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Department of Education

New Hampshire Department of Education (NHED) Career and Technical Education (CTE) Policy and Procedure Manual

Information for the major public-facing processes of the Bureau of Career Development (BCD) is needed to provide CTE to NH students.

STATEMENT OF NONDISCRIMINATION

Notice of Non-Discrimination: New Hampshire's (NH) Career and Technical Education (CTE) Programs do not discriminate on the basis of race, color, national origin, sex, gender identity, sexual orientation, marital status, familial status, religion, disability, or age in their programs and activities. NH Secondary CTE Programs provide equal access to Scouts BSA and other designated youth groups. For further information on non-discrimination policies and procedures, visit your local CTE Center website, visit https://ocrcas.ed.gov/contact-ocr for the address and phone number of the Civil Rights office that serves your area, or call 1-800-421-3481.

Audience: CTE directors, district, and building-level administrators

Table of Contents

NHED Local Application for CTE in the 21st Century Act

(Appendix A)

1. Summarize the results of the Comprehensive Needs Assessment (CNA). (conducted Every 2 years due in June)
   a. CNA Guide (Appendix B)
   b. CNA Template (Appendix C)
2. Provide information about the CTE programs and programs of studies funded by Perkins funds. Include:
   - How the results of the comprehensive needs assessment informed the selection of the specific CTE programs and activities selected to be funded.
   - A description of any new programs of study to be developed and submitted to the New Hampshire Department of Education for approval.
   - How students, including members of special populations, will learn about CTE course and program offerings.
3. Describe how the sub-recipient will:
   - Provide career exploration and career development coursework, activities, or services.
   - Provide career information on employment opportunities incorporating the most up-to-date information on high-skill, high-wage, or in-demand industry sectors or occupations.
   - Provide an organized system of career guidance and academic counseling to students, both before enrolling and while participating in a CTE program.
4. Describe how programs will improve the academic and technical skills of students participating in CTE programs, through integration of coherent and rigorous content aligned with challenging academic standards.
5. Describe how the sub-recipient will:
   - Provide activities to prepare special populations for high-skill, high wage, or in-demand industry sectors or occupations.
   - Prepare CTE participants for non-traditional fields.
   - Provide equal access for special populations to CTE courses, programs, and programs of study.
   - Ensure that members of special populations will not be discriminated against on the basis of their status as members of special populations.
6. Describe the work-based learning opportunities the sub-recipient will provide students participating in CTE programs and how the sub-recipient will work with representatives from employers to develop or expand work-based learning opportunities for CTE students.
7. Describe how the sub-recipient will provide students participating in CTE programs with the opportunity to gain postsecondary credit while still attending high school, such as through dual or concurrent enrollment programs or early college high school.

8. Describe how the sub-recipient will coordinate with the New Hampshire Department of Education and post-secondary institutions to support the recruitment, preparation, retention, and training, including professional development, of teachers, faculty, administrators, specialized instructional support personnel, and paraprofessionals, including individuals from groups underrepresented in the teaching profession.

9. Describe how the sub-recipient will address disparities or gaps in performance for core indicators of performance for each of the years covered by the local application.

Regional Advisory Committee

New Hampshire RSA 188-E:4-a, quoted in full below, outlines the requirement for a designated CTE region in New Hampshire to have an advisory committee (Regional Advisory Committee, or RAC). The purpose of this technical advisory is to provide non-regulatory guidance for composition, purpose and function, as well as recommendations for how to best run an effective RAC.

188-E:4-a Advisory Committees.

1. Each designated region shall have a regional advisory committee consisting of representatives from each sending district and the receiving district. Appointees from each district shall represent a reasonable balance of the career cluster areas in the region's approved career and technical education programs. Each regional advisory committee shall have at least 7 members representative of the districts and career and technical education areas and at least one member shall be a certified high school counselor.

2. The regional advisory committee shall advise the receiving district school board on matters related to career and technical education but shall have no legal authority with respect to such board's responsibility.

3. Each regional career and technical education center shall have active program advisory committees representing each approved career and technical education program established at the center. Said program advisory committees shall advise the regional advisory committee on matters relating to their particular approved career and technical education program but shall have no legal authority with respect to the regional advisory committee's responsibility.

Purpose: Regional advisory committees advise, inform, and inspire the provision of high-quality CTE programs of study within New Hampshire CTE regions. Access to CTE, the correct mix of programs offered, and ensuring CTE learners connect with employers to meet the needs of each are all essential elements of the collaborative work done by RACs.

Representation: A reasonable balance of representatives includes a mix of employers, representing the mix of CTE programs available in the area. Special attention should be paid to businesses employing a range of occupations with jobs for CTE program completers from the region. Large employers, including but not limited to municipalities and towns, school districts, hospitals, wholesale and distribution centers, and manufacturing, finance, and healthcare industry partners can provide important input on a range of employment pipeline creation needs, as they employ skilled and knowledgeable workers across the various sectors and CTE career clusters. Also consider drawing on local economic development entities, such as chambers of commerce, industry and trade associations, State, County, and local economic development offices, and community organizations. If CTE centers within the region include trades programs such as Plumbing, Electrical, HVAC, or Building/Construction, any large-scale apprenticeship programs for such trades ought to be represented. In addition to the industry partner representation, seven members are required by statute. These members must represent the sending districts for the region, and at least one school counselor must be a member of the RAC. District representation should include district-level decision-makers or direct reports to such decision-makers. Superintendents, Assistant Superintendents, Principals, Assistant Principals, Directors

of School Counseling, Special Education Directors, and CTE Directors are all appropriate representatives. Work Based Learning (WBL) coordinators and counselors, or Extended Learning Opportunity (ELO) coordinators are also valuable additions to a RAC. While not required, it is also a good idea to include representation from any post-secondary partners in the region, especially from Community College of New Hampshire (CCSNH) colleges. Post-secondary partners can help to ensure there are seamless programs of study in place within regions, allowing learners to progress from high school CTE to post-secondary CTE (including apprenticeship opportunities).

Frequently Asked Questions:

Q: How many times a year does a RAC have to meet?

A: There is no set amount of times per year set in laws or rules for RACs to meet. Historically, most regions have met twice a year, once in the Fall, and once in the Spring. If the meetings are attended by the proper mix of required and recommended attendees, and the RAC addresses essential items of business, this twice a year meeting norm would be sufficient. In the case of preparing for a Perkins Application (four-year plan for CTE at Regional CTE Centers within the region) or when putting together information for CTE center or space renovations, it may be helpful to convene the RAC (or working groups/subcommittees) more often.

Q: Are there any other RAC requirements?

A: Yes. CTE Regional agreements establish things like numbers of CTE students from each sending district, calendar, and schedule alignment among sending and receiving districts, and other items related to the provision of CTE within a region. The signatories of a regional agreement are the school board chairs of each sending district, the receiving district, and Commissioner of Education for New Hampshire. While the RAC members do not sign the regional agreement, the RAC must be a key set of advisors to make recommendations for the regional agreement.

Q: What role does the RAC play in new program approval?

A: The RAC helps to determine the proper mix of programs for a CTE center, and in the case of a region with multiple CTE centers, the proper mix of CTE programs within the region. Program Advisory Committees (PACs) make recommendations that inform a new program application, and RACs should be made aware of any such recommendations. New program applications should align with the results of the Comprehensive Needs Assessment (CNA) that Perkins requires be conducted every two years.

Q: The Bureau of Career Development asks to see RAC minutes during their annual monitoring visit, as part of the whole center review. How come?

A: The BCD asks for RAC minutes as way to determine the required representatives outlined in statute are part of the RAC, but more importantly, in order to identify ways, we can provide technical assistance or other support to ensure the RAC for your region is meeting your needs as you work to provide high-quality CTE to young people across our state.

New Program Approval

[(Appendix D)](#)

New Hampshire CTE programs at the secondary and postsecondary levels require approval at the State level. New programs are comprehensively reviewed by the Bureau of Career Development staff to ensure sub-recipients are providing a program that meets the mission and strategic objectives for funding by The Strengthening Career and Technical Education for the 21st Century Act.

All submitted applications are reviewed for demonstration of the program's regional workforce alignment and need. Programs are reviewed considering size, scope and quality using the Program Quality Assessment Tool (PQAT) [(Appendix T)](#) as they relate to the goals of NH Career and Technical Education and The Strengthening Career and Technical Education for the 21st Century Act.

Secondary

A regional career and technical education (CTE) center seeking approval to implement a new CTE program must complete a New Program Application. A separate application must be filed for each CTE program seeking approval. An application will not be processed until all information is provided and signed by the appropriate official(s). The application process begins when a CTE Center receives acknowledgement to apply after receipt of their Letter of Intent. The New Program Application with the required supporting evidence and artifacts will then be submitted for a full review. When a CTE center receives a final letter of approval, the program will be added to CATE (Career and Technical Education Database) and is then eligible to receive Perkins funding.

Process:

A New Program Letter of Intent to apply is submitted to the Bureau of Career Development via email by December 1 of the year prior to the school year during which the center intends to implement the new program.

Application for New Program Approval

If the Letter of Intent to apply has been accepted, Center will be prompted to upload complete application and all supporting documentation to an assigned Google Drive folder (link will be provided). Please notify BCD staff when all documentation has been submitted for review.

On-site visit may be requested by Bureau

Following review of all submitted materials, an on-site visit by Bureau staff may be requested to review lab and classroom space.

Bureau Staff Review

Bureau staff will review all programs in the same comprehensive and consistent manner following the New Program Approval Rubric. Programs will be granted one of the following statuses based on analysis of evidence and documentation provided:

- APPROVED – Program submitted application, evidence/documentation rated as "Promising" across all rubric dimensions
- APPROVED with Technical Assistance – Program submitted application, evidence/documentation rated as "Promising" in most dimensions. There are dimensions rated as "Building". There are no areas that are rated as "Emerging".
- RETURNED – Program submitted application, evidence/documentation rated in a dimension as "Emerging". The New Program Application will be returned to the CTE center with the offer for technical assistance by the Bureau with the goal to improve areas rated as "Emerging" and "Building".

Letters

Centers will be sent a letter regarding application designating the status above and indicating next steps. Approved programs will be added to CATE and be eligible to receive funding.

Postsecondary

All CCSNH Consortium College CTE programs are developed to provide sufficient educational infrastructure to support existing and future business and industry in the region. Programs provide easily accessible education that meets the needs and desires of the student customer market and are developed in consideration of the social, economic, and demographic and employment needs of the local region and community.

For a new program to be approved at the CCSNH Consortium Colleges, substantial work is done on the new program to include a letter of intent briefly describing the program, its research, development, and approval process by faculty, Curriculum Committee, and Administration on the host campus, along with its documented need and anticipated enrollment and costs. This information is shared with the Vice President of Academic Affairs (VPAA) group for review and possible development collaboration. Once the proposal is accepted by the VPAA's it is then forwarded on to the State Leadership Team at CCSNH for approval, then to the CCSNH Board Academic and Student Affairs Committee. If approved, it is then sent to the full CCSNH Board of Directors for approval.

After approval from the CCSNH Board of Directors level, the college Perkins Manager will submit above packet of information to include the letter of intent briefly describing the program, its research, and development along with documentation of connections to secondary to the CCSNH Perkins Consortium Director who will review it and request additional information if needed. A final package will be sent to the NH Department of Education's Career Development Bureau for approval.

Process:

Letter of Intent
- describing the program, its research, development, and approval process by faculty, Curriculum Committee, and Administration on the host campus, along with its documented need and anticipated enrollment and costs. This information is shared with the Vice President of Academic Affairs (VPAA) group for review and possible development collaboration

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Proposal Exceptance
- Once the proposal is accepted by the VPAA's

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Forwarded to State Leadership Team at CCSNH for Approval

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CCSNH Board Academic and Student Affairs Committee.

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If approved, it is then sent to the full CCSNH Board of Directors for approval.

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After approval from the CCSNH Board of Directors

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The college Perkins Manager will submit packet to the CCSNH Perkins Consortium Director

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Final Packet Submitted to DOE BCD

Funding Opportunities

There are two types of grant funding opportunities offered by the NH Department of Education: Formula Grants and Reserve Grants. (Appendix: E)

Formula Grants:(Appendix F)

The annual allocation granted to CTE programs in New Hampshire (the Perkins Program Improvement Grant) is a formula grant. NHED uses a formula, outlined in Section 131 of the Strengthening Career and Technical Education for the 21st Century Act (Perkins V) to distribute funds for improving the size, scope, and quality of CTE programs in New Hampshire high schools and the Community College System of New Hampshire (CCSNH). Funds for secondary programs are allocated following the process outlined in Perkins V, Section 131 (a)- **Distribution Rules**. The flowchart below outlines how NHED determines the allocation amounts.

