student must be a resident of New Hampshire or physically reside in New Hampshire to take either high school equivalency exam. The student must provide a valid driver's license or other proof of residency in order to take the exam at a testing center or online.
- **Identification** – A test taker must present identification on test day, for in-person or online testing. Outdated or expired identification will not be accepted. Acceptable forms of identification include:
 - Valid driver's license
 - Passport
 - Military identification
 - Other form of government-issued (national or foreign) identification that shows name, address, date of birth, signature, and photograph

Test Information

Both high school equivalency exams allow a test taker to demonstrate the competencies equivalent to a high school graduate. The tests are available in English and in Spanish. All sections of the test must be passed to earn a New Hampshire High School Equivalency Certificate.

For the HiSET: The content areas are Language Arts (Reading and Language Arts), Writing, Mathematics, Social Studies, and Science. The length of each test varies – between 65 minutes and two hours.

For the GED: The content areas are Reasoning through Language Arts, Mathematics, Science and Social Studies. The length of each test varies between 70 minutes and 150 minutes.

Please note that test scores CANNOT be combined between the HiSET and the GED. A test taker must choose one exam or the other.

Test Passing Requirements

Scoring for each exam is different.

For the HiSET: Scores will be reported on a scale of 0 to 20 for each of the five subtests. Passing will require a total score of 45 (average of 9) with no individual subject score below 8. To pass, the student must also receive a minimum of a 2 out of 6 on the essay portion of the test.

For the GED: Scores will be reported on a scale of 100 – 200 for each of the four subtests. Passing will require a minimum of 145 on each subtest.

A Social Security number is not required to register for either high school equivalency exam in New Hampshire.



PROGRAM FEES

Fees – The tests are available in a paper-based format or a computer-based format. Some testing centers offer both formats, while others offer paper-based testing only.

The first time you take a subtest, the total amount you will pay is \$25 for HiSET or \$36 for GED, which includes both the Testing Fee and the State Fee. If you retake a test within 12 months of the original testing date, the cost may be lower, depending on test format.

Paper-Based Tests:

HiSET: First test is \$25, retakes are \$10

GED: First test is \$46, retakes are \$46

Computer-Based Tests:

HiSET: First test is \$25, retakes are \$14.25

GED: First test is \$36, retakes are \$10

For At Home Testing,

HiSET: There is an additional fee of \$17.50 per subtest for remote proctoring.

GED: First test is \$36, retakes are \$36

School districts, employers, or civic organizations interested in paying the fees for test takers may purchase vouchers from PSI or GED.

Student Registration –

1. Establish an online account with either HiSET or GED using the student's email address
2. Confirm that the name and address on the registration matches the government-issued photo ID the student is using.
3. Write down the HiSET or GED ID#. This information is used to apply for an underage waiver, to schedule tests and to see scores.
4. Choose a testing location and date.
5. Pay the test fee online using a credit card or voucher.
6. If the student has a disability and needs accommodations, an approved application must be provided by PSI or GED prior to scheduling the test. Please speak with the testing center director before completing registration.



Home School Students sometimes take the high school equivalency exam as a way to provide a high school credential for colleges or employers.

A home-schooled student who is 18 or older may register and schedule testing without restrictions.

A home-schooled student who is 16 or 17 must have an approved waiver to the age requirement on file prior to testing, including permission from the agency (referred to as the "participating agency") that was originally informed of the intent to home school by the parent. Generally, this is the local superintendent's office, the school district, a private school, or the NH Department of Education.

Home school students should consult with the participating agency to determine if any additional requirements apply.

Incarcerated/Institutionalized Youth – Students aged 16 or 17 who reside in a correctional or other institutional setting should consult with the education director, a guidance counselor, or a school liaison from their originating district for additional requirements.



PROGRAM RESOURCES

Test Preparation – New Hampshire does not have any test preparation or instruction requirements to take the initial high school equivalency test. However, the NHED encourages instruction before retesting. Several resources are available on the HiSET and GED websites includes preparation books, study guides and complete descriptions of the tests.

Practice Test – Practice Test – Both exams offer practice tests. The practice tests provide students with information to help them determine if they are ready to take the high school equivalency subtests or whether they should take classes before taking the actual tests.

The HiSET Official Practice Tests or GED Ready Tests are required for approval of an underage waiver for students under 18. Some local test centers require a practice test for all test takers.

RESOURCES

[New Hampshire Department of Education HiSET](#)

[16 Adult Education locations that provide High School Equivalency preparation and testing](#)

[Each HiSet Test at a Glance](#)

[Online HiSET practice test](#)

[Preparing for the HiSET](#)

[Resources for Student Success](#)

[The HiSET exam](#)

[Create a myHiSET Account and Register for a HiSET Test](#)

[Test Day Checklist](#)

[HiSET Website – NH Policies](#)

[GED Website – NH Policies](#)

ADDITIONAL NOTES

NEW HAMPSHIRE DEPARTMENT OF EDUCATION

High School Equivalency
Office Bureau of Adult Education
21 South Fruit Street,
Suite 20 Concord,
NH 03301
FAX (603) 271-3454





PURPOSE



New Hampshire Career Academy (NHCA) is an innovative education program that creates a career pipeline from the senior year in high school to a job in two years. NHCA builds on the high school experience and uses the 12th grade year to begin an associate degree or professional certificate program in an approved community college. At the end of two years, the academy student is awarded a high school diploma and either an associate degree or a professional certificate, depending on the technical program in which the student is enrolled. The career academy compacts what is typically three years (high school 12th grade and two years of postsecondary education at the community college) into two years, providing a way for a student to prepare for and begin a career in a shorter time and at no tuition cost.

NHCA works with New Hampshire employers to identify job opportunities so that students are given a chance to interview and hopefully begin their career immediately after completing the education and training requirements of the program. The Career Academy serves the business community by helping them fill job openings with well-trained employees.

PROGRAM DESCRIPTION

Developed several decades ago as a dropout prevention strategy in the United States, “career academies have broadened the kinds of students they serve, integrated rigorous academic curricula with career themes, and now attract students who are preparing for postsecondary education” (USED 2015).

A range of programs is offered by New Hampshire’s community colleges, sometimes based on the availability of specific programs for NHCA. Programs may include the following:

- Accounting
- Biotechnology
- Criminal Justice
- Cyber Security
- Manufacturing Engineering Technology
- Mechanical Engineering Technology
- Robotics/Advanced Manufacturing
- Veterinary Assistant
- Welding

Health Care Applications advancing to health care programs in Year 2:

- Licensed Practical Nurse
- Medical Laboratory Technician
- Occupational Therapy Assistant
- Physical Therapy Assistant
- Radiologic Technology
- Respiratory Therapy



Each community college determines which programs are available to the NHCA. The list of programs by college is located [here](#).

Students who complete the Career Academy are equipped with the knowledge and skills needed to be successful in their chosen career. Students enter the program at the start of their senior year of high school, and they complete both their high school graduation requirements and associate degree or certificate program requirements two years later at a community college. Students receive the same diploma they would have received if they had

completed high school requirements at their home school. The associate degree awarded to them is the community college's associate degree awarded to other community college students, and professional certifications are those that meet industry standards.

Students interested in participating in this program should speak with a counselor during the 11th grade year to understand program requirements and advantages to attending a community college for two years. Application to NHCA is processed in the spring of the 11th grade.

PROGRAM RESOURCES

[Career Academy Program Flowchart](#)

[Programs Available at New Hampshire Career Academy](#)

[Career Academy Frequently Asked Questions](#)

[Career Academy Student Application Form](#)

[National Career Academy Coalition](#)

[U.S. Department of Education Institute of Education Sciences – What Works Clearinghouse Summary of Findings on Career Academies](#)

ADDITIONAL NOTES

NEW HAMPSHIRE DEPARTMENT OF EDUCATION CONTACT PERSON

Career Academy Coordinator
Bureau of Career Development
EMAIL Christy.D.Adamson1@doe.nh.gov
PHONE: (603) 271-3809





PURPOSE

Charter schools are public and tuition-free schools authorized by the New Hampshire State Board of Education. They provide a choice for parents and students seeking an option to traditional public schools. The focus of each public charter school is unique and based on the educational needs and interests of a particular community. Charter schools have the flexibility to choose innovative, educational strategies that will best help students meet their academic potential. Charter schools tend to offer a small class size.