Perkins Funds in New Hampshire
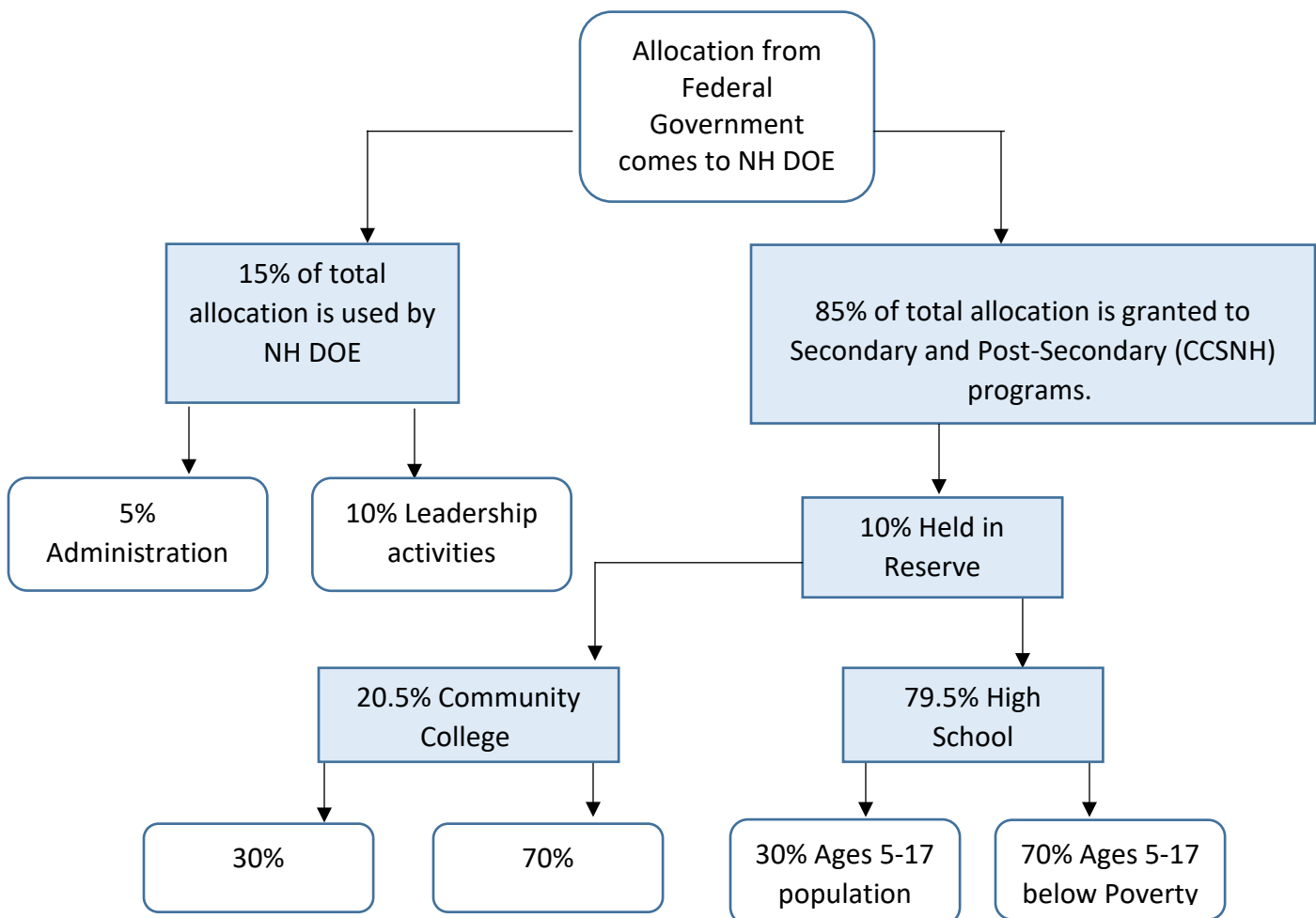
Reserve Grants [(Appendix G)](#)

Relevant Legislation: Strengthening Career and Technical Education for the 21st Century Act (Perkins V), Section 3(21)(A)(B); Section 112(c)1-2; Section 124(b)1-25

Overview: The Bureau of Career Development (BCD) at the New Hampshire Department of Education will issue discretionary grants to subrecipients eligible to receive Perkins funds. Responses to this request for applications received by the deadline will be scored by independent peer reviewers; applications of sufficient quality will be funded in rank order based on available funds. The primary purpose of these grants is to pilot promising practices for CTE expanding access to and attainment of industry recognized credentials, in order to provide scalable and/or replicable models for future implementation across the State of New Hampshire.

Directions:

1. Identify how your proposed activity or project aligns with the absolute priority outlined in the next section. Identify any additional alignment with the competitive preference priority listed in the section following the absolute priority.
2. Complete the application form. Each prompt's response must be no more than 300 words.
3. Submit the application electronically to Bureau of Career Development designee. All applications must be received prior to 4pm on designated due date. (30 days from publication of the Request for Applications)

Absolute Priority:

1. **Expanding Access to and Attainment of Industry Recognized Credentials**—Proposals focused on activities which culminate in a learner earning a stackable Industry Recognized Credential (IRC) or significant component, including microcredentials or badges, defined as: "An Industry Recognized Credential is the culminating evidence of a learner's proficiency in competencies that equip them for a productive career in a specific industry domain." (Up to 36 total points in the "Alignment to Absolute Priority" domain across six Industry Recognized Credential elements in the scoring rubric) Please see the Industry Recognized Credential definition and rubric referenced here: https://www.education.nh.gov/sites/g/files/ehbemt326/files/inline-documents/sonh/nh-industry-recognized-credential-definition-and-rubric_0.pdf

Note: The BCD will not accept applications that do not meet this absolute priority.

Competitive Preference Priorities:

1. **Sustainability of Project through Employer Match**—Proposals including a match provided by a local employer or multiple local employers, including those employers participating in the tax

credit program for donating time, equipment, or funding outlined in NH SB270. (Up to 10 points in the "Alignment to Competitive Preference Priority 1" domain in the scoring rubric)

Note: The BCD <u>will</u> accept applications that do not meet this competitive priority, but such applications will receive 0 points under competitive preference priority 1.

2. **Alignment of Project to Work Based Learning**—Proposals that integrate activities that expand access to and attainment of industry recognized credentials with work based learning, defined as: "Work based learning is sustained interactions with industry or community professionals in real workplace settings, to the extent practicable, or simulated environments at an education institution that foster in-depth, firsthand engagement with the tasks required in a given career field, that are aligned to curriculum and instruction." (Up to 4 points in the "Alignment to Competitive Preference Priority 2" domain in the scoring rubric)

Note: The BCD <u>will</u> accept applications that do not meet this competitive priority, but such applications will receive 0 points under competitive preference priority 2.

Deliverables: At minimum, the proposal must include a description of how the grant awardee will share implementation details, including challenges and suggested improvements, with CTE professionals across the state, in order to ensure replication and/or scalability. Any performance metrics or other quantitative data collected and reported must be used in an evaluative manner, to improve future implementation by the awardee or CTE programs/centers who will replicate or scale up the project.

Budget: While there is no award minimum or maximum amount for each proposal, the estimated budget for each proposal is $5,000 to $50,000.00.

Perkins Review and Approval Process
(Annual application of funds)

(Appendix H)

Background:

Each eligible subrecipient for Perkins funding, including recipients at the secondary and postsecondary levels, must complete a four-year plan for career and technical education (CTE) (Strengthening Career and Technical Education for the 21st Century Act; Section 134 (a-b)). This four-year plan is the Local Application.

Upon having the Local Application approved by the Bureau of Career Development at the New Hampshire Department of Education, eligible subrecipients may submit annual applications for Perkins funding to the Bureau.

Annual applications for Perkins funding include two essential parts:

1. A detailed budget spreadsheet, (Appendix I) including costs, justifications, and tests for suppositions of supplanting, (Appendix J) uploaded as an attachment to the Perkins application in the NH Grants Management System (GMS).
2. Activities in the Perkins application in GMS, addressing each required use outlined in Section 135 of the Act. (Appendix K)

There are three stages of approval.

Local Application Approval

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Core Indicators of Performance Approval

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Annual Application for Funds Approval

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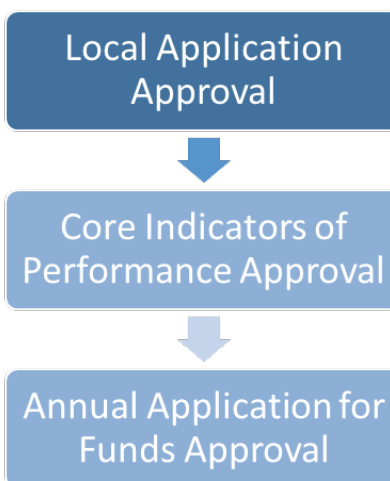
Local Application Approval

Annual Applications for Perkins funding shall be considered substantially approvable by the New Hampshire Department of Education when:

1. Upon review by an Education Consultant from the Bureau of Career Development, the reviewer determines-
    a. Each required use in Section 135 has an activity corresponding to each use. Such activities need not have budget items requiring Perkins funds, but each required use must have at least one activity addressing the required use.
    b. Each cost item in the budget included with the annual application for Perkins funds is allowable, reasonable, and allocable to the Perkins grant.
2. There is a Grant Award Notification (GAN) attached to the annual application for Perkins funds in GMS. The Bureau of Career Development is responsible for generating GANs and ensuring each application for a subrecipient in GMS has the correct GAN.
3. The General and Program Assurances for each subrecipient are signed by all appropriate parties and filed in the appropriate places. The Bureau of Federal Compliance at the New Hampshire Department of Education curates the list of General Assurances, and the Bureau of Career Development is responsible for ensuring that Program Assurances have been uploaded as attachments to GMS on the LEA home page for each subrecipient.

When all of the conditions outlined above have been met, the annual application for Perkins funds is considered substantially approvable by the Bureau of Career Development, and the eligible subrecipient may begin to obligate Perkins funds to address the costs and activities included in the annual application for Perkins funds.

Core Indicators of Performance Approval

Each sub-recipient sets goals for Core Indicators of Performance for each of the four years covered by the Local Application

Submit the Core Indicators of Performance Form included in the Perkins Application package emailed out by the BCD. Please contact CTE State Director if you need this form.

The BCD will communicate with you through email, indicating if your proposed Core Indicators of Performance are approved, or if the BCD is requesting adjustments to the Core Indicators of Performance.

When they are approved, the CTE State Director will send you an email indicating they are approved.

Annual Application for Funds Approval

Submit Annual Application for Funds

- By email to area education consultant, and uploading as attachment to GMS (All the pieces of the Local Application and Annual Application for Perkins funds will be uploaded to GMS prior to final approval).

BCD will review the Annual Application for Funds (budget spreadsheet) and provide feedback.

- This feedback will take the form of an additional column, added to the budget spreadsheet, with feedback from the BCD, including necessary revisions. Should reviewers have any clarifying questions, they will communicate with sub-recipients through emails and/or telephone calls.

BCD will review the Required Uses in GMS.

- These will be summaries of the Required Use activities and costs included in the Annual Application for Funds.

When the Annual Application for Funds and the GMS components are complete and ready to approve.

- You will receive an email from area education consultant. This email will indicate that the Annual Application for Funds is "substantially approvable".

Final Approval

Substantially Approvable means that the Annual Application for Funds is complete, and that all activities and costs included are allowable, reasonable, and allocable to the grant.

For the Annual Application for Funds to be formally approved, the General and Program Assurances must be complete, submitted and on file with NHED.

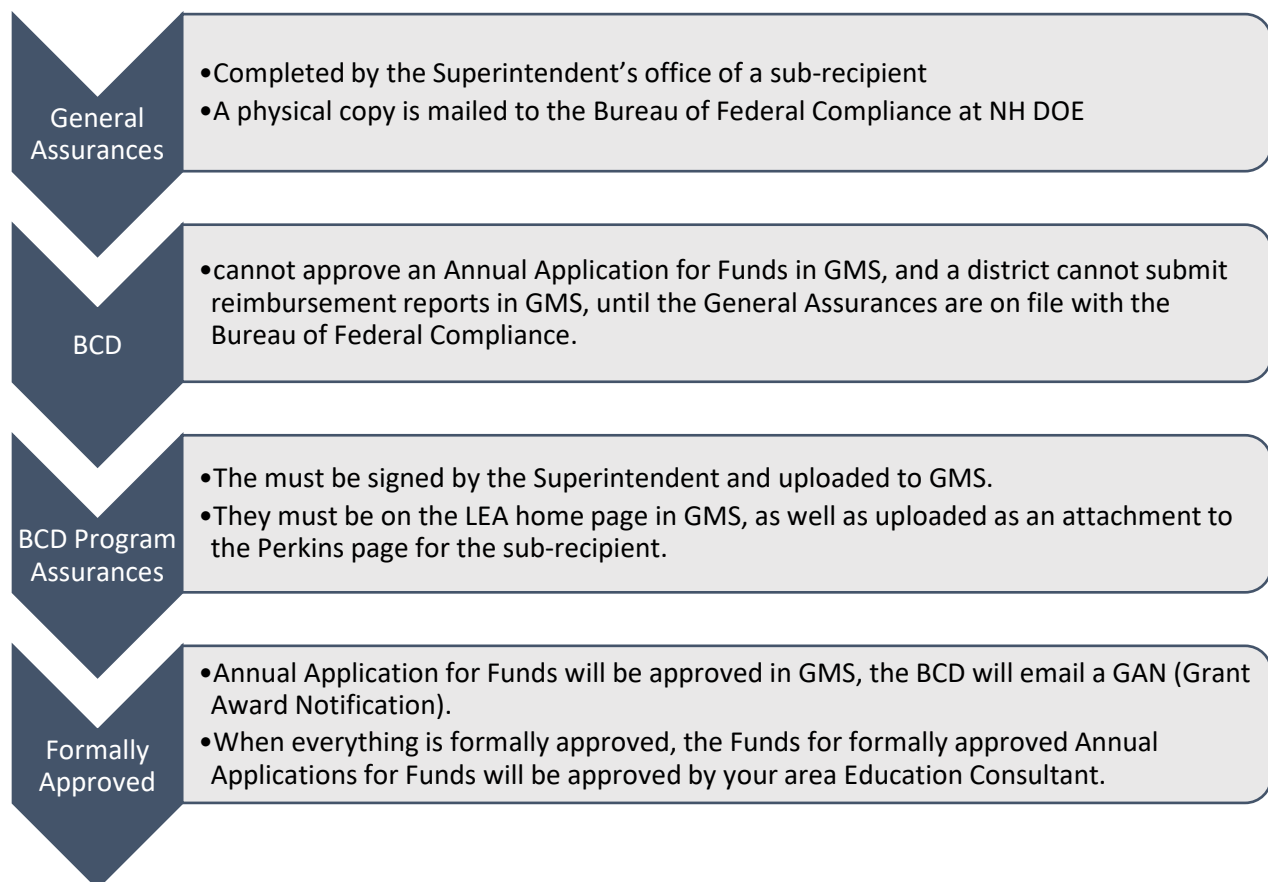- Annual Application for Funds will be approved in GMS, the BCD will email a GAN (Grant Award Notification).
- When everything is formally approved, the Funds for formally approved Annual Applications for Funds will be approved by your area Education Consultant.

General Assurances
- Completed by the Superintendent's office of a sub-recipient
- A physical copy is mailed to the Bureau of Federal Compliance at NH DOE

BCD
- cannot approve an Annual Application for Funds in GMS, and a district cannot submit reimbursement reports in GMS, until the General Assurances are on file with the Bureau of Federal Compliance.

BCD Program Assurances
- The must be signed by the Superintendent and uploaded to GMS.
- They must be on the LEA home page in GMS, as well as uploaded as an attachment to the Perkins page for the sub-recipient.

Formally Approved
- Annual Application for Funds will be approved in GMS, the BCD will email a GAN (Grant Award Notification).
- When everything is formally approved, the Funds for formally approved Annual Applications for Funds will be approved by your area Education Consultant.

Policy and Process for the Perkins Project Period

- The Strengthening Career and Technical Education Act (Perkins V) outlines the requirements for distributing Perkins funds to sub-recipients in Section 131 for Secondary Education programs and Section 132 for Post-Secondary Education programs.
- 34 CFR Part 75.251 of EDGAR outlines the length of federally funded projects: "The Secretary usually approves a budget period of not more than 12 months, even if the project has a multi-year time period".
- 34 CFR Parts 76.703, 76.704, 76.707, 76.708, 76.709, and 76.710 of EDGAR outline the requirements regarding cost obligations.
- The project period for Perkins V Program Improvement grants runs from **July 1 to September 30th**, for each project period year, funds may be obligated during this project period

- You may submit reports for reimbursement in GMS until November 14th. November 14th is the last date to submit such reports.

- BCD will not grant extensions for reimbursement reports aft November 14th.

The Bureau of Career Development (BCD) at the New Hampshire Department of Education uses a web-based Grants Management System (GMS). The Bureau of Career Development enters the primary Perkins allocation for regional CTE centers and the Community College System of New Hampshire (CCSNH) in a grant project titled Perkins V: Program Improvement.

Tuition and Transportation Reimbursement

The State of NH appropriates funds to reimburse NH school districts for the tuition and transportation costs associated with sending career and technical education (CTE) students to area CTE centers, as well as sending alternative education students to alternative education programing in other districts.

Tuition and Reimbursement FAQ's:

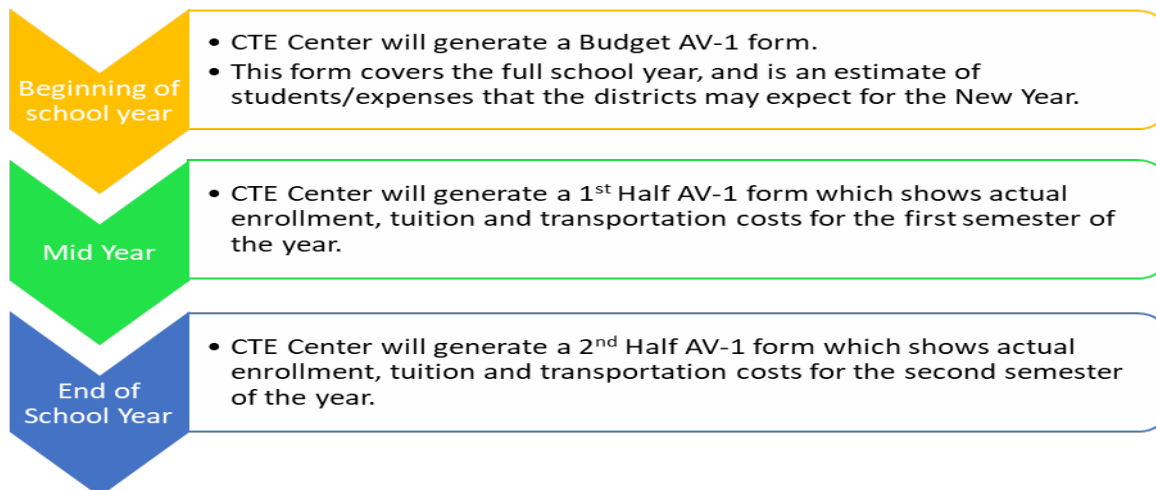1. **Who is eligible for Tuition & Transportation Reimbursement?**

   Any NH student, including home school, public charter school, public high school and non-public high school who is enrolled in an approved CTE program and who has attended at least one year of high school is eligible for reimbursement. Students enrolled in exploratory CTE coursework are not eligible for reimbursement.

   Districts that do not offer their own alternative education programing are eligible for reimbursement for sending their students out-of-district for the purposes of alternative education.

2. **What is the process for reimbursement?**

   The Career and Technical Education system (CATE) generates AV-1 forms based off of student enrollment data uploaded by the CTE centers. The Department of Education (NHED) uses the information on these forms to determine the Tuition & Transportation reimbursements for NH school districts.

   - AV-1 Manual (Appendix L)
   - Explanation & Completion of an AV-1 form in cate (Appendix M)
   - AV-1 form (Appendix N)

Beginning of school year
- CTE Center will generate a Budget AV-1 form.
- This form covers the full school year, and is an estimate of students/expenses that the districts may expect for the New Year.

Mid Year
- CTE Center will generate a 1st Half AV-1 form which shows actual enrollment, tuition and transportation costs for the first semester of the year.

End of School Year
- CTE Center will generate a 2nd Half AV-1 form which shows actual enrollment, tuition and transportation costs for the second semester of the year.
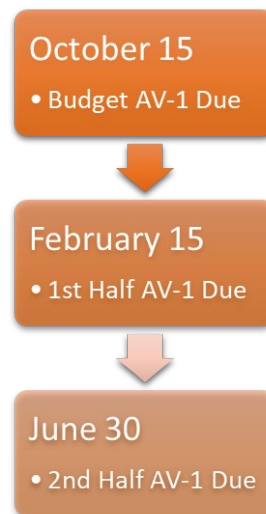
CTE Center staff forwards each form to their SAU office for signature by their Superintendent as the Receiving District. A copy is then sent to the Department of Education, and another is sent to the sending district SAU. The sending district's Superintendent then signs as the Sending District and submits a copy to the Department of Education.

There are also a small number of districts, particularly those who send to Vermont CTE centers, who submit manual AV-1 forms rather than those generated from CATE. In this instance, the sending district will fill out the AV-1 form and submit to the NHED.

- Manual AV-1 Instructions for VT (Appendix O)
- VT AV-1 Form (Appendix P)

In the past, original signatures were required on all AV-1 forms. The Department is now able to accept scanned copies via email, as well mailed originals.

The deadlines for AV-1 form submittals to the NHED is as follows:

October 15
- Budget AV-1 Due

⬇

February 15
- 1st Half AV-1 Due

⬇

June 30
- 2nd Half AV-1 Due

Districts seeking reimbursement for alternative education tuition & transportation costs, submit a similar form called an Alt-1. (Appendix Q) The deadlines for the Alt-1 forms are the same as those for the AV-1 forms.

The NHED reimburses receiving districts for tuition costs and sending districts for transportation costs. In the case of NH districts sending students to a VT CTE center, the NHED reimburses the NH district for both tuition and transportation costs.

3. **How is the Department of Education's tuition reimbursement calculated?**

   Beginning in 2014, tuition has been reimbursed on a per-student reimbursement rate. The total number of students is divided into the total amount of appropriation available for tuition reimbursement. This generates a per-student rate that is used to reimburse all NH school districts.

4. **Do sending districts bear any financial responsibility for the tuition costs associated with sending their students to an area CTE center?**

   Per RSA 188-E, sending districts are responsible for 25% of the tuition costs associated with sending their students to an area CTE center. In addition, Regional Agreements may contain language that allows the receiving district to charge the sending district for the balance of any tuition costs that may not have been reimbursed by the State.

5. **How is the transportation reimbursement calculated**

   The standard transportation reimbursement rate is $.10 per mile, calculated from school to school. Transportation is reimbursed at this rate based on actual student days of attendance as found on the AV-1 forms.

6. **Are students who self-transport eligible for transportation reimbursement?**

   Students who self-transport are eligible for transportation reimbursement. (Appendix R) Students who drive themselves due to a lack of district/public transportation availability are reimbursed at the self-transport rate of $.25 per mile, calculated from school to school.

   Students who have district/public transportation available to them but choose to drive themselves, are eligible for the standard transportation reimbursement rate of $.10 per mile, calculated from school to school.

   The NHED will need to be notified in writing that a student will be self-transporting and if the student is doing so due to a lack of district/public transportation availability. Once notified, the NHED will update the student's information in CATE in order for the AV-1s to correctly calculate the transportation reimbursement.

7. **How are self-transporting students reimbursed?**

   The NHED does not reimburse students directly. The NHED reimburses sending districts, which are then responsible for reimbursing any self-transporting students.

It is a district decision regarding when that reimbursement is made to the students. Some districts may reimburse their students at the end of each semester. Others may choose to wait until receipt of the NHED's reimbursement payment.

8. **When is the Tuition & Transportation reimbursement made?**

   Per RSA 188-E, the Tuition & Transportation payment must be made on or before December 1. The payment is always a reimbursement for the prior school year.

9. **Are students allowed to be sent to a CTE center outside of their CTE region?**

   CTE is delivered via a regional model in NH. Generally, students are sent to the CTE center in their region. However, students may be sent to out-of-region CTE centers when the CTE program is not offered in their region or if there is not space available for them.

10. **Where the laws and rules regarding Tuition & Transportation may be found?**

    The legislation overseeing Tuition and Transportation is found in RSA 188-E.

    Further information may be found in the Administrative Rules, Part ED 1305.

CTE Yearly Monitoring

EDGAR, the Uniform Grant Guidance which provides a regulatory framework for all Federal grants, mandates using a risk-based method to determine which programs funded using Federal money are monitored.

The Bureau of Career Development (BCD) at the New Hampshire Department of Education will use the Risk Assessment rubric (Appendix S) to determine which CTE program that will be monitored during a given program year.

The rubric takes into account several factors, including Program Quality Assessment Tool (PQAT) (Appendix T) scores from the Comprehensive Needs Assessment (CNA) (Appendix C), program teacher experience, student performance on Perkins Core Indicators of Performance, and amount **of** Perkins funds expended in the past two years previous to the assessment. In order to ease the reporting burden on CTE directors, directors will select five programs to assess using the rubric. Of the five, the two with the highest scores will be selected for monitoring. The Director will then share the selected programs with the Bureau of Career Development (BCD) and will coordinate with the program teacher or teachers and the BCD to prepare for a monitoring visit. Should a CTE director decide that more programs should be monitored (for developmental feedback, or to prepare for a renovation), they may elect to complete rubrics for the additional programs, and the BCD will also monitor higher-scoring programs.

Each factor will be its own domain in the rubric. The levels for each domain are 4 (higher risk) to 1 (least risk). The sum of the scores for each domain will provide a risk assessment score for the program. The maximum score possible (highest risk) will be 20, and the lowest score possible (lowest risk) will be 5.

In addition to this annual program monitoring, based on risk, The Bureau of Career Development will also conduct annual center monitoring. This monitoring is based on requirements outlined in EDGAR (2CFR 200.313, 2CFR 200.314, 2CFR 200.332) and NH RSA 188 E:5 and NH RSA 188-E:3 This annual monitoring will take approximately three to five hours of time, including data collection prior to the visit. During the monitoring, the BCD will review the inventory system used by the center to track the inventory requirements for items purchased using Federal funds outlined in 2 CFR Part 200.314, procurement procedures, and documentation for equipment or other costs exceeding the $5,000.00 micro-purchase threshold and review the use of spaces in the Center and high school within which the Center is located for CTE.