Public charter schools are created and governed by an independent board of trustees. These schools operate independently from many of the rules and regulations that apply to local school districts. Public charter schools are granted a charter for a term of five years. The school's charter outlines the mission statement, educational program, student achievement goals and objectives, methods of assessment, and measures of success. As a condition of fewer regulatory requirements, charter schools agree to greater accountability than other public schools. Charter schools are held accountable for meeting academic, financial, organizational, and programmatic goals and objectives as outlined in its charter.

PROGRAM DESCRIPTION

One of the characteristics of charter schools is the flexibility granted to them to create an educational program that is under the governance of a non-profit board. While they are required by law to comply with district and state requirements, charter schools can be innovative and offer school choice within the public school system.

Parents who are interested in a particular charter school should explore the school's website and visit the school to understand the school's mission and what it offers that is different than their child's assigned school. The school staff will discuss the application process and the timeline for approval.

PROGRAM RESOURCES

[Charter School Reporting and Accountability](#)

[Public Charter School List](#)

ADDITIONAL NOTES

NEW HAMPSHIRE DEPARTMENT OF EDUCATION CONTACT PERSON



Jane Waterhouse
Charter School Administrator
Division of Education Analytics and Resources
PHONE (603) 271-6813
EMAIL Jane.Waterhouse@doe.nh.gov



PURPOSE

In 1999, the [Community College System of New Hampshire \(CCSNH\)](#) introduced the Running Start Program, a partnership between community colleges and high schools to give students an opportunity to take college courses for college credit while also completing the requirements for high school graduation. The program is now known as Early College at Your High School. The student is dual enrolled in high school and college, simultaneously earning credit toward high school graduation while earning credits that apply toward a college degree program. Courses are taught by credentialed high school faculty as part of the daily high school schedule.



PROGRAM DESCRIPTION

High school students can enroll in two credit courses per year as the \$150 course fee is waived through a scholarship program through the State of New Hampshire.

Students and parents interested in Early College should talk with the student's counselor to receive information about available courses and information on Early College. Early College program information, available courses, and admission information are found on the [CCSNH website](#) and the websites for each community college.

PROGRAM RESOURCES

[Learn about Dual and Concurrent Enrollment Scholarships](#)

ADDITIONAL NOTES

**COMMUNITY COLLEGE SYSTEM
CONTACT PERSON**

Beth Doiron
Director of DOE and College Access Programs
Phone: (603) 230-3530





PURPOSE

The New Hampshire Department of Education oversees approval of nonpublic schools, provides technical assistance to those schools, and collects information for the public. Nonpublic high schools that grant a high school diploma offer parents an alternative to the public school that serves their community.

PROGRAM DESCRIPTION

Parents of students attending private high schools in New Hampshire should be aware that graduates of nonpublic high schools are not required to meet the same graduation requirements as public high schools. The state does not prescribe or stipulate what a nonpublic school shall teach nor determine the minimum qualifications of its staff.

When choosing a nonpublic school, parents will find resources on the school's website. Information such as student handbooks, the philosophy of the school, the education program, staffing, school accreditation, and student safety should be available. Key questions to consider in each of these areas can be found [here](#).

ONLINE HIGH SCHOOL

One of the choices parents have for an alternative path to graduation is to enroll their child in an nonpublic online high school. There are a variety of online diploma programs for high school students. As NHED does not identify the benefits of individual online programs, parents are encouraged to fully investigate the online institution or company to ensure that the program meets the standards for a high school education that prepares students for postsecondary education and career readiness.

PROGRAM RESOURCES

[NHED Nonpublic School Office](#)

[Nonpublic Schools by Town](#)

ADDITIONAL NOTES

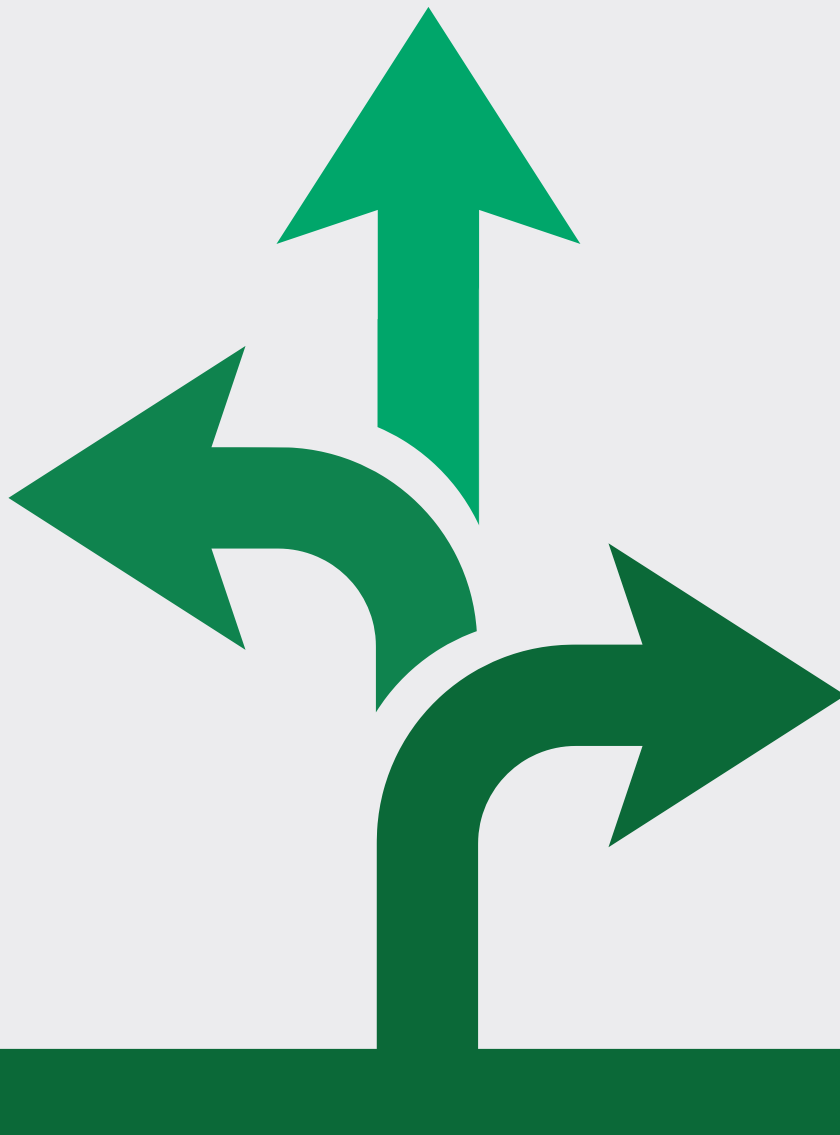
NEW HAMPSHIRE DEPARTMENT OF EDUCATION CONTACT PERSON

Tim Carney
Administrator of Educational Pathways
Timothy.C.Carney@doe.nh.gov
(603) 271-2634



SECTION 4

ALTERNATIVE LEARNING PLANS





As part of the work associated with designing an Alternative Learning Plan (ALP) Template for this Resource Guide, high schools across New Hampshire were invited to share the ALP plans they currently are using. Twelve (12) ALPs and Extended Learning Opportunity (ELO) Plans were shared. Submitted ELO plans had been designed specific to the Extended Learning Opportunity program option, including information about the ELO curriculum as required in state regulations (ED 306.21 and RSA 193-C:3 III). Alternative Learning Plans focused on the needs of the student: how a different learning setting would support completion of high school and preparation for a career.

All the plans were reviewed for commonalities and differences. Eight types of information emerged as information that should be considered in the design of a plan that could be used with any of the 16 alternative programs included in this Resource Guide. While not the sole components of a learning plan, these sources of information were not found in all the plans reviewed.

The eight sources of helpful information are included in the ALP template that is in Section 4. While the template can be used as developed, schools may also use the template to serve as a comparison to their existing ALP or ELO plan, modifying their existing plan to better reflect the needs of the student and the value of the program.

Alternative Learning Plans focused on the needs of the student: how a different learning setting would support completion of high school and preparation for a career.