The monitoring process will be looking for the following in each program. (Appendix U)

1. Program Advisory Committee (PAC) (Appendix V)
    a. Members
    b. Meeting dates
    c. Minutes

2. Post-secondary connection.
    a. Current and valid articulation agreements for programs
    b. Early College enrollment agreements for programs
3. IRC Credentials [(Appendix G)](Appendix G)
    a. Student performance data (pass rate, scores) for technical skill attainment leading to industry-recognized credentials (IRCs).
4. Program of Study
    a. Course sequence
    b. Credits
    c. Semester or year-long
    d. Introductory course
5. Curriculum alinement with State Competencies [(State Competencies Website)](State Competencies Website)
    a. Examples of student's work.
    b. How attainment is reported
6. Work-based Learning Opportunities

After the BCD completes monitoring for both the programs and the Center, the BCD will generate a monitoring report letter. This letter will include any findings, recommendations, and corrective actions that were generated in the course of the monitoring process.

Work-Based Learning

Section 3 (55) of Perkins V defines work-based learning (WBL): "The term work-based learning" means sustained interactions with industry or community professionals in real workplace settings, to the extent practicable, or simulated environments at an educational institution that foster in-depth, firsthand engagement with the tasks required in a given career field, that are aligned to curriculum and instruction."

Program Quality Indicator

New Hampshire has adopted 113(2) iv (CC) as its' program quality indicator. (Appendix W) Career and Technical Education Centers must keep track of and report in the State CATE reporting platform the percentage of concentrators, students that have completed at least 2 semesters of CTE, that have participated in work-based learning prior to graduating from high school. (Appendix X)

Perkins V Work-Based Learning must contain the following four components:

1. Contains sustained interaction with industry and community professionals.
2. Takes place in a real workplace environment or simulated environment at a CTE Center
3. Includes in-depth, hands-on engagement with the tasks required in a given career field.
4. Aligns with the CTE program's curriculum and instruction.

New Hampshire State Agency Roles and Responsibilities

The New Hampshire Department of Education supports the development of simulated and authentic WBL through technical assistance including program design, employer connections, and information sharing.

The New Hampshire Department of Labor regulates labor laws including those with special provisions for minors and workers' compensation requirements to ensure students are safe and protected. They approve the waiver of non-wage and subminimum wage WBL opportunities. (Appendix Y) They also approve co-ops that allow students ages 16 and 17 to participate in some hazardous occupations by waiving allowable hazardous orders per the Fair Labor Standards Act (FLSA).

Work-Based Learning and Its Value to Employers and Students

Work-based learning provides a broad spectrum of opportunities to both industry and education in New Hampshire.

Employers can tap into State incentives as available, such as tax credits, provide career development opportunities to students to assist in building a future workforce pipeline, and

support their community by investing in it through offering opportunities for students to learn technical and professional skills for a brighter New Hampshire Future.

Students that participate in WBL are at an advantage over those that don't. They are significantly more hopeful about their future, gain social capital, earn professional and technical skills, and have an awareness of industry pathways available to them in New Hampshire.

Methods of Administration Plan (OCR/MOA)

Section 1: Introductory Information

Purpose

The purpose of New Hampshire's Methods of Administration (MOA) Plan (Appendix Z) is to document the States civil rights MOA program required by 34 C.F.R. Part 100, Appendix B Sec. II.B. and in particular Section II.B of those Guidelines outlining the necessary elements of a State agency program to prevent, identify and remedy discrimination on the basis of race, color, national origin, sex, or disability. (Appendix AA)

Mission

The mission of New Hampshire's Methods of Administration (MOA) program is to increase equity and access to career and technical education programs. Through the MOA civil rights compliance program, we will collect and analyze civil rights data and information, conduct periodic compliance reviews of select sub-recipients, provide technical assistance to sub-recipients on request, and report biennially activities and findings to OCR.

Vision

The vision of New Hampshire's Methods of Administration (MOA) program is to ensure that all students, regardless of race, color, national origin, sex, or disability, have equal access to high-quality career and technical education programs and are reflective of our diverse community.

Development

The New Hampshire MOA Plan was developed by the NH Department of Education, Bureau of Career Development in collaboration with the Bureau of School Safety and Facility Management. Consulted with the Bureau of Federal Compliance, the Division of Special Education, and the Bureau of Vocational Rehabilitation. The principal agency responsible for the development of this plan was the Bureau of Career Development. The State MOA Coordinator and MOA Plan Project Team created the MOA Plan. The MOA Plan was reviewed by the CTE Director and approved by the State Commissioner of Education.

Regional CTE Center Renovation & Expansion Summary
(Appendix BB)

CTE Centers are funded biennially through the state capital budget. The process of renovating a Regional CTE center is one that is multi-step and takes the cooperation of many different partners, including the Receiving Board, community partners, NHDOE, and the State Legislature.
The NH Department of Education (DOE) is responsible for submitting qualifying projects to the Governor's Capital Budget Advisory Committee. The Bureau of Career Development (BCD) at the DOE is responsible for gathering the application and supporting documents for CTE renovation projects, providing technical assistance, processing reimbursement requests and providing quarterly capital budget updates.

The receiving board works with the Regional CTE Center community to pull together the information needed to complete a renovation project application.

Regional School District Planning

1. Follow Local Government and School Board Process for Capital Improvements

    a. Regional Advisory Committee

    b. Establish a Renovation and Expansion Reserve Fund

    c. Get School Board Approval

    d. Appropriate Planning Money

    e. Establish Planning Committee

    f. Conduct Site Assessment and Identify Problems

    g. Planning, feasibility, engineering or design studies

    h. Research Options

    i. Work with Community and NHED

    j. Work with Community and NHED

2. Send Letter of Intent to DOE, BCD – by July 1

3. **Submit Application –** by January 1

Once completed the renovation project application is submitted to the Bureau of Career Development at the DOE. The BCD reviews the project application and recommends qualifying projects to the

Commissioner for approval. The Commissioner reviews the project plans and budget then submits the qualifying project to DAS the Governor

DOE and the receiving board begin working on a Memorandum of Agreement, which determines the financial burden of the locals and the state. The receiving board works to obtain local vote with a separate article on the warrant for a bond. In order for the project to move forward, there must be a majority vote from all communities in the region.

The Commissioner of Education makes a recommendation for funding the project as proposed legislation submitted to the chairman of the appropriate house and senate committees. Hearings will be held and the DOE will present on each renovation project, the receiving district might also be invited to present their project. The state legislature votes on the proposed renovation project and determines what the state's financial burden will be. Once the capital budget is approved the DOE will enter into an Agreement for Renovation and Expansion with the receiving board (school district).

Elements of the Application

A renovation project is funded through a reimbursement method. The district processes all renovation invoices and makes payments to vendors. Then they submit monthly reimbursement requests to the BCD. They also submit monthly reports on project progress, which the BCD compiles into quarterly reports for state officials.

Major Milestones:

- Planning Committee
- Bond for Feasibility Study
- Renovation Application
- Vetting Process (DOE)
- Local Vote
- MOU Agreement
- Capital Budget Process (hearings)
- Capital Budget Approved (House, Senate & Governor)
- Agreement for Renovation and Expansion (on or after July 1st)
- Construction and Renovation
- Reimbursement and Report

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Appendix A: 2020-2023 Perkins V Local Application

Example: Xyz CTE Center

1.) Summarize the results of the comprehensive needs assessment.

> Section 1: Student Performance
>
> Section 2: Size, Scope, Quality, and Local Workforce Needs
>
> Section 3: Programs of Study
>
> Section 4: Recruitment, Retention, and Training for CTE Professionals
>
> Section 5: Implementation of Equal Access to High-Quality CTE Courses and Programs of Study for All Students

2.) Provide information about the CTE programs and programs of studies funded by Perkins funds. Include:

- How the results of the comprehensive needs assessment informed the selection of the specific CTE programs and activities selected to be funded.

- A description of any new programs of study to be developed and submitted to the New Hampshire Department of Education for approval.

- How students, including members of special populations, will learn about CTE courses and program offerings.

[ ]

3.) Describe how the subrecipient will:
- Provide career exploration and career development coursework, activities, or services.

[ ]

- Provide career information on employment opportunities incorporating the most up-to-date information on high-skill, high-wage, or in-demand industry sectors or occupations.

[ ]

- Provide an organized system of career guidance and academic counseling to students, both before enrolling and while participating in a CTE program.

[ ]

4.) Describe how programs will improve the academic and technical skills of students participating in CTE programs, through the integration of coherent and rigorous content aligned with challenging academic standards.

[ ]

5.) Describe how the subrecipient will:
- Provide activities to prepare special populations for high-skill, high-wage, or in-demand industry sectors or occupations.

[ ]

- Prepare CTE participants for non-traditional fields.

[ ]

- Provide equal access for special populations to CTE courses, programs, and programs of study.

[ ]

- Ensure that members of special populations will not be discriminated against on the basis of their status as members of special populations.

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[                                                                    ]
[                                                                    ]
[                                                                    ]
```

6.) Describe the work-based learning opportunities the subrecipient will provide students participating in CTE programs and how the subrecipient will work with representatives from employers to develop or expand work-based learning opportunities for CTE students.

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[                                                                    ]
[                                                                    ]
[                                                                    ]
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7.) Describe how the subrecipient will provide students participating in CTE programs with the opportunity to gain postsecondary credit while still attending high school, such as through dual or concurrent enrollment programs or early college high school.

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[                                                                    ]
[                                                                    ]
[                                                                    ]
```

8.) Describe how the subrecipient will coordinate with the New Hampshire Department of Education and post-secondary institutions to support the recruitment, preparation, retention, and training, including professional development, of teachers, faculty, administrators, specialized instructional support personnel, and paraprofessionals, including individuals from groups underrepresented in the teaching profession.

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[                                                                    ]
[                                                                    ]
[                                                                    ]
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9.) Describe how the subrecipient will address disparities or gaps in performance for core indicators of performance for each of the years covered by the local application.

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[                                                                    ]
[                                                                    ]
[                                                                    ]
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Appendix B: Comprehensive Needs Assessment (CNA) Guide

- Section 134 (c) 1-2 of the Act outlines the requirements for a comprehensive needs assessment (CNA).
- The CNA is a major component of the Local Application for Career and Technical Education Programs.
- Each subrecipient of Perkins funds must complete a Local Application for Career and Technical Education Programs to the New Hampshire State Department of Education (NH DOE). The Local Application adheres to the same timeline as the State Plan for Career and Technical Education.
- The Local Application is the four-year plan for CTE each subrecipient will implement over the course of the four years from 2020 to 2024. Each subrecipient will also submit an Annual Application for Funds, in order to receive pass-through Perkins funds from the NH DOE in each year of the Local Application's duration.
- The State Plan for Career and Technical Education goes into effect for four years from July to June. The local application for each subrecipient will also go into effect for four years from July to June.

- Subrecipients must complete a Comprehensive Needs Assessment (CNA) related to CTE and include the results of the needs assessment in the local application and must update the CNA not less than once every two years. **The summary of the CNA is the first section of the Local Application**.

- NH DOE will collect a copy of the CNA template included in this guide.

- CNA templates are due to the Bureau of Career Development by close of business on **May 30.** Timely submission of the CNA is a requirement for submission of an Annual Application for Perkins Funds.

  This guide includes three sections:
  1.) A checklist for the CNA. This checklist includes all the steps in the process, as well as the required elements.

  2.) A Program Quality Assessment Tool (PQAT), to determine the size, scope, and quality of CTE programs.

3.) A template for subrecipients to use for the CNA. (Pages 20 to 28)

Definitions

Career and Technical Education (CTE)= Organized educational activities that offer a sequence of courses that provide individuals with rigorous academic content and relevant technical knowledge and skills needed to prepare for further education and careers in current or emerging professions, which may include high-skill, high wage, or in-demand sectors or occupations. (full text of the definition is in Section 3(5)a-d of the Act)

Concentrator= A student who has completed two CTE program courses within the same program

Course= Semester-length CTE learning experiences (including classroom instruction, lab or shop time, and work-based learning experiences such as internships, apprenticeships, or student-run enterprises within CTE

Core Indicators of Performance (Secondary)=
- Percentage of CTE Concentrators who graduate high school.
- CTE Concentrator proficiency in E/LA, Math, and Science, as measured by New Hampshire state-wide assessments.
- Percentage of CTE Concentrators who, in the second quarter after exiting from secondary education, are in postsecondary education or advanced training (including apprenticeships), military service, or a service program, or are employed.
- The percentage of CTE Concentrators graduating from high school having participated in work-based learning (WBL)
- Percentage of CTE Concentrators in CTE programs that lead to non-traditional fields.

Core Indicators of Performance (Postsecondary)=
- Percentage of CTE Concentrators who, during the second quarter after program completion, remain enrolled in postsecondary education, are in advanced training, military service, or a service program, or are placed or retained in employment.
- Percentage of CTE Concentrators who receive a recognized postsecondary credential during participation in or within 1 year of program completion.
- Percentage of CTE Concentrators in CTE programs and programs of study that lead to non-traditional fields.

Program= An organized sequence of CTE courses providing students with technical skill proficiency, or a recognized postsecondary credential

Program of Study= Career and technical education for a student, including both secondary and postsecondary educational experiences and settings, culminating in technical skill attainment and a recognized postsecondary credential

Recognized Postsecondary Credential=an industry-recognized credential (IRC), a certificate, or an associate degree. An industry-recognized credential is the culminating evidence of a learner's proficiency in competencies that equip them for a productive career in a specific industry domain.

Work-Based Learning (WBL)=Sustained interactions with industry or community professionals in real workplace settings, to the extent practicable, or simulated environments at an educational institution that fosters in-depth, firsthand engagement with the tasks required in a given career field, that are aligned to curriculum and instruction.

Comprehensive Needs Assessment (CNA) Process

Each of the following four items is a required element of the CNA. Please check off each item as you complete. The person or team completing the CNA should go through each item sequentially.

1.) Identify and contact required stakeholders.

Subrecipients must consult with the following stakeholders as they conduct the CNA:

o **CTE Professionals (Teachers, Career Guidance and Academic Counselors, Principals and other School Leaders, Administrators, Specialized Instructional Support Personnel, and Paraprofessionals)**
o **CTE Representatives from Postsecondary Educational Institutions (Community College System of NH campuses), including Faculty and Administrators**
o **Representatives of State and local workforce development boards, and a range of local and regional businesses and industries.**
o **Parents, including caregivers such as grandparents and other family members.**
o **Students**
o **Representatives of special populations listed in the Act.**
o **Representatives of regional or local agencies serving out-of-school youth, homeless children and youth, and at-risk youth (defined in section 1432 of the Elementary and Secondary Education Act of 1965)**
o **Representatives of Indian Tribes and Tribal organizations**

2.) Include stakeholders listed in Item 1 in CNA. Such inclusion may include, but is not limited to:

• Focus group sessions to collect data and receive input about CTE programs and workforce development and economic needs for the locality of the subrecipient (regional Secondary CTE center or Community College System of NH).

• Consultation about data collected and analyzed in the course of conducting the CNA.

• Review of preliminary results of the CNA.

3.) Collect and analyze data for the following 5 requirements:

- ☐ **Performance of students in CTE programs on Core Indicators of Performance** (Establish baseline data for each indicator for the initial CNA, submitted in 2020, then use performance indicator data for subsequent program years over the span of the Local Application).
- ☐ **Size, Scope, and Quality of CTE Programs (Use Program Quality Assessment Tool); Alignment to in-demand industry sectors or occupations; Alignment to local economic needs**
- ☐ **Progress toward implementation of CTE programs and programs of study**
- ☐ **Recruitment, retention, and training of CTE teachers, faculty, specialized instructional support personnel, paraprofessionals, and career guidance and academic counselors, including groups underrepresented in such professions.**
- ☐ **Access for all students to CTE programs and programs of study**

4.) Create a summary of results, to use when creating and updating the Local Application.

Program Quality Assessment Tool (PQAT)

Domain One: Program Size

Excelling	Promising	Building	Emerging
•Program reflects true industry context mirroring a 21st-century industry environment with sufficient classroom and lab space, as determined by industry partners or other third-party evaluators. • The program consistently has a waitlist which must be addressed to meet student requests	●Program has sufficient classroom, and lab space to accommodate the maximum number of interested students, determined by local enrollment caps and the number of sending school students outlined in the regional agreement; ●Program equipment in lab spaces sufficient, allowing individual students to practice program competencies and demonstrate learning without multiple students sharing equipment; ●Program teacher: student ratio. Teacher flexibility to move from whole class to individual or small-group instruction and/or supervision	●Sufficient classroom, and lab space for enrolled students. ●Equipment is adequate for addressing competencies skills. ●Students share equipment and materials. ●Teacher: Student ratio does not allow flexibility	●Insufficient classroom, lab space. ●Equipment is limited, missing ●Students have limited access to equipment ●Teacher: Student ratio is ineffective.

Domain: Two Program Scope

Excelling	Promising	Building	Emerging
•Program offers multiple forms of concurrent and articulation agreements with regionally local postsecondary institutions readily accessible to all students • The program has a clear, evident set of sequenced courses that are a part of a larger, formal Career Pathway Plan of Study •Curriculum shows clear evidence of linkages to all aspects of industry as well as addressing higher levels of depth of knowledge •Program clearly displays multiple entries into postsecondary environments	•Program offers a variety of postsecondary education and training options for students, including apprenticeships when applicable; •Program includes robust CPPOS or other comprehensive tool for students to use in designing a postsecondary experience, which may include education or training	●Program has one (1) postsecondary or training option included. ●Limited CPPOS or other pathway document shows completion requirements for secondary program and/or high school graduation requirements	●No postsecondary or training options ●No Career Pathway Plan of Study (CPPOS) or other tool for postsecondary pathways

Domain Three: Program Quality

Program Advisory Committee (PAC)

Excelling	Promising	Building	Emerging
●PAC meetings are held 2 times in person or virtually 3-4 times a year at minimum with a robust membership represented encompassing all stakeholders with multiple representation ●All Industry PAC members provide donations of time and equipment or supplies to the program ●Established terms, and succession plan for PAC leadership positions ●PAC minutes reflect broad scope and in-depth discussion on labor markets, program needs & equipment options, curriculum, and content depth leading to programmatic recommendations and improvements	●PAC meets between 2 and 4 times a year PAC includes sufficient members representing industry, postsecondary education, and training ●PAC membership includes heavy representation from industry, with membership representative of the full range of occupations and career paths for the program ●PAC leadership filled by non-SAU members ●PAC members provide resources. ●PAC discusses labor market and employment trends in occupations/career paths tied to the program ●PAC offers input on equipment, curriculum content, and information on current industry standards PAC meetings include protocols and detailed minutes to provide a record of input and recommendations	●PAC meets only 1 or 2 times/year. ●Inconsistent attendance of members ●Limited representation by Industry, multiple stakeholders, and membership is mostly educators ●Participation by trade associations, but not local employers ●Minutes are inconsistent with the labor market, career paths, equipment, curriculum, and other discussions ●Limited agenda items; minutes are incomplete	●No evidence of a consistent PAC membership ●No evidence of consistent PAC meetings.

Longitudinal Enrollment (2 Year Trend)

Excelling	Promising	Building	Emerging
●Program enrollment exceeds regional high school trends ●Special Population enrollment exceeds regional high school trends	●Program maintains existing numbers of students proportional to regional high school enrollment. ●Program maintains existing Special Population students proportional to regional high school enrollment.	●Evidence of decreasing Program enrollment proportional to regional high school enrollment. ●Evidence of decreasing Program enrollment by Special Populations proportional to regional high school enrollment.	●Evidence of significant decreasing Program enrollment proportional to regional high school enrollment. ● Significant discrepancy of Special Populations enrollment in programs and general student population enrollment with CTE programs.

Student Competency Attainment (2 Year Trend)

Excelling	Promising	Building	Emerging
At least 90% of program concentrators achieve proficiency, and 25% of proficient program completers also achieve mastery.	At least 80% of program concentrators demonstrate proficiency of program competencies, based on program teacher's running records, performance task assessments, teacher-designed end-of-program assessments, and to the greatest extent practicable and relevant, third-party program assessments or licensure/credentialing examinations.	60 to 80% of program concentrators demonstrate proficiency of program competencies	Below 60 % of program concentrators demonstrate proficiency of program competencies

Special Population Student Participation

Excelling	Promising	Building	Emerging
● The program has a system in place to promote programs to Special Population students while enrolled in middle school, including but not limited to mentoring and outreach programs for such students.	● The program has a system in place to recruit Special Population students, resulting in maintaining or increasing Special Population enrollments for the program; ● The program has a system in place to identify needs and meet the needs of Special Population students, such as equipment, personal protective equipment, and mentoring/support provided by those working in non-traditional fields.	● The program has activities but is not systematic in recruiting Special Education students, resulting in maintaining or increasing Special Population enrollments for the program; ● The program has activities to identify needs and meet the needs of Special Population students, such as equipment, personal protective equipment, and mentoring/support provided by those working in non-traditional fields.	● The program lacks a system or activities to recruit Special Education students, resulting in maintaining or increasing Special Populations enrollments for the program; ● The program has no system or activities to identify needs and meet the needs of Special Population students, such as equipment, personal protective equipment, and mentoring/support provided by those working in non-traditional fields.

Alignment with State and Local Labor Market Needs

Excelling	Promising	Building	Emerging
● The program conducts a review of labor market data from all sources including local industry partners through multiple means (focus groups, surveys, or web-based labor market data platforms). ●CTE center conducts a competitive analysis of labor market needs with other centers	● The program conducts a review of labor market data available from the U.S. Bureau of Labor Statistics (BLS) and NH ELMI (Employment Security) to determine the alignment of program career pathways and occupations with projected job openings at the local, state, and national levels.	●Program reviews labor market data via BLS or ELMI to determine program alignment with occupations.	● The program has not reviewed labor market data

Current with Industry Standards for Equipment, Technology, and Tools

Excelling	Promising	Building	Emerging
●Detailed, comprehensive list of equipment and materials, to provide evidence for students' ability to practice all program competencies and demonstrate learning throughout the sequence of courses in the program. ● The program has ample equipment allowing teachers flexibility to move from whole class to individual or small-group instruction and/or supervision. ●PAC/Industry partners have vetted the equipment/materials list. ●Evidence is provided to show the sustainability of the program and continued PAC research into new/emerging technologies	●Program lab space includes up-to-date equipment, technology, and tools, based on input from industry partners serving in the program's PAC. ● The program has enough equipment allowing teachers flexibility to move from whole class to individual or small-group instruction and/or supervision. ●PAC has reviewed and accepted current equipment and materials.	● The program has limited resources; equipment reflects limited ability for all students to access resources consistently. ●Equipment and materials are not up to date and follow current 21st-century industry standards.	●Program has limited outdated and/or inappropriate equipment; does not allow for consistent student access and/or competency attainment. ●No evidence of PAC involvement in recommending, and vetting equipment and resources

Simulation of Industry Standard Workplace in Learning Spaces and Lab

Excelling	Promising	Building	Emerging
Learning and lab spaces allow for multi-dimensional workplace settings that simulate broad in-scope workplace environments within career pathways and occupations for the program.	Learning and lab spaces resemble a workplace in occupations and industries related to the program, rather than a classroom, including industry-specific room layout, furniture, and lighting.	Learning and lab spaces have elements that mirror a workplace environment. The space has elements of a traditional classroom with layout and furniture.	Learning and lab spaces are displayed as traditional classrooms. Little to no evidence of workplace environments within the program setting.

Work-Based Learning Opportunities

Excelling	Promising	Building	Emerging
Students have the opportunity to engage in authentic, local industry environments with workplace mentorship, training, and practice of program competencies leading to mastery. Application of competency profile in real-world contexts is evident. Opportunities include internships and apprenticeships.	Students have the opportunity to practice program competencies and apply learning from instruction in program courses to simulated and authentic work environments, including internships and pre-apprenticeships.	Students have limited access to practicing program competencies and applied learning in simulated and/or authentic work environments. Work Based Learning opportunities are not systemized activities within the program. Opportunities are random in nature	Little to no evidence of authentic Work Based Learning for students within the program.

Academic Integration

Excelling	Promising	Building	Emerging
Evidence of core academics; Science, ELA, and Math are integrated into CTE competency attainment and mirror the writing and quantitative standards of non-CTE curriculum. The program displays consistent collaboration with core academics to align standards.	Program Curriculum systematically includes opportunities for students to learn and apply challenging academic content in Science, E/LA, and Math to lessons and projects.	Program Curriculum includes sporadic, inconsistent activities/opportunities for students to learn, and apply challenging academic content.	Little to no evidence of program curriculum embedding activities that directly connect Science, E/LA, and Math concepts and standards.

Access to Program and Success within Program for Special Populations (Equity

Excelling	Promising	Building	Emerging
● The process for applying to the program includes systematic recruitment strategies for special populations. Identification of special population challenges, and barriers are not only identified but actively addressed through a variety of targeted resources. ●Current students of special populations are proportional to those in the high school student body.	●Process for applying to the program includes strategies to reduce or eliminate barriers to participation for members of special populations; ● The program has a system in place to recruit members of special populations, to ensure enrollment of students from special populations in the program is proportional to special populations in the	●Process for applying to the program includes strategies to reduce or eliminate barriers to participation for members of special populations; ● The program has a system in place to recruit members of special populations, to ensure enrollment of students from special populations in the program is proportional to special populations in the	●No evidence of the program or program teacher addressing the needs of special populations through recruitment and/or in the classroom setting. ●Activities are either non-existent or random in nature

●Program teacher consistently considers and actively addresses needs in the classroom setting and curriculum.	greater high school community. ●Program teacher considers the needs of special populations members when designing program activities and content, and when considering equipment or supply requests	greater high school community. Program teacher considers the needs of special populations members when designing program activities and content, and when considering equipment or supply requests	

Opportunities to Earn Industry-Recognized Credentials, Certifications, Licenses, Apprenticeship Hours

Excelling	Promising	Building	Emerging
	Students have the opportunity to earn a credential, certification, license, and apprenticeship hours either while in or upon completing the program.		

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Appendix C: Comprehensive Needs Assessment Template

Comprehensive Needs Assessment TemplateSection 1: Student Performance

Enter baseline data for the following core indicators of performance for CTE concentrators. Disaggregate and enter data for each subgroup included in the table.