8 Sources of Information that Strengthen Individual Learning Plans

- ★ **The student's voice** – information that expresses the student's goals, interests, and dreams
- ★ **Student experiences** – documents that reflect the student's school history and life experiences
- ★ **Student goals** – personal, academic, and career goals set by the student
- ★ **Goals for the alternative program chosen** – a plan with goals and timelines that can be monitored and measured
- ★ **Graduation plan** – graduation requirements with credits earned and a plan for completing diploma requirements (if appropriate)
- ★ **Costs** – understanding of program costs and source of funding
- ★ **Inclusion of other educational plans** – recognition of IEP or 504 Plan (if applicable) and staff who will work with alternative program staff
- ★ **Signatures of all associated with the change in the student's program** – including student and parent(s), school administration, program staff, special education staff (if applicable), and superintendent



Background

State regulation Ed 306.21 gives local school districts the authority to operate alternative programs. An alternative program is defined as the regular delivery of the majority of a student’s instruction through classroom or other methods that are different from the methods of instruction used by the standard schools of the district.

An alternative program may be housed within one of the standard schools of the district or it may be set up as a standalone program. Standalone alternative programs may even be organized as Alternative Schools with their own leadership structure that is separate from any other district school.

Key Components

- Alternative programs provide different methods of instruction for students.
- Alternative programs may be set up as Alternative Schools.
- Alternative programs are designed to address the individual needs of students or specific student groups.

Alternative Program Requirements

1. An alternative program must be approved by the local school board in a plan that includes the following elements:
 - a. The goals of the program;
 - b. The curriculum to be provided;
 - c. The procedures for assessing and implementing the alternative program, consistent with RSA 193-C:3, III;
 - d. The program schedule, if different from the standard school district schedule;
 - e. A demonstration of how the alternative program will enable participating students to achieve the same competencies outlined for all district students; and
 - f. Explicit explanation of how extended learning opportunities (ELO’s) will be incorporated as a learning option for all students.

Department of Education Review

Prior to implementing an alternative program, the school administrative unit (SAU) shall submit to the Department the following items:

- Local school board approval
- Alternative Program Plan
- Location of alternative program
- Copies of fire, health, and safety inspections, if applicable

Students with Disabilities

Alternative programs for students with disabilities shall meet all requirements of State Regulation Ed 1119.

Participation

Participation in an alternative program is voluntary and shall require the written approval from the parent or guardian.



New Hampshire

Department of Education

Reporting Requirements and School Approval

An alternative program that is supervised by the principal of a standard school shall be considered part of that standard school for reporting purposes and for school approval under State Regulation Ed 306.28.

An alternative program that is supervised by a district level administrator shall be considered a separate school for reporting purposes and for school approval under State Regulation Ed 306.28.

Staff Certification

Staff assigned to alternative programs shall meet the requirements of State Regulation Ed 306.18.

Student Services

Students in alternative programs shall be provided equivalent services, including but not limited to:

- Food and Nutrition Services
- Health Services
- Guidance and Counseling Services



Helpful Resources

More documents found on the NHED site:

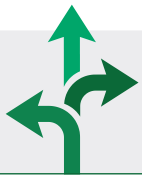
[NH Education Regulations](#)

[Office of Public Schools](#)

More Questions?

Contact the Office of Public Schools at

SchoolApproval@doe.nh.gov



HOW TO USE THE ALTERNATIVE LEARNING PLAN TEMPLATE

Alternative Learning Plans (ALP) are helpful to students, parents, teachers, and counselors. ALPs provide information about the student’s progress in high school and personal goals, which inform the decision to select an alternative program that will support the student’s pathway to graduation or high school completion. Schools have the flexibility to create their own plan (i.e. what to include in the ALP).

ALPs do not replace Individualized Education Programs (IEP) or 504 Plans.

After reviewing several existing plans that were called Alternative Learning Plans or Extended Learning Opportunities Plans, the following template for an ALP was developed to reflect the information found in strong comprehensive ALPs. These plans reflect a commitment to engage the student and parent in a thoughtful discussion about the selected alternative program before the program begins and meet throughout the school year to monitor student success.

The following template may be copied and implemented, or it can guide the school staff in reviewing and updating their current ALP.

ADDITIONAL NOTES



ALPs do not replace Individualized Education Programs (IEP) or 504 Plans.



Alternative Learning Plan Template

NAME OF SCHOOL – ADDRESS

Student	DATE PLAN ORIGINATED:
SASID	
DOB	PLAN REVIEW DATES:
Student's Address	
Student's Email	
Phone	
Parent/Guardian's name and contact info:	

Attachments to this plan (check if included):

<input type="checkbox"/> Transcript	_____
<input type="checkbox"/> IEP	_____
<input type="checkbox"/> Attendance Report	_____
<input type="checkbox"/> 504 Plan	_____
<input type="checkbox"/> Discipline History	_____
<input type="checkbox"/> Other	_____

BACKGROUND INFORMATION

I. Student History	
Current grade level	School contact for plan(s):
No. years in high school	
Total credits earned to date:	
GPA	
Current education plans – check all that apply:	Briefly describe current alternative program (if applicable):
<input type="checkbox"/> IEP	_____
<input type="checkbox"/> 504	_____
<input type="checkbox"/> Alternative Learning Plan	_____

BACKGROUND INFORMATION

II. Student Voice

Student's Interests (student's description of self, personal interests, and motivators):

Results of interest inventories administered by school staff:

Student's personal goals:

Student's short term high school completion goal:

Student's long term career goal:

Other relevant information:

Program Providers

CREDIT TYPE	CREDIT EARNED	CREDITS NEEDED	ANTICIPATED OR SCHEDULED DATE	NOTES
English 9				
English 10				
English Elective				
English Elective				
Algebra				
Mathematics				
Mathematics				
Math Experience				
Biology				
Physical Science				
Earth & Space Science				
Science Elective				
Government				
Economics				
World History				
US History				
Art				
Music				
PE				
Health				
Computers				
Elective				
Elective				
Elective				
Elective				

Agreement

I have reviewed the Alternative Learning Plan. I agree with the goals and timeline for the student to participate and receive services. I agree to participate in conferences to review progress throughout the school year.

Student's Signature

Date

Parent/Guardian's Signature

Date

Parent/Guardian's Signature

Date

Principal's Signature

Date

School Counselor's Signature

Date

Case Manager's Signature (if applicable)

Date

Special Ed. Adm./Coord.'s Signature (if applicable)

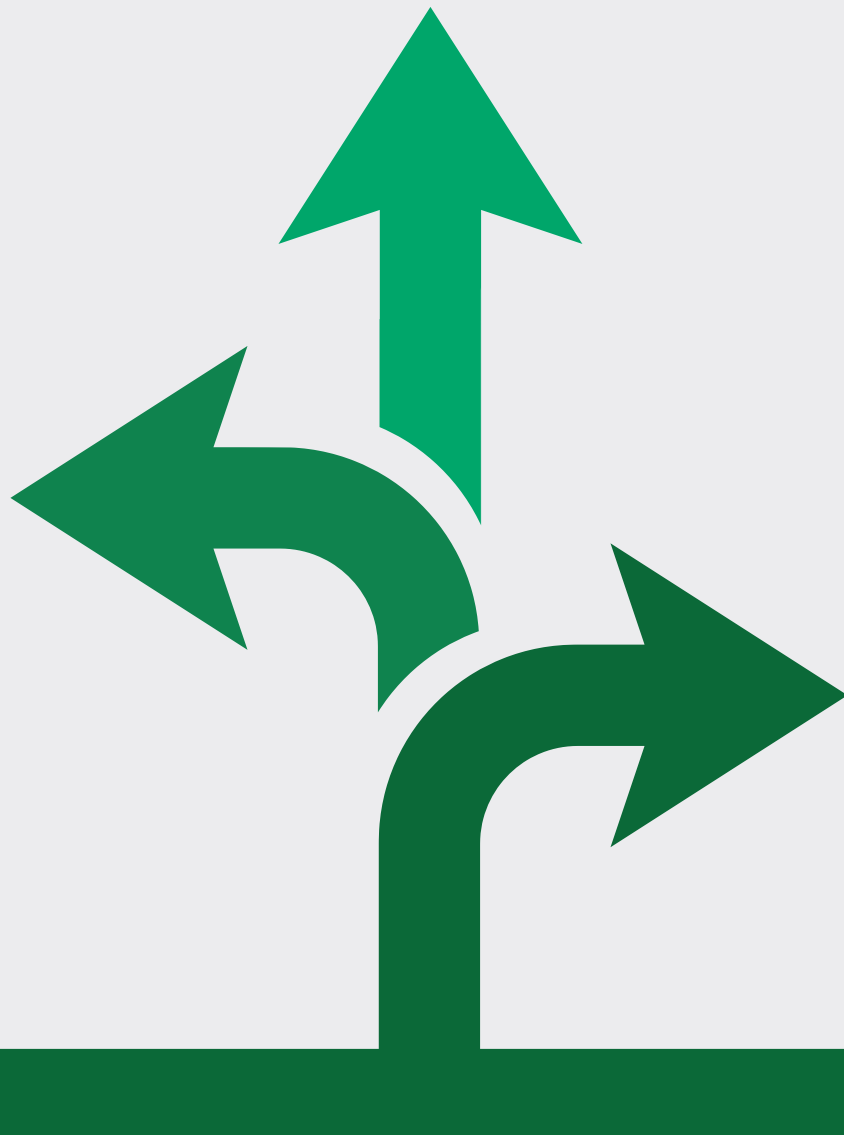
Date

Superintendent's Signature

Date

SECTION 5

RESOURCES
FOR SCHOOLS





NHED TECHNICAL ADVISORY FOR HB 1661

During the 2021-2022 legislative session, HB 1661, which was part of an omnibus bill, was passed into law. HB 1661 addresses the following topics:

- *Regional Career and Technical Education Agreements (RCTEA) and Calendar Conformity*
- *Access to Instructional Time*
- *Credit Competencies*

The provisions within HB 1661 which pertain to CTE became effective on July 1, 2022. However, the requirements for Regional Career and Technical Education Center agreements (RCTEA) pursuant to RSA 188-E:1-a and RSA 188-E:5, are not to be implemented until the administrative rules which are required to be created by these sections are adopted and effective.

The New Hampshire Department of Education issued a Technical Advisory to inform districts and regional centers of these changes. The Technical Advisory is included below.



TECHNICAL ADVISORY

Subject: <i>Requirements for Regional Career and Technical Education (CTE) Center Agreements</i>	Legal Reference—HB 1661 (2021-2022 legislative session) • RSA 188-E
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This Technical Advisory continues the New Hampshire Department of Education’s communication regarding new legislation, which was passed during the 2021-2022 legislative session. HB 1661, which was part of an omnibus bill, sets forth the requirements of the Regional Career and Technical Education Agreements (RCTEA).

The requirements for the RCTEAs become effective upon the adoption and effective date of the rules which are required pursuant to HB 1661.

During the 2021-2022 legislative session, HB 1661, which was part of an omnibus bill, was passed into law. HB 1661 addresses the following topics, all of which are discussed in greater detail below:

- Regional Career and Technical Education Agreements (RCTEA) and calendar conformity;
- Access to Instructional Time; and
- Credit Competencies.

Regional Career and Technical Education Agreements “RCTEA” and calendar conformity—

HB 1661 created a new section, RSA 188-E:1-a, which will require each regional career and technical education school—receiving and sending—to be governed by a Regional Career and Technical Education Agreement or “RCTEA.” In short, the RCTEA was created to address issues of calendar and schedule conformity. As such, the RCTEA agreements must minimize calendar and schedule conflicts to better support CTE students with as many hours as possible to fulfill their program requirements. To achieve this goal of conformity, each RCTEA must address the following issues:

- A calendar conformity agreement, in accordance with RSA 188-E:5, VII(a) and (b), by aligning the school calendars of sending schools with the school calendars of CTE programs at the receiving school;
- Schedule alignment needs such as disruptions due to differing start and stop times, unscheduled school closures or events, and daily class start/stop times;



- The provisions to fulfill the recognition of credits in RSA 188-E:5, XIII (this new paragraph was created by HB 1661, and is discussed in more detail below);
- Include a plan for sending and regional schools to provide tuition and transportation for any student from a sending school who wishes to attend a CTE program, subject to the attainment of prerequisites, space availability within the programs, and appropriate qualifications under the statute; and
- Sending districts shall be responsible for ensuring student schedules allow for full access to CTE programs that are offered at the regional CTE center, to include travel time.

The RCTEA agreement is required to be renewed every four (4) years and must be submitted to the Commissioner of the Department of Education for review and approval. While the Commissioner may not approve a RCTEA which does not comply with HB 1661, a RCTEA may contain provisions for a waiver by the commissioner of dissimilar days for extenuating or emergency purposes. If the Commissioner determines that all schools within the RCTEA have plans and are reasonably working towards the implementation of an aligned calendar to ensure compliance with the law, an annual waiver may be approved, but such a waiver cannot be extended beyond July 1, 2026.

Access to Instructional Time, RSA 188-E:5, VII—

HB 1661 also repealed and re-enacted RSA 188-E:5, VII, which pertains to access to instructional time. The law now reads that “[a]ll career and technical education students shall be given access to career and technical education programs for the instructional time for those programs.” The law still provides that the student’s career and technical education center and the sending district can submit a joint application for the commissioner to grant a waiver on a case-by-case basis from the instructional time requirement. However, a new provision was added to allow for a student waiver to be made on a case-by-case basis as well in accordance with the approved procedure in the RCTEA.

CTE Credits, RSA 188-E:5, credit competencies—

HB 1661 also added a new section to RSA 188-E:5 to address awarding subject credit toward district graduation by demonstrating proficiency in a regional career and technical education course which is embedded with content area competencies. Specifically, the new section, paragraph XII, provides as follows:

A student shall be awarded required subject credit towards district graduation by demonstrating proficiency in a regional career and technical education course or program that is embedded with content area competencies that meet or exceed the district subject and required course competencies. Sending school graduation competencies embedded in a career and technical education course or program used to earn the equivalent or to earn partial credit to satisfy the required graduation competencies shall align with the skills, knowledge, and work study practices as determined by the local school district and in accordance with the terms of the RCTEA. A student who demonstrates proficiency in the embedded CTE course or program competencies and who is determined to have met the content area academic standards required by the high school shall have such credits counted toward the required program area for a high school diploma.

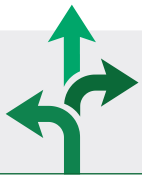
This new section addresses access to CTE program issues for students—for example, if a student needs an additional math course for graduation, such a requirement could prevent the student from taking a CTE program. However, under this new provision, the student could demonstrate that the required math competency is part and parcel of the desired CTE program, thereby fulfilling the graduation requirement and still allowing for participation in CTE.

Effective Dates—

The provisions within HB 1661 which pertain to CTE as set forth above, became effective on July 1, 2022. However, the requirements for Regional Career and Technical Education Center agreements (RCTEA) pursuant to RSA 188-E:1-a and RSA 188-E:5, are not to be implemented until the administrative rules which are required to be created by these sections are adopted and effective.



For questions related to this Technical Advisory, please contact:
Jeffry W. Beard, EdD Deputy State Director for Career and Technical Education
Tel. 603-271-3729 | Email: Jeffry.W.Beard@doe.nh.gov



New Hampshire

Department of Education

ENGAGE program supports students, breaks down barriers to school engagement

CONCORD, NH — Since its launch four months ago, 22 school districts are now taking advantage of ENGAGE New Hampshire – a new student success program in partnership with the New Hampshire Department of Education and Graduation Alliance.

ENGAGE New Hampshire pairs students with a personal Academic Success Coach who helps promote school engagement and remove barriers to attendance. Students receive help navigating academic and social-emotional challenges through resources, tips, and a listening ear from their coach. To date, more than 1,000 New Hampshire students have been referred to ENGAGE for assistance.

“Through ENGAGE we are expanding the support network for students that may need a little extra encouragement. Most students enrolled in the program are in touch with their coach multiple times a week, receiving motivational messages and progress check-ins and talking one-on-one through any challenges they may be facing,” said Frank Edelblut, education commissioner. “ENGAGE has also identified some of the obstacles our students are experiencing so that schools can intervene and provide support directly to students based on their individual needs.”

Eighty-three percent of students in grades K-5 and 74% of students in grades 6-12 who responded to a barrier assessment reported not having access to reliable transportation to and from school. Fourteen percent of students in grades 6-12 who responded to the barrier assessment said they didn’t know how to contact their teachers. This type of information is critically helpful to educators since it identifies students that may need additional guidance or support. Concurrently, coaches can help students get connected with their teachers and other resources at their schools.

“Our coach was very attentive and made me feel like our needs were truly heard,” Carissa Vestal, an ENGAGE New Hampshire stepparent, said when asked about her family’s experience with their ENGAGE Academic Success Coach. “She helped offer ideas and was just down to earth as well as accommodating when it came to setting up calls.”

The program also helps students set goals to complete missed assignments, submit schoolwork in a timely manner and get back on track to improve academic performance. About 55% of New Hampshire families successfully contacted by the ENGAGE team have enrolled their student(s) in the program, which currently has 195 participants.

PRESS RELEASE JANUARY 13, 2023

For more information, visit this [webpage .pdf Icon](#) or email Erin Luper at erin.luper@graduationalliance.com.



Parents and educators may seek to participate in student programs that supplement or expand a student’s learning opportunities in the regular school program. One source of vetted programs is the NASSP List of Approved Contests, Programs, and Activities for Students, which is published annually by the National Association of Secondary School Principals (NASSP). As stated on the NASSP website (<https://www.nassp.org/nassp-approved-student-programs/?scaa-filter-sort=name#post-15439>), “the purpose of this list is to assist principals, teachers, parents, and students in determining the legitimacy and educational value of a variety of external student program opportunities.”

“ the purpose of this list is to assist principals, teachers, parents, and students in determining the legitimacy and educational value of a variety of external student program opportunities. ”

NASSP reviews programs based on the following standards:

- Educational value
- Financial support
- Organizational structure
- Promotional accuracy
- Fair, appropriate adjudication

NASSP reserves the right to remove programs temporarily or permanently from the national list if programs fall below the standards for approval. Programs that do not appear on the national list are not necessarily without merit. NASSP states that each school should determine the contests and activities in which it chooses to participate.

Approved Contests, Programs, and Activities for Students can be found on the NASSP website. Interested principals, teachers, parents, and students can search the list by school level. The decision to participate in or endorse any of these contests, programs, or activities is that of the school district leadership.

The following is an example of one of the approved programs, DECA International Career Development Conference, and the extent of information provided on the NASSP website.

DECA International Career Development Conference Sponsor: DECA Inc. DECA prepares students as emerging leaders and entrepreneurs in marketing, finance, hospitality, and management. DECA’s International Career Development Conference brings together 20,000 students, teachers, and business professionals for several days of competition, leadership, and networking.

Web Address	https://www.deca.org/icdc
Email	christopher@deca.org
Phone	703-860-5000
Address	1908 Association Drive Reston, VA 20191
Start Date	April 22, 2023
End Date	April 25, 2023
Registration Deadline	March 19, 2023
Grades	9-12
Days Missed	3
Scope	National



The New Hampshire Department of Education (NHED) is piloting an after-school hours alternative diploma program called After Hours. This program can lead to high school graduation through the Adult Education (AE) Program while simultaneously enrolling in a Career and Technical Education (CTE) Program to begin preparing for a career, postsecondary training, or job entry.

The pilot program will be conducted during the 2023-2024 school year in two school districts, Dover School District and Exeter Region Cooperative School District.

Schools throughout New Hampshire have multiple paths to graduation that include a variety of ways to earn credits or meet requirements for a high school credential. While opportunities are available to earn a diploma through several alternative pathways, some students may not be able to participate in a CTE program and prepare for the workforce in a pathway that meets their needs. The New Hampshire Department of Education targeted adult education and career development funds to pilot a new model for preparing high school students for graduation by meeting the requirements of an Adult Education Diploma that includes a career program component. This program not only prepares students to meet adult education graduation requirements, but it will also prepare students to develop competencies required for an industry certification in a CTE program. After Hours alternative diploma programs are developed in response to some students' desire to complete high school in a nontraditional format. For example, one student may not have accumulated enough credits to graduate in a reasonable timeframe, and another student may need flexibility during the school day to care for a family member,

so participating in the regular high school program is not feasible. After Hours shifts the time during the day when courses are offered to meet these and other personal needs of students. All classes that are taught through AE and the local or regional CTE program are scheduled after regular school hours, which may be in the late afternoon and/or evening. Students may be enrolled in integrated education and training opportunities that provide work-based experiences to accompany occupational training.

During the 2023-2024 pilot year, the New Hampshire Department of Education will develop an After Hours Program Manual based on successful practices used by both school districts that led to successful outcomes for students. This resource will be available to NH schools interested in developing an After Hours Program.



The pilot program will be conducted during the 2023-2024 school year in two school districts, Dover School District and Exeter Region Cooperative School District.



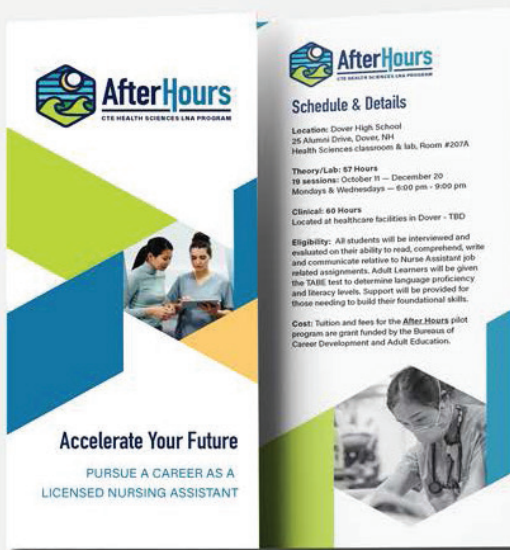


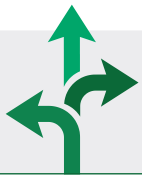
Example of Alternative Learning Program Brochure

Schools often create brochures to share with parents, school boards, teachers, or students that describe special programs or events. When school staff are creating promotional materials for alternative learning programs, they may ask about information other schools are putting in similar materials. What is enough content or what is too much?

The following is a recently developed tri-fold brochure being used at the Dover Regional Career Technical Center. It is a good example of promotional material that is eye-catching, explains a program and may attract program participants.

Dover Regional Career Technical Center Brochure



**Example of
Alternative
Learning
Program
Brochure**

It is not uncommon for districts to publicize school programs that either are new or not well understood by the school community. Sometimes it is helpful to develop brochures or similar materials to place on the school's social media, distribute at school and public events, or place in the school for counselors or other staff to use when speaking with students and parents.

To assist school leaders in the development of materials related to programs offering credit toward a diploma or high school equivalency and programs offering a secondary school credential, this resource guide is providing the following information

1 - Suggested content for informational materials

- Headings suggest how the brochure can be organized to be easily understood. Selected content should be informative and brief. It should engage the reader and encourage those interested to contact the school through the contact person(s) provided.
- The content can be customized to include the school's name, logo, and contact information using school colors.
- Images for these materials shall be selected by the school or district.

2 - Two different layouts of information, one comparing two programs leading to a high school credential and one listing four programs that offer ways to earn credits that can be applied to a diploma

For illustrative purposes only, two content templates are provided for developing and organizing content in a brochure format. One template provides high school credential/diploma options available for a student who will not graduate with a regular diploma from the school district. This layout aids a student/parent in comparing options for high school completion and determining if they should seek additional information from the school.

The second template informs a high school student/parent about one or more available options for acquiring credits to be applied to the high school diploma requirements. One student might choose only one of the options, while another student might choose to pursue two or more options. The content only introduces the programs and does not provide all of the information a student/parent would need to know before deciding to pursue one or more of the options. This template can be modified to include fewer or greater numbers of programs.

3 - An example of a brochure being used in a New Hampshire regional program

Dover Adult Learning Center and Dover Regional Career and Technical Center developed a student recruitment brochure for their After Hours program (i.e., After Dark program). This brochure is included as an example of recruitment materials that are well designed and engaging. It is found with the After Dark program information in Section 6 of this Resource Guide.