Provide Data Analysis Summary:
Enter/Review/Evaluate/Assess(Identify Performance Gaps or
Disparities and Root Causes)

SUBGROUP	GRADUATION	PROFICIENCY	PLACEMENT	POST SECONDARY CREDENTIAL	WORK BASED LEARNING	NON-TRAD
All students						
Economically disadvantaged students						

Homeless						
Foster Care						
Armed Forces or National Guard						
Single Parents						
Nontrad						

Children with Disabilities						
English learners						
African-American						
American Indian/Alaska Native						
Asian						
Native Hawaiian/Other Pacific Islander						
Hispanic or Latino						
White						

Section 2: Size, Scope, Quality, and Local Workforce Needs

Describe how CTE programs offered at the Regional Career and Technical Education Center are of sufficient size, scope, and quality to meet the needs of all students served. Describe the process forenhancing the size, scope, and quality of CTE programs offered at the Regional Career and Technical Education Center.

Describe how CTE programs offered at the Regional Career and Technical Education Center meet local, regional, and State of New Hampshire in-demand occupations or industry sectors. Include a descriptionof how local employers.

<div style="border:1px solid black; height:150px;"></div>

Section 3: Programs of Study

Describe the Regional Career and Technical Education Center's progress toward implementing new CTEprograms and programs of study. Include information about:

How the center determines the need for new CTE programs.

<div style="border:1px solid black; height:150px;"></div>

Data relevant to new program development (such as enrollment data for new programs existing for less than 3 years and projected enrollments based on student interest indicators, and input from localindustry and program advisory committee members).

<div style="border:1px solid black; height:150px;"></div>

The number of courses within CTE programs offering concurrent enrollment opportunities (such asRunning Start).

<div style="border:1px solid black; height:150px;"></div>

Number of courses with current and valid articulation agreements with postsecondary partners.

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Progress toward expanding concurrent enrollment for courses in CTE programs.

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Section 4: Recruitment, Retention, and Training for CTE Professionals

Describe the process used to recruit CTE teachers for programs at the Regional Career andTechnical Education Center.

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Provide data about retention rates for CTE teachers hired within the last 10, 5, and 3 years. What isthe number and percentage of teachers hired who are working as CTE teachers in programs at the Regional Career and Technical Education Center for each year?

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Describe the process used to recruit CTE professionals, including CTE administrators, specializedinstructional support personnel (such as clinical preceptors for LNA student supervision), careercounselors, and CTE program paraprofessionals.

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Describe the professional development plan for CTE professionals at the regional CTE center. Include information about how the PD plan incorporates the PD activities outlined in Section 135(2)A-I of the Act.

Describe the process the Regional Career and Technical Education Center uses to provide outreach to recruit individuals in groups underrepresented in the professions of CTE teachers, administrators, specialized instructional support personnel, career counselors, and CTE program paraprofessionals.

Section 5: Implementation of Equal Access to High-Quality CTE Courses and Programs of Study for AllStudents

Describe the possible barriers to access for members of special populations to CTE courses andprograms of study.

Describe the strategies the Regional Career and Technical Center uses to overcome any barriers toaccess for members of special populations to CTE courses and programs of study.

Describe any gaps in performance for members of special populations for each of the Perkins Performance Indicators (PPIs), using the data entered into **Section 1** of this Comprehensive NeedsAssessment.

Describe programs designed to enable members of special populations to meet the local levels ofperformance established in **Section 1** of this Comprehensive Needs Assessment.

Describe activities to prepare members of special populations for high-skill, high-wage, or in-demandindustry sectors or occupations.

Appendix D: Policy Statement New Program Approval

New Hampshire CTE programs at the secondary and postsecondary levels go through an extensive review before being approved at the State level. New programs are comprehensively reviewed by the Bureau of Career Development staff to ensure sub-recipients are providing a program that meets the mission and strategic objectives for funding by The Strengthening Career and Technical Education for the 21st Century Act.

All submitted applications are reviewed for demonstration of program quality, need, demand, resources and capacity. Program size, scope and quality as it relates to career and technical education and The Strengthening Career and Technical Education for the 21st Century Act will be the focal point of every evaluation.

Secondary

A regional career and technical education (CTE) center seeking approval to implement a new CTE program must complete a New Program application. A separate application must be filed for each CTE program seeking approval. An application will not be processed until all information is provided and signed by the appropriate official(s). When a CTE center receives a letter of approval, the program will be added to CATE (Career and Technical Education Database) and is then eligible to receive Perkins funding.

Process:

1) New Program **Letter of Intent** is submitted to the Bureau of Career Development via email by **December 1** of the year prior to the school year during which the center intends to implement the new program.

   Letter submitted by the CTE center director with description and rationale for the proposed program. The letter will address the need for the program including how it addresses workforce and career paths locally, and regionally. An outline of the proposed curriculum along with course titles, career pathways, and articulation and/or concurrent enrollment agreements should be included in the letter.

2) **Application for New Program Approval**

If the **Letter of Intent** to apply has been accepted, Centers must email the application form and upload a copy of the letter of Intent and application with supporting documentation to an assigned Google Drive folder (link provided in response to receipt of application). Please notify BCD staff when all documentation has been submitted for review. Technical assistance from the BCD and questions may be fielded along the way as supporting documentation is collected.

3) Following the BCD review of all submitted materials, a **final checklist review meeting** will be scheduled with the LEA to occur remotely or in person and an on-site visit by Bureau staff may be requested to review lab and classroom space.

4) Bureau staff will review all programs in the same comprehensive and consistent manner following the **New Program Approval Rubric**. Programs will be granted one of the following statuses based on analysis of evidence and documentation provided:

a. **APPROVED** – Program submitted application; evidence/documentation rated as "Promising" across all rubric dimensions.

b. **APPROVED with Technical Assistance** – Program submitted application; evidence/documentation rated as "Promising" in most dimensions. There are dimensions rated as "Building". There are no areas that are rated as "Emerging".

c. **RETURNED** – Program submitted application; evidence/documentation rated in a dimension as "Emerging". The New Program Application will be returned to the CTE center with the offer for technical assistance by the Bureau with the goal of improving areas rated as "Emerging" and "Building".

5) LEA will be sent a letter regarding the application designating the status above and indicating the next steps. Approved programs will be added to CATE and be eligible to receive funding.

Postsecondary

All CCSNH Consortium College CTE programs are developed to provide sufficient educational infrastructure to support existing and future businesses and industries in the region. Programs provide easily accessible education that meets the needs and desires of the student customer market and are developed in consideration of the social, economic, demographic, and employment needs of the local region and community.

 For a new program to be approved at the CCSNH Consortium Colleges, substantial work is done on the new program to include a letter of intent briefly describing the program, its research, development, and approval process by faculty, Curriculum Committee, and Administration on the host campus, along with its documented need and anticipated enrollment and costs. This information is shared with the Vice President of Academic Affairs (VPAA) group for review and possible development collaboration. Once the proposal is accepted by the VPAA it is then forwarded to the State Leadership Team at CCSNH for approval, and then to the CCSNH Board Academic and Student Affairs Committee. If approved, it is then sent to the full CCSNH Board of Directors for approval. After approval from the CCSNH Board of Directors level, the college Perkins Manager will submit the above packet of information to include the letter of intent briefly describing the program, its research, and development along with documentation of connections to secondary to the CCSNH Perkins Consortium Director who will review it and request additional information if needed. A final package will be sent to the NH Department of Education's Career Development Bureau for approval.

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New Program Application
Career & Technical Education

DATE:_____

Name of Center/School: **SAU/RA #:**
Address:
Name of CTE Director: **E-mail Address:** **Phone Number:**
Superintendent:
Proposed Local Program Name: **CIP Code:**
Cluster Title: **Pathway:**

Proposed programs must include the following in order to be considered for approval:

- **Supporting Evidence & Artifacts**: This information supplements the letter sent requesting approval for this program. (listed below)

- **New Program Approval Rubric**: This document is submitted with the completed application. (attached)

Supporting Evidence & Artifacts (* indicate recommended)

- **Program Size, Scope & Quality:**
  - **Regional Advisory Committee Approval** (Related RAC Agenda, Minutes)
  - **Program Advisory Committee Formed & activated** (Proposed or current roster & meeting schedule. See recommended composition on pg. 3)

- **Industry Partner Letter/s of Support** (External support of dedicated resources to new program) *
- **Proposed Curriculum Crosswalk/Career Pathways Plan of Study (CPPOS) or course description and sequence**
- **Proposed Competency-based end of Program Assessment**
- **Work-Based Learning** (include district policies, procedures, and forms related to WBL)
- **Career Services/Support Offered**
- **Career and Technical Student Organization** (specific CTSO to new program)
- **Proof of Educator Certification or certification process underway with an anticipated deadline**
- **Credit Transfer Agreements** (Articulation/Concurrent Enrollment/Apprenticeship)
- **Equipment & Facilities**
- **Finances, Resources, Sustainability** (Proposed start-up budget including district contributions – equipment, salaries, supplies)

Submit the application with Signed Assurances to:
newcteprograms@doe.nh.gov

New Hampshire Department of Education

Bureau of Career Development

STATEMENT OF ASSURANCES AND SIGNATURE
(for applicant school district)

This applies to a school district that seeks approval of the proposed career technical education program under NH Administrative Rules for Education.

I attest that the information presented in this application is factual and that the school district will implement the approved program in accordance with applicable state and federal laws, regulations, and guidelines, including but not limited to the following:

- RSA 188-E: 1 to 188-E: 11 Regional Vocational Education
- New Hampshire Code of Administrative Rules
  - Ed 306 Minimum Standards for Public School Approval 📄
  - Ed 1400 Career and Technical Education
- Carl D. Perkins Career and Technical Education Act of 2006

_____
Signature: Superintendent or Authorized Designee

_____
Date

Upon receipt of the application, the Bureau of Career Development will schedule an appointment with the LEA to review the status of the checklist:'

1. Advisory Committees Input and Participation	Evidence Provided	Completed	Bureau of Career Development
1. Regional Advisory Committee (RAC) approved program.	Minutes indicate RAC recommended this proposed program.		
2. Program Advisory Committee (PAC) reviewed data from JobsEQ, U.S. Department of Labor: Bureau of Labor Statistics and NH Economic & Labor Market Information Bureau (NHELMI). Data indicated that the proposed program is beneficial and meets local/region/state labor market demands. *Do not need to provide labor market data if URL for web page (specific to program) is included.*	Data provided. Minutes indicate PAC recommends this proposed program. Description of process and analysis of data (high wage, high skill or high demand).		
3. PAC reviewed and approved the facilities, equipment, materials, resources, and curriculum.	Minutes reflect PAC input.		
4. A diverse PAC has been formed met at least two times per year and gave input on planning, development, implementation, operation, promotion, evaluation, and maintenance of the program that results in continuous program improvement.	Minutes reflect PAC input and list of meeting attendees		

PROGRAM ADVISORY COMMITTEE (PAC) INFORMATION FORM

Include all the information requested for each entry. Respondents may use this form or a locally developed form; either is acceptable as long as all information is provided.

Two most recent dates of Advisory Committee Meetings:

PAC COMPOSITION	CONTACT INFORMATION FOR EACH MEMBER (ADDRESS, TELEPHONE NUMBER, AND E-MAIL ADDRESS).	Membership should include: (check all that apply)						
		Business/Industry	*Organized Labor*	*Postsecondary Institution*	*Parent/Community Member*	*Registered Apprenticeship*	*Student*	*Other (Specify Role)*
Facilitator:								
Chairperson:								

Meeting Date #1:	Meeting Date #2:

Interview Checklist		Completed	Bureau of Career Development
2. A. Program of Study and Methods of Instruction	Evidence Required		
1. The proposed program aligns with approved competencies and crosswalk includes curriculum and assessment(s). *May use UbD form or a locally developed form, either is acceptable (Three sample formats are included at the end of this application).*	A complete crosswalk that shows the alignment between your program's competencies, curriculum, and related assessment(s) prior to program approval or June 30, whichever is sooner.		
2. The proposed program uses a competency tracking system.	Sample of tracking system. **Student names must be redacted.**		
3. The Program of Study (POS) provides a description of the academic and technical courses associated with the program (POS is a comprehensive, structured approach for delivering academic and career and technical education to prepare students for postsecondary education and career success).	A description of the sequence of courses and pathways associated with the proposed program.		
4. A Career Pathways Plan of Study (CPPOS) has been developed for the proposed program. •Map out the recommended academic and career and technical courses for each POS. •Begin with introductory courses at the secondary level that teach broad foundational knowledge and skills that are common across all POS. •Progress to more occupationally-specific courses at the postsecondary level that provide knowledge and skills required for entry into and advancement in a chosen POS. •Offer opportunities for students to earn postsecondary credit for coursework taken during high school (examples: apprenticeship, college, university, technical schools). The proposed program uses a postsecondary syllabus (high school and postsecondary headings on form).	CPPOS		

5. End of Course/Program Assessment: Check the assessment instruments that will be used to document student attainment of the program knowledge and skills. (**check all that apply**) ☐Teacher-designed end-of-course assessment ☐School system designed end-of-course assessment ☐Partner-developed exam: (specify) _____ ☐Licensing exam: (specify) _____ ☐Certification or credentialing exam: (specify)_____ ☐Nationally recognized examination: (specify_____	List and description of assessment(s) checked in first column.		
6. The program includes work-based learning (WBL) or simulation experience (Career Development Bureau expects liability coverage extends to every WBL experience).	Copies of school district policies, procedures and forms specific to WBL experiences.		
7. Career guidance and services are offered.	A description of the program-specific career guidance and placement services designed to provide students enrolled in the program with assistance in making the transition to the workforce, postsecondary education, and/or apprenticeship programs.		
8. The proposed program offers students the opportunity to join a Career and Technical Student Organization (CTSO).	Name of CTSO, proposed Advisor		
2.B Educator Certification	Evidence Required		
1. Instructor(s) is properly certified to teach this proposed program.	Resume, certification, and/or letter of eligibility and job description.		