Program Content for Alternative High School Credentials



**Example
Brochure 1**

Brochure Cover Title:

ALTERNATIVE PATHWAYS TO HIGH SCHOOL COMPLETION

How to reach your goal of completing high school

- Image of high school student(s) and/or adult learner
- Name of school with school logo
- Other information, such as Adult Education Regional Center, Career and Technical Education or Technology School location with school contact person (e.g., career counselor, principal, or program director)

Inside Brochure:

Description of two different programs available to complete a high school credential

1. Adult Diploma Program

- Image of students working with teacher
- Brief description of program including how it differs from traditional credit-based courses needed for standard high school diploma
- Length of program
- Who is eligible to participate in adult education
- Type of student who is most successful in this program
- When and where classes are conducted
- Quote from a program completer
- Who to contact at the school or Adult Education office for additional information

2. HiSET High School Equivalency Credential

- Image of student working independently
- Brief description of HiSET testing program including five subject areas tested
- Length of program
- Who is eligible to earn the HiSET credential
- Preparation needed for student to be ready to test
- Location of test preparation program
- Testing schedule and cost of five HiSET tests
- Type of student who is most successful with this completion option
- Quote from a HiSET completer
- Who to contact at the school or Adult Education office for additional information

Outside Brochure:

Content to motivate the reader to learn more about these two programs

- Reminder that completing a high school credential is needed to enter postsecondary education and training or to enter military service
- Reminder that education leads to higher pay. Can include U.S. Census median annual earnings data that a high school graduate (including high school equivalency) between the ages of 25 and 34 who works full-time earns 22% more annually than a non-graduate. The same age group with an associate's degree earns 13% more than a high school completer.
- Evidence that these programs work, such as a motivational statement or quote from program completer
- Date to apply for programs



Program Information for Credit-Bearing Alternative Programs



Example Brochure 2

Brochure Cover: Brochure or piece of content online that lists all alternative programs with ways to earn credit

*Title: **ALTERNATIVE PROGRAMS FOR EARNING HIGH SCHOOL CREDIT***

- List program titles (in this example, Extended Learning Opportunities, Career Academy, Education Freedom Accounts, and Adult Diploma Program Credit Courses)
- Use image of high school student(s) in setting(s) associated with one or more programs offered
- Provide name of school with school logo
- Include other information, such as primary school contact person (e.g., career counselor, principal, or program director) and school information (address, phone, website, etc.)

Inside Brochure: Explain that there are several ways a student in this high school can earn credits that apply toward high school graduation (i.e., the diploma) in addition to regular high school courses. List alternative programs the high school offers.

Extended Learning Opportunities (ELOs)

- Brief description of program including how it differs from traditional credit-based courses needed for the high school diploma
- Type of student who is most successful in this program
- Where classes are conducted

Career Academy

- Brief description of program including how it supplements the traditional CTE courses applied to the high school diploma
- Type of student who is most successful in this program
- Where classes are conducted and the schedule for completion

Education Freedom Accounts

- Brief description of program including how the funds support earning credits needed for the high school diploma
- Program eligibility

Adult Diploma Program Credit Classes

- Brief description of program including how it differs from traditional credit-based courses needed for high school diploma
- Type of student who is most successful in this program
- When and where classes are conducted
- Typical circumstances that make this option desirable (e.g., ability to recover credits to graduate on time or need to work during school hours)

Outside Brochure: List the contact information for each of the programs, including the contact persons at the high school and adult education center if appropriate. For programs that have timelines for applications, provide all important information especially if a decision about program entry is made several months in advance of the beginning of the school year.

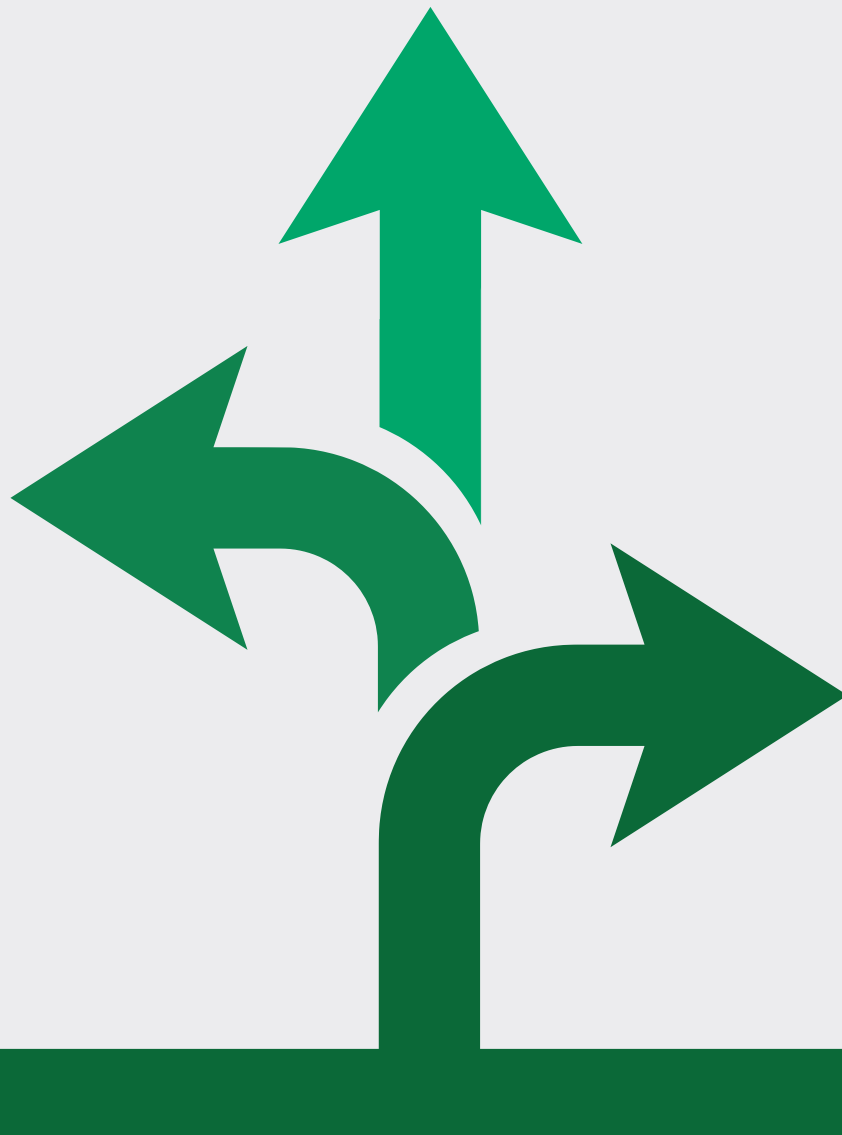
Before you publish:

As you complete the content for hard copy or social media content, there are a few things to do as a quality check.

- » Check all QR codes, hyperlinks, and websites for functionality.
- » Update any changes in staff who have recently assumed responsibilities for the alternative programs.
- » Conduct a readability test of the content. For information in the public domain, written content should be no higher than an 8th grade reading level. To get started, the Flesch-Kincaid readability grade level is provided in Microsoft WORD.
- » Follow your district's policy for maintaining reading accessibility and website accessibility for persons with disabilities. To get started, Microsoft WORD offers *an accessibility check*.

SECTION 6

RESOURCES FOR STUDENTS
AND PARENTS





ENGAGE NEW HAMPSHIRE Attendance Recovery Program

ENGAGE New Hampshire is a partnership between the New Hampshire Department of Education and [Graduation Alliance](#) to provide coaching and mentoring support to middle and high school students who are disengaged from school, chronically absent from school, and academically at risk of falling behind grade level and course expectations that can result in not earning required credits for graduation.

The program harnesses Graduation Alliance's technology-enabled infrastructure coupled with robust human support to address the academic performance, academic resources, and social-emotional needs of students and families with the goal of stabilizing and improving academic engagement and achievement.

ENGAGE New Hampshire is available to New Hampshire school districts at no cost. Districts are required to opt-in to the program.

Goals of ENGAGE New Hampshire

- Reach students as fast as possible
- Identify students' academic and success barriers
- Provide to students individualized, ongoing coaching support
- Stabilize and improve students' attendance and academic performance

Academic Success Coaching

Students who are referred to the program and agree to participate will receive free Academic Success Coaching to ensure they receive all of the resources they need to increase their school attendance, improve their academic performance, and, ultimately, make it to graduation. The ongoing support provided by Academic Success Coaches will vary by the intervention support level and needs of the student but could range from daily

outreach to periodic check-ins with students and parents. This support is aimed at breaking down barriers to engagement and academic success. These barriers can be anything from academic achievement, navigating and ensuring access to academic resources, and mitigating the social-emotional barriers that students and families are facing. This model is responsive to changes in student barriers over time.

Eligible Students

The launch of the program supports 2,000 referred students in grades 6-12 during the 2022-2023 school year. Eligibility criteria developed by the state include students who:

- Are chronically absent
- Are disengaged from learning
- Are academically at-risk (i.e., in danger of failing one or more courses)



GRADUATION ALLIANCE RESOURCES

[White paper: Self-Identified Student Barriers:](#)

How the COVID-19 Pandemic Has Created a Superclass of At-Risk Students and What We Can Do About It

Additional Information

To learn more about this program, Graduation Alliance offers information on their [website](#).

For information on ENGAGE New Hampshire, watch a video about the program, or register a school for the program, visit ENGAGENH.GraduationAlliance.com.



For information on your school's participation in ENGAGE New Hampshire, contact a school counselor.



PARENTS Why do students need career counseling?

Career counseling is important, and in today’s world students need information about career pathways while they are in high school. Why is that so? Jobs are changing to reflect the integration of technology in all industries, and careers are broadening to reflect more sophisticated skill sets needed for companies to compete internationally. Even small employers are adjusting how they work to utilize automation and artificial intelligence.

Students have many options as they identify careers that are of interest to them. Schools have a responsibility to share information about careers throughout the high school years, so students make choices based on current information.

ADDITIONAL NOTES _____

STUDENTS Talking with a counselor about my future will help me.

- ✓ Choose a path to employment after high school
- ✓ Learn about career development courses in my high school or regional career center
- ✓ Think about the skills I’ll need for the job I want
- ✓ Choose a training program that will prepare me for a good-paying job
- ✓ Learn about jobs available in my community
- ✓ Know the cost of education and training programs after high school
- ✓ Provide information about apprenticeships that are available locally
- ✓ Complete applications for training programs
- ✓ Prepare for and interview for a job



**NATIONAL CAREER CLUSTERS® FRAMEWORK
STUDENT INTEREST SURVEY FOR CAREER CLUSTERS®**

Talking with your child about their future and the choice of a career is challenging, especially as jobs change and new jobs are created across all industries. While you know that all students need to read well, understand math, and work comfortably on a computer, you may feel challenged to advise your child about the right career pathway.

It may be helpful for you to become familiar with the list of 16 career clusters used throughout education to discuss careers and career pathways. The National Career Clusters Framework can be found at <https://cte.careertech.org>.

Tools are available to help you discuss career options. One type of tool that is used by many counselors is an interest inventory. Interest inventories are designed to help students understand what their interests are that could lead to a career choice. One inventory that is available online is the Student Interest Survey for Career Clusters® found at <https://careertech.org>. This is a career guidance tool that allows students to respond to questions and identify the top three Career Clusters of interest based on their responses. This resource is found on the Advance CTE website, the organization of state career and technical education state leaders.

ADDITIONAL NOTES _____

Career Clusters®

- Agriculture, Food & Natural Resources
- Architecture & Construction
- Arts, A/V Technology & Communications
- Business Management & Administration
- Education & Training
- Finance
- Government & Public Relations
- Health Science
- Hospitality & Tourism
- Human Services
- Information Technology
- Law, Public Safety, Corrections & Security
- Manufacturing
- Marketing
- Science, Technology, Engineering & Mathematics
- Transportation, Distribution & Logistics



Parents. . .

- ◆ Does your child need an alternative program for earning credits to graduate or complete a high school equivalency certificate?
- ◆ Does your child need a schedule that offers classes in the afternoon or evening?
- ◆ Is your child interested in enrolling in community college while in high school?
- ◆ Does your child have a special interest that could merit high school credit?
- ◆ Does your child need financial support for a special curriculum?
- ◆ Would your child be a good candidate to learn on line?

Checklist for Parents

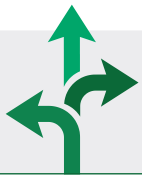
These are some of the reasons parents have for exploring alternative ways to complete high school. Fortunately, New Hampshire school districts offer a variety of options that may be a good match for your child's needs or interests. Your son or daughter's high school counselor can explore these options with you.

If you plan to discuss one or more alternative high school completion programs or options for earning credits toward graduation with your child and the school counselor, do your homework first. Find information on the program you are considering so you can become familiar with all requirements for student admission or selection by the school. You will want to understand what the alternative program expects from participating students and how that differs from the regular high school program's expectations of all students.

When you meet with school staff, you'll find it helpful to have a list of questions that you have prepared prior to the meeting. When you have identified a program that is a good match to the needs of your child, take notes on what more you need to know to make an informed decision about your child's education. Use the notes and questions to guide your meeting with the school counselor and teachers who work in the program.

Remember, the goal of offering alternative pathways to high school completion is to meet individual student needs whenever possible. Finding a good fit for an individual student will only occur when the student, parent, and school team agree that a different way to earning credits or completing an alternative program is in the best interest of the student.

- ✓ Identify why the student needs an alternative program or way to earn credits
- ✓ Study the program options in the Department of Education's Resource Guide or materials available in the student's school
- ✓ Develop a list of questions you have for the school counselor and program teacher and meet with them to discuss how the program works
- ✓ Visit the program if this is permissible in your school district
- ✓ Help the student understand program requirements such as the attendance policy, length of the program, and how successful completion of the program is measured or graded
- ✓ Understand the next steps for the student after the program – postsecondary education, job training, or job entry



For Counselors to Use with Students Read the 60 work activities below. Place a check in the box by the activities you would like to do. Do not think about how much education/training is needed or how much money you will make! Count the number of checks for each shaded section and write that total in the box to the right of each section. These are your scores for each interest area.

- Build kitchen cabinets
Lay brick or tile
Test the quality of parts before shipment
Repair household appliances
Repair and install locks
Raise fish in a fish hatchery

- Set up and operate machines to make products
Assemble electronic parts
Drive a truck to deliver packages to offices and homes
Put out forest fires

Realistic checks Total

- Develop a new medicine
Study ways to reduce water pollution
Conduct chemical experiments
Study the movement of planets
Examine blood samples using a microscope
Investigate the cause of a fire

- Develop a way to better predict the weather
Work in a biology lab
Invent a replacement for sugar
Do laboratory tests to identify diseases

Investigative checks Total

- Write books or plays
Play a musical instrument
Compose or arrange music
Draw pictures
Repair and install locks
Create special effects for movies

- Paint sets for plays
Write scripts for movies or television shows
Perform jazz or tap dance
Sing in a band
Edit movies

Artistic checks Total

- Teach an individual an exercise routine
Help people with personal or emotional problems
Give career guidance to people
Perform rehabilitation therapy
Do volunteer work at a non-profit organization
Teach children how to play sports

- Teach sign language to people who are deaf or hard of hearing
Help conduct a group therapy session
Take care of children at a day-care center
Teach a high-school class

Social checks Total

- Buy and sell stocks and bonds
Manage a retail store
Operate a beauty salon or barber shop
Manage a department within a large company
Start your own business
Negotiate business contracts

- Represent a client in a lawsuit
Market a new line of clothing
Sell merchandise at a department store
Manage a clothing store

Enterprising checks Total

- Develop a spreadsheet using computer software
Calculate the wages of employees
Proofread records or forms
Inventory supplies using a hand-held computer
Install software across computers on a large network
Record rent payments

- Operate a calculator
Keep inventory records
Keep shipping and receiving records
Stamp, sort, and distribute mail for an organization

Conventional checks Total

In the boxes below, write the names of the interest areas with the three highest scores. The first box is your highest or primary interest. If there are ties, choose the interest with activities that you think are the best fit for you.

1 2 3



Parents Guide: A SUCCESSFUL SCHOOL CONFERENCE

1 PREPARING

- ✓ Assemble student records and other materials that profile your child's school success and challenges.
- ✓ Request a conference with the counselor and teachers as appropriate.
- ✓ Review school options and policies.
- ✓ Prepare a list of questions relevant to the purpose of the conference.
- ✓ Talk with your child about why you are meeting with the counselor.