3. Credit Transfer Agreements	Evidence Required		
1. Proposed program must be developed as a pathway of study from secondary to postsecondary and must offer a minimum of three college credits (e.g., articulation agreement (AA), dual-enrollment agreement (DE), 2+2+1, etc.).	Sample form (next page) and copies of all current, signed agreement(s).		

CREDIT TRANSFER AGREEMENTS
Include all the information requested for each entry. Respondent may use this form, or a locally developed form; either is acceptable as long as all information is provided.

 * **Dual-Enrollment Agreement (DE)**: Also known as "dual-credit," this is an official agreement between a secondary school and a postsecondary institution in which a student earns both high school and college credit for a particular college course taught at the high school (e.g., Running Start, SNHU in the High School). The credit is awarded to the student while still in high school and is a transferrable transcript credit, meaning that after high school it may be transferred to postsecondary institutions other than the one that originated the dual-enrollment agreement.

** **Articulation Agreement (AA)**: An official agreement between a secondary school and a postsecondary institution in which the postsecondary institution agrees to grant a certain number of credits to a student who meets certain criteria upon completing a particular CTE course. The credit is awarded to the student if the student attends the postsecondary institution after completing high school and is non-transferrable, meaning it is only available at the postsecondary institution that originated the agreement.

Agreement Type: • Dual Enrollment* • Articulated credit**	Postsecondary Institution Name	High School Courses	College Course Name	Number of Credits

4. Equipment and Facilities	Evidence Required	Completed	Bureau of Career Development
1. The selection, placement and space of equipment meet industry standards and follow safety regulations.	Proposed architectural plan and/or blueprint with equipment and space clearly noted.		
2. PAC validated the proposed programs current and future equipment needs. List includes Item Description, Model #, Serial #, Vendor, Funding Source Local/Perkins, # of Units & Cost Per Unit, Total Cost, Location of Item, and Purchase Dates.	A copy of the equipment list/inventory including existing and new purchases.		
5. Finances and Resources	Evidence Required		
1. The school district committed sufficient financial resources to develop and sustain the program, ensuring that new and emerging industry and safety standards with respect to facilities, equipment, and safety in the program are met.	A copy of the current or planned budget for the proposed program.		

Attachment 1: Resources

Respondent may use one of these forms, <u>or a locally developed form</u>; either is acceptable as long as all information is provided.

Examples of Crosswalk Templates:

Sample 1

Unit	NH Competency	Skills USA Alignment	Assessments	Essential Questions	Enduring Understandings

Sample 2

State Competency	Course Goals	Objectives	Essential Questions	Assessments	21st Century skills

Sample 3   Understanding By Design Unit Template

Title of Unit		Grade Level	
Curriculum Area		Time Frame	
Developed By			
Identify Desired Results (Stage 1)			
Content Standards			

Understandings		Essential Questions	
Overarching Understanding		Overarching	Topical
Related Misconceptions			
Knowledge Students will know…		Skills Students will be able to…	

Assessment Evidence (Stage 2)	
Performance Task Description	
Goal	
Role	
Audience	

Situation	
Product/Performance	
Standards	

Other Evidence

Learning Plan (Stage 3)

Where are your students headed? Where have they been? How will you make sure the students know where they are going?	
How will you hook students at the beginning of the unit?	
What events will help students experience and explore the big idea and questions in the unit? How will you equip them with needed skills and knowledge?	
How will you cause students to reflect and rethink? How will you guide them in rehearsing, revising, and refining their work?	
How will you help students to exhibit and self-evaluate their growing skills, knowledge, and understanding throughout the unit?	
How will you tailor and otherwise personalize the learning plan to optimize the engagement and effectiveness of ALL students, without compromising the goals of the unit?	
How will you organize and sequence the learning activities to optimize the engagement and achievement of ALL students?	

From: Wiggins, Grant and J. Mc Tighe. (1998). *Understanding by Design*, Association for Supervision and Curriculum Development
ISBN # 0-87120-313-8 (ppk)

New Program Application Sample Letter

March 5, 2019

(NAME)
Director of Career & Technical Education
Administrator, Bureau of Career Development
New Hampshire Department of Education

Dear (NAME):

This letter indicates my intent to apply for approval of a new Computer Science/Programming (CIP: 110201) program at Pleasant Valley Career Technical Center for implementation in school year 2023 with the anticipated first cohort of students in Fall of that year.

I have begun the process of completing my formal application and collecting all associated checklist materials.

There is an increasing need to fill the labor market demands for technical jobs in my region. Specifically, I am referring to the JobsEQ report for Central New Hampshire which points to companies in the central part of the State looking to hire students with coding skills.

Best regards,

Director of Career & Technical Education, SAU 89
Pleasant Valley

cc: Education Consultant, New Hampshire Department of Education, Bureau of Career Development

Appendix E: ONLINE GRANTS MANAGEMENT SYSTEM HANDBOOK

Table of Contents

NH DOE FUNDS APPLICATION
PROCESS AND PROCEDURES

Requirements

Grant applicants are <u>required</u> to have a Single-Sign-On ("SSO") account and permissions to access the application(s) for their district(s)/SAU (see Application Figure 1). The link for the SSO address is:

https://my.doe.nh.gov/myNHDOE/Login/Login.aspx

(Application Figure 1)

Applying for Funding

Upon logging in you will see the Grants Management System ("GMS") link (see Application Figure 2). Click on this to bring up the District/SAU screen (see Application Figure 3). Here you will find all of the applications available.

(Application Figure 2)

(Application Figure 3)

Click on the green arrow next to the application with which you wish to work. When the application opens up, select the fiscal year in the top right section of the screen – i.e., 2017- 2018,

2018-2019 (see Application Figure 4). This is important to ensure you are working with the appropriate application.

(Application Figure 4)

Next, click on the "EDIT THIS GRANT APPLICATION" link on the left portion of the application (see Application Figure 4).

This will open up the Project Dates and Contact section (see Application Figure 5). Use the calendar icons to select the dates. The start and end dates should be populated by the initial grant setup in GMS. Please note: *on formula grant (i.e. Title I Part A, Title II Part A) your start date may not be earlier than the date your application is submitted*.

In the Contact section (see Application Figure 5) complete all of the information requested
- District name, address, Project Manager and Fiscal Contact. When appropriate, enter an alternative contact and that will be the person contacted with questions.

Click on SAVE.

(Application Figure 5)

Once you have saved the contact information and project dates, you will see several pieces of information on the screen – the allocation (or for competitive grants the limit available), a budget figure (after your budget is entered), and total payments that have been made (after reports are entered) (see Application Figure 6). You will also find the CFDA # for the program next to the project dates.

SPECIAL NOTE: Consortiums, consolidated applications, and cooperatives will require special handling. The allocation for the district(s)/SAU(s) will need to be made available once the decision is made to apply in this fashion.

(Application Figure 6)

Scrolling down the page brings you to the Activity and Budget section (see Application Figure 7).

To begin a new activity, click on the "CLICK HERE TO ADD NEW ACTIVITY" link. This link gives you access to the Narrative section (see Application Figure 7A). The information included here should be just the activity description – the budget information will be added in the next step. Once the entry is complete, click on the "SAVE ACTIVITY DESCRIPTION" link.

NOTE: the OUTCOMES area is to be completed for the programs that indicate this information is required.

(Application Figure 7)

(Application Figure 7A)

Bureau of Career Development   *CTE Policy and Procedure Manual 2024*

To edit an activity, click on the "EDIT" link in the activity section on the right section of the activity box (see Application Figure 8). This provides you access to both the Narrative and Budget sections for data entry once an activity has been started.

(Application Figure 8)

The budget information is self-explanatory (see Application Figure 9) – use the dropdown lists for the proper function and object codes and key in the amount for each line item. The data entered will be locked in when the DOE approves the application. This data will be used to populate the

reports of expenditures that are required every month. Reporting is covered in the next section of these instructions.

NOTE – once a line item is created, you cannot delete it; this history is maintained for audit purposes. You can, however, edit the line item by zeroing or reducing the amount and creating a new line item to meet your needs. Note: *you cannot reduce a budget line below the amount of payments already entered*.

(Application Figure 9)
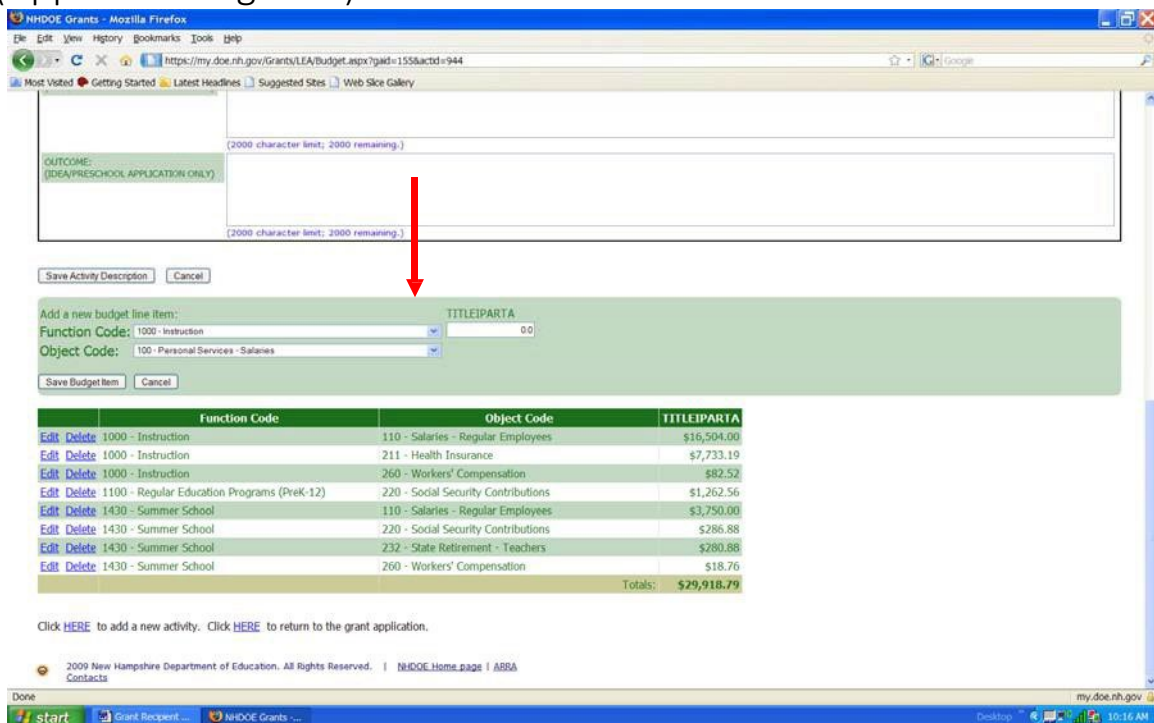
The Extras

There are "Attachments" and "Take Snapshot" features available on the application screen.

Click the "Attachments" link to send the DOE additional documents – i.e., contracts, time sheets, etc.

The "Take Snapshot" link will take a snapshot of the application in its current state and place it in the Attachments area. This provides some history of the application process and may be done at any time. It will show up as a "User-Snapshot" in the Attachments area. GMS also does periodic "Auto-Shapshots" which are available in the same area.

Roles and Approvals

Every application can have several roles and approvals. As each submission is made and each approval is given, an email notice is sent to everyone identified in the Contact Information section, the Superintendent or Authorized Signer, and the DOE.

The Project Manager will be responsible for completing and submitting the application. The submission will go to the Superintendent or Authorized Signer at the district(s)/SAU/RA. Click on the "STARTED" link to submit the application for approval.

The Superintendent or Authorized Signer needs to review the submitted information and has the option of sending it to the DOE by marking it as approved or returning it to the Project Manager for changes. Click on the "SUBMITTED" link select the option needed.

The DOE has several layers of application review and approval. For applications there is the "BUDGET REVIEWED" as well as the "APPROVED" status. Grant recipients must wait for the Approved status from the Program Manager at the DOE to go forward with activities. **Do not** use the Budget Reviewed status for authorization.

IMPORTANT – grant recipients official authorization to spend funds is the email notices that are sent upon approval being granted by the DOE.

There are special rules about which all grant recipients must be aware:

- ♦ when entering the budget line items the system will not permit you to exceed the allocated/limited amount or the amounts for which payment has been made

- ♦ the 10% rule cannot be used with the online grants system

- ♦ grant recipients have **45** days to disburse all funds – this replaces the 90-days to disburse with the Form 2 system; grant recipients must have all expenses reported within 2 reporting cycles after the project end date

- ♦ you cannot create function and object codes in the online grants system; those provided in the drop down lists are all that can be used

- ♦ budget changes can be made during the project period but only to the amount that has not been paid, a budget line may not be reduced below what has already been paid on that line.