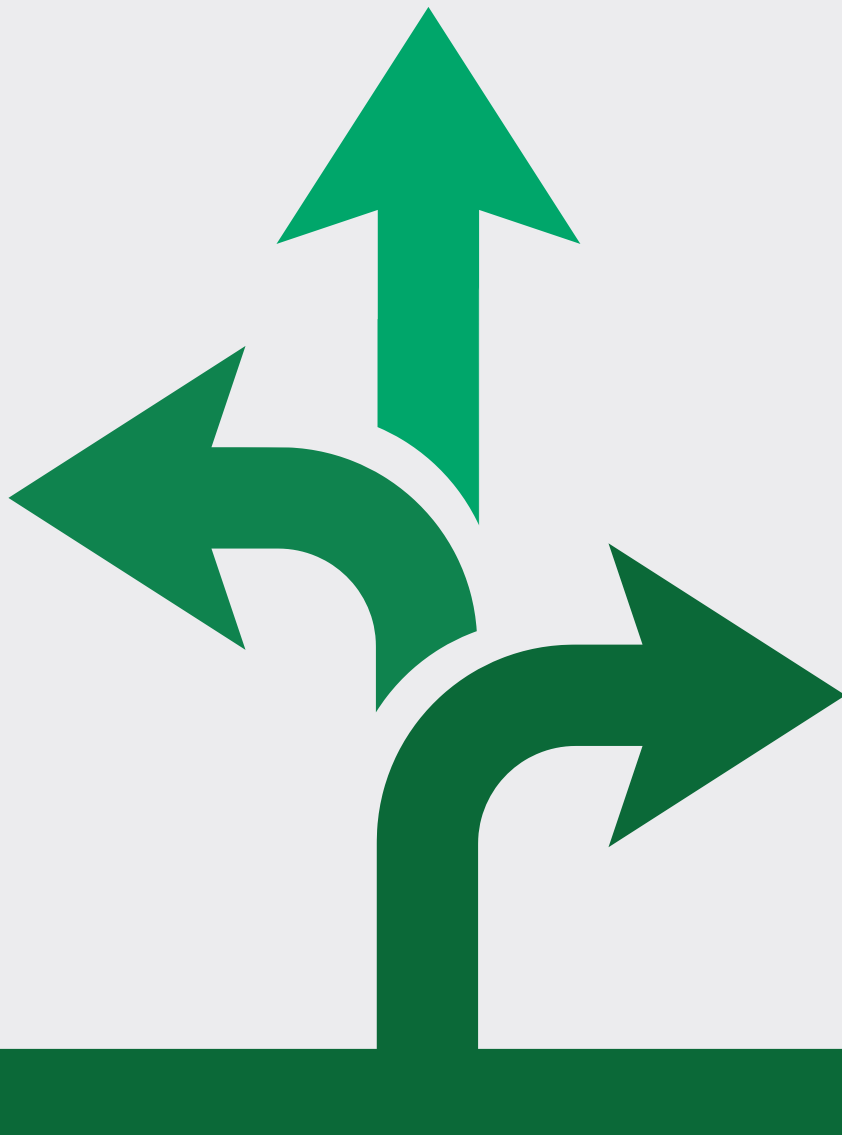
2 DURING

- ✓ Listen and take notes.
- ✓ Ask the questions you prepared.
- ✓ Ask the questions you based on what is being discussed. It never hurts to ask for clarity when something is not clear to you.
- ✓ Be honest about any challenges your child is experiencing at school.
- ✓ Stay positive and look for a solution to any problem being discussed by either the school staff or you.
- ✓ Find the path for moving forward that supports the student. The conference is a collaborative effort to help the student be successful in school and life. You should conclude the conference with a timeline for next steps.

3 AFTERWARD

- ✓ Review your notes. Continue to ask the counselor or teachers for clarity if needed to have a good understanding of program options and commitments your child is making.
- ✓ Talk with your child about the results of the conference, including program options that may be a good choice for completing high school.
- ✓ Thank the school staff for their time with you. While it is part of their job to work with parents to make the best choices for students, it never hurts to let counselors and teachers know that you appreciate their working with you to make important changes in the education of your child.
- ✓ Make your decision about a program change, honoring the timeline the counselor gave you.

GLOSSARY





Glossary of Terms and Titles Used in Alternative Learning Programs, Adult Education, and Secondary Education

Adult Education – In the broadest sense, adult education refers to programs that provide options for adults to pursue educational growth, personal interests, and job readiness and licensure. Adult education programs held in New Hampshire communities and managed by school districts focus on basic literacy skills, high school education completion (reading, writing, and language arts; mathematics; science; and social studies), and skill development to prepare workers to fill job vacancies in the state.

Adult High School – This is a secondary school that provides education for adult students who seek a high school credential, either a diploma or high school equivalency credential (GED or HiSET).

After Hours Program – These career development programs are held after regular school hours to serve working adults or students under 18 years of age with family responsibilities during the day. After Hours occupational training programs provide the support of adult education resources to prepare learners for the skills needed in the workplace and to meet the requirements for industry certification exams.

Alternative Learning Plan – A learning plan is prepared for an individual student who requests an alternative program that supports earning credits or completing a high school credential outside the traditional credit-earning/diploma high school program.

Career and Technical Education – Formerly known as vocational education, CTE courses in high school prepare students for a career in one of 16 career clusters defined by the US Department of Labor, the US Bureau of Labor Statistics, and US Department of Education.

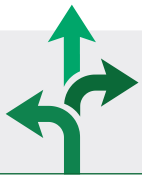
Career development – This is the process of improving work-related competencies as an individual continues on a career pathway that responds to (1) the changes in how work is done, (2) the inclusion of new forms of technology in jobs, and (3) the desire to advance in a career.

Career readiness - Career readiness is the process of preparing students with the skills they need to find, acquire, maintain, and grow within a job.

Charter School – A charter school is a public school of choice that operates under an approved charter that describes the purpose of the school for which it is held accountable.

Dual Enrollment - Dual enrollment agreements allow eligible high-school students to enroll in college coursework and earn college credits while still in high school.

Industry Certification Examinations – These exams are administered after a student has completed training for a job in an industry (e.g., welding, phlebotomy, pharmacy tech, and information technology). An industry certification verifies that a student possesses the knowledge and skills necessary to be successful in a specific area or field. The standards addressed in an industry certification exam are established by industry leaders.



AUTHORITY FOR PROGRAMS

EDUCATION FREEDOM ACCOUNTS - AUTHORITY FOR PROGRAM

The authority for the Education Freedom Account program is [N.H. Rev. Stat., § 194-F:2](#). The [final rules](#) for Education Freedom Accounts were passed by the Joint Legislative Committee on Administrative Rules and the New Hampshire Board of Education in February 2022.

LEARN EVERYWHERE - AUTHORITY FOR PROGRAM

[Ed 1401.01](#) Purpose. Part Ed 1401 through Part Ed 1407 provide rules of procedure to ensure uniform application of RSA 193-E:2-a, V(b) relative to the approval of alternative programs for granting credit leading to graduation, referred to as Learn Everywhere programs. In 2018, Chapter Ed 1400 Learn Everywhere Program for High School Graduation Credit was codified. The State Board of Education approved the rules in June 2022.

[Administrative Rules](#)

Ed 1400, outlines the application, approval, and monitoring process for for-profit and non-profit entities to offer alternative educational programs that meet minimum standards for credit leading to graduation or toward a student's individualized education program (IEP).

ADULT DIPLOMA PROGRAM CREDIT CLASSES - AUTHORITY FOR PROGRAM

Statutory authority is codified in the New Hampshire Revised Statutes Annotated, Chapter Ed 700, 701, and 702 – Adult High School, Basic Education Program and High School Equivalency Program. For more details, see [New Hampshire Adult High School Requirements](#).

EXTENDED LEARNING OPPORTUNITIES - AUTHORITY FOR PROGRAM

HISTORY – New Hampshire's legislation that allows for credit-bearing learning outside the classroom dates back to 2005. In 2008, the NH Department of Education began a multi-year ELO Initiative with funding from the Nellie Mae Education Foundation (NMEF). The initiative provided financial support and technical assistance to ELO pilot sites, facilitating the development of school-level systems to provide students of all types with the opportunity to experience an ELO project.

The pilot and network schools shared practices, strategies, successes, and challenges. A pattern of best practices emerged along with a network of partnerships, included in the [Final Report of Evaluation Findings](#), an evaluation of the initiative by the University of Massachusetts Donahue Institute completed in 2011.

The Extended Learning Opportunities initiative is codified in N.H. Code Admin. R. Ed 306.27 – *High School Curriculum, Credits, Graduation Requirements, and Cocurricular Program*. Districts shall develop local policies that identify how the district shall engage students in creating and supporting extended learning opportunities that occur outside of the physical school building and outside of the usual school day in which students demonstrate achievement as well as other educational experiences and instructional activities required by Ed 306.

PRE-APPRENTICESHIPS & APPRENTICESHIPS - AUTHORITY FOR PROGRAM

Apprenticeship program means “a plan containing all terms and conditions for qualification, recruitment, selection, employment and training of apprentices, including the requirement for a written apprenticeship agreement, that has been approved by and registered with the New Hampshire state apprenticeship council.” N.H. Code Admin. R. App 102.04. The U.S. Department of Labor recognizes State Apprenticeship Agencies in each state. (See [NH Apprenticeship Program](#).)