- changes can be made to an application up to fifteen (15) days before the project end date unless a grant program establishes a different cut-off date

- "the useful life theory" must be applied to all activities within an application – you must make purchases during project period that reflect useful life and not at the end of a grant just to prevent the return of funds as unused

- equipment purchases must be tagged with inventory labels

- indirect costs must be calculated using one of the two approved methods – whole or partial use of funds and the amount must be rounded down to the nearest penny

- there is no forward funding with the online grant system – it is reimbursement only

- Federal Funds ledgers must be maintained for each project.

- Form 1, 2, 3, 4, and 8 are not used with the online grants system

- Audit records must still be maintained. Records do not need to be on paper; electronic records are acceptable as long as the grant recipient can produce all of the documentation needed. Controls for having appropriate back-up systems must be enforced.

NH DOE FUNDS REPORTING AND REIMBURSEMENT PROCESS AND PROCEDURES
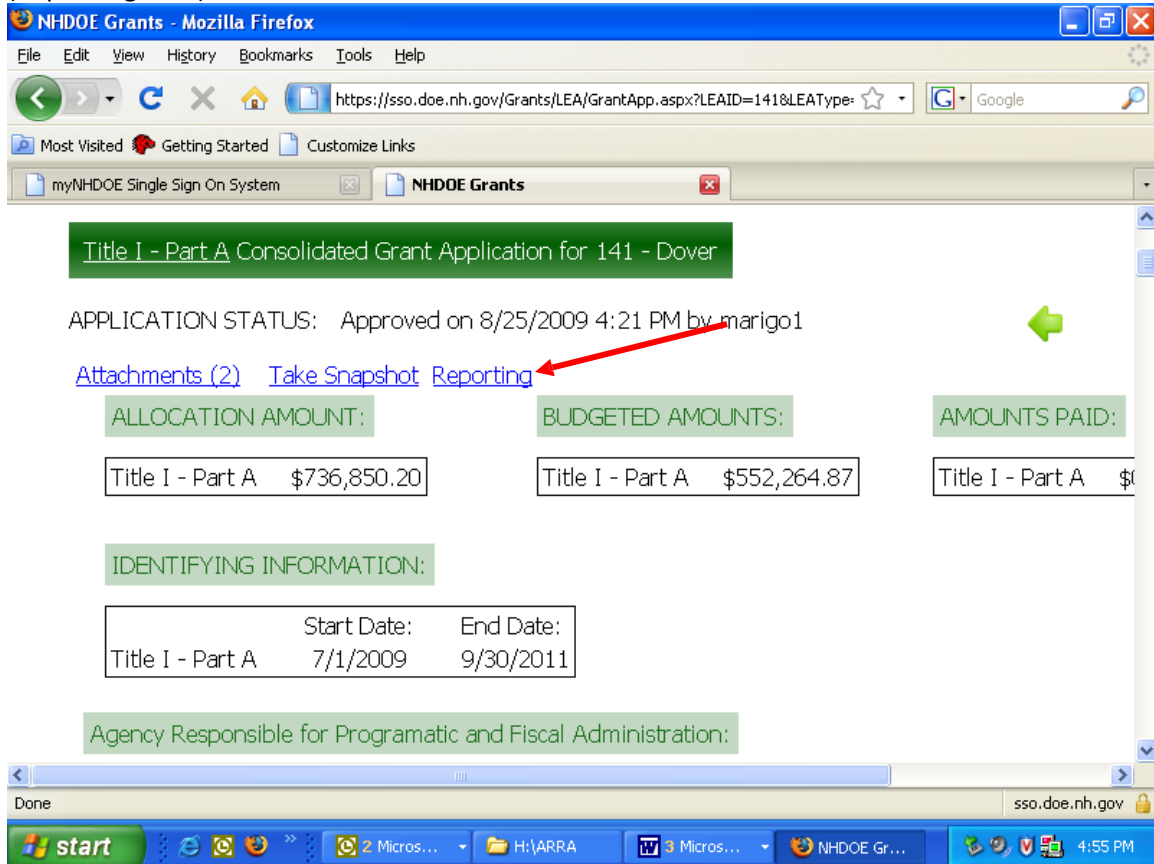
Requirements

Grant recipients are <u>required</u> to submit <u>monthly</u> reports of **actual disbursements**. Example: for the month ending May, the actual disbursements must be reported using the May report. Reports must be filed, even if they are zero, for each month a grant is open.

Reports of expenditures are due to the DOE by the 10th of the month to be included in the first payment cycle scheduled for the 15th of the month. Reports submitted after the 10th will be included in the second payment cycle scheduled for the end of the month.

Reporting

In <u>each application</u>, the person responsible for reporting must click on the *Reporting* link to begin the process (Report Figure 1).

(Report Figure 1)

It is required that an approved fiscal agent be selected from the drop down menu provided and click the "SAVE" link located next to the drop down arrow (see Report Figure 2). Note: In some internet browsers this link may not be visible but if you hover next to the drop down arrow, you will see a message; click on that message. You will see an acknowledgement message in red appear once this SAVE process has completed (see Report Figure 2).
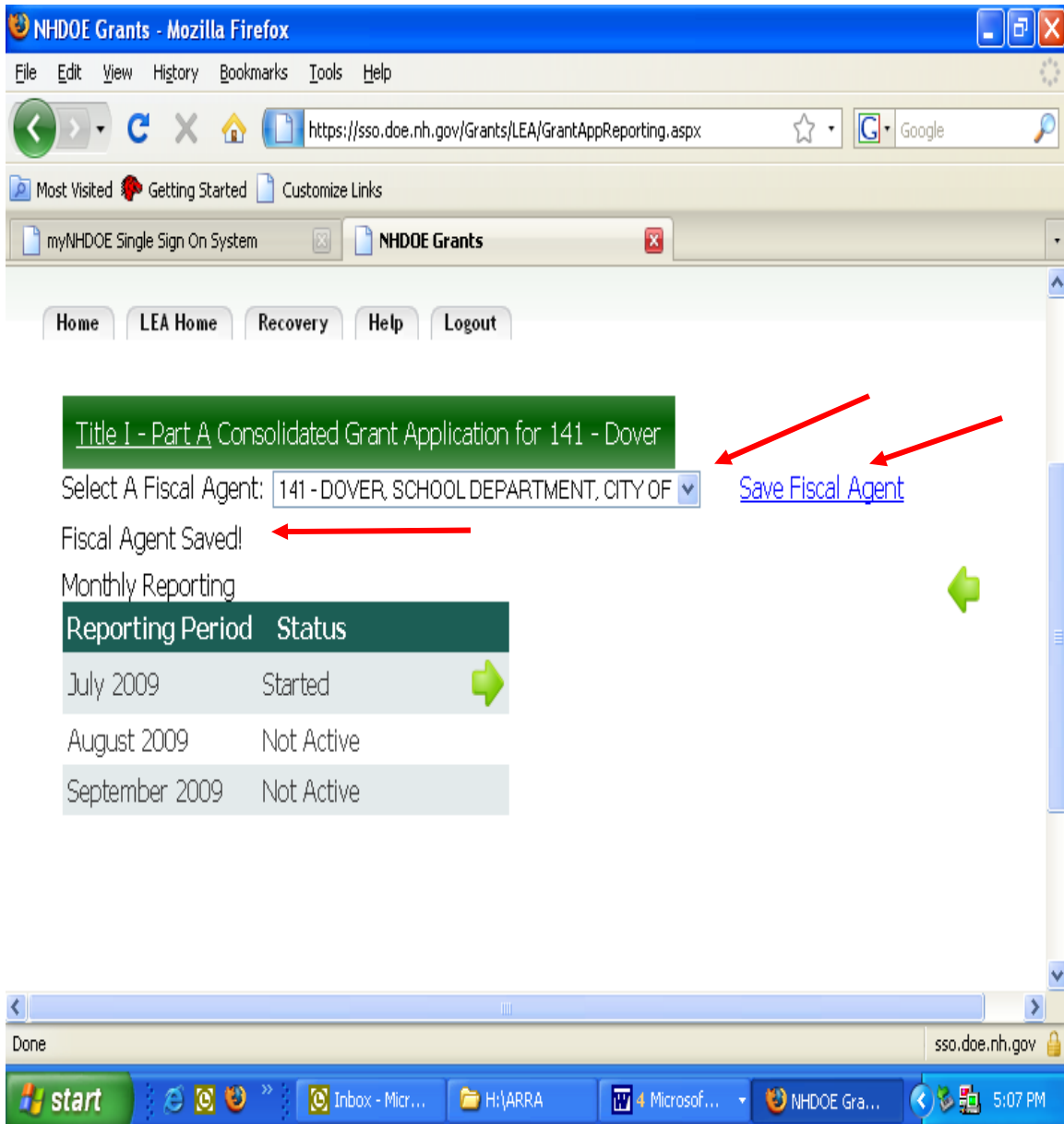
Select the reporting period being submitted and click on the green plus icon. NOTE: you can only work in one reporting period at a time (see Report Figure 3).

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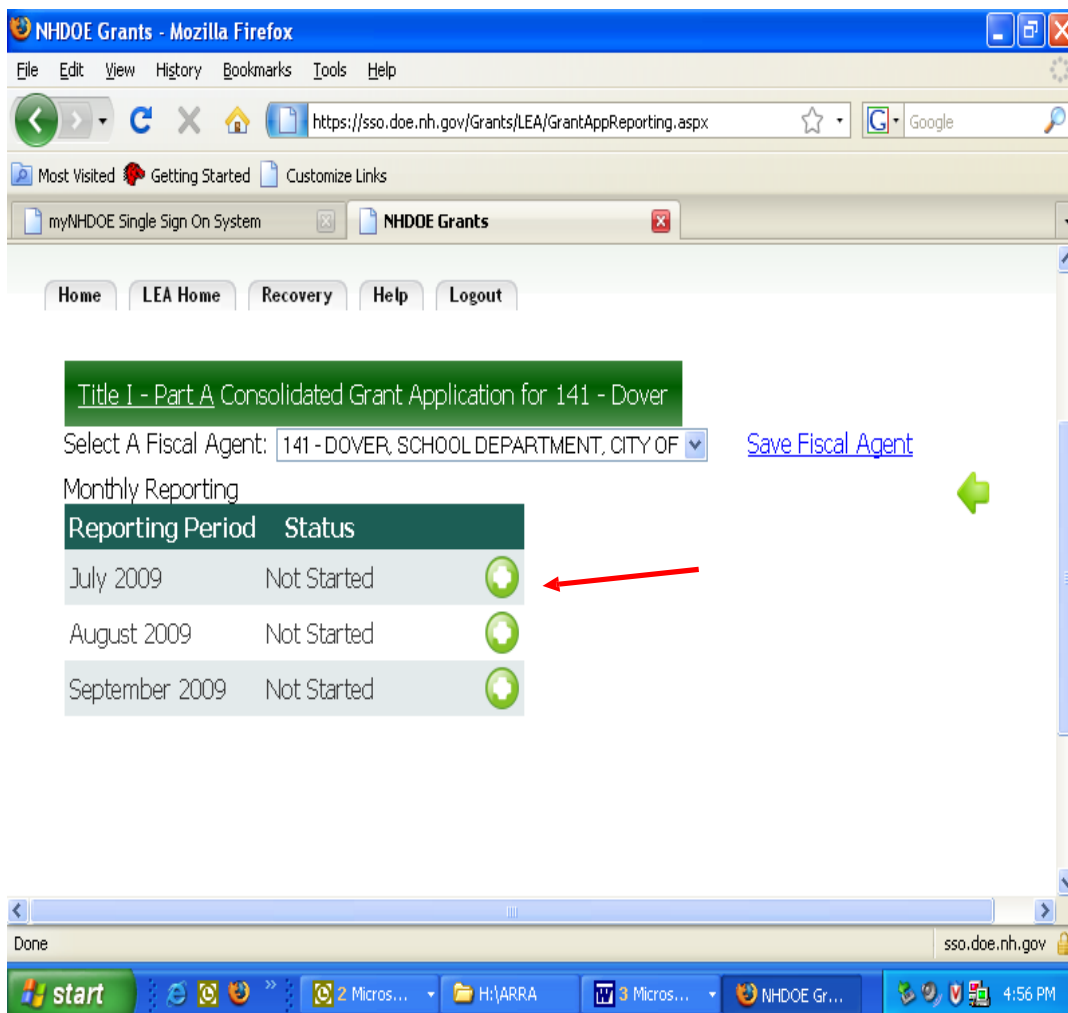
Each activity and the approved budget lines will be visible. Click on "EDIT" in each activity for which you are reporting actual disbursements (see Report Figure 4). As you key figures into the appropriate fields you will notice a warning message that you cannot exceed the approved budget amount if your figure is higher; the message will indicate the amount available (see Report Figure 5). Click "SAVE" when all entries in each activity have been completed.

NOTE: the 10% rule will not apply. If the funds from one budget line need to be used for another, an actual change to the application activity/budget must occur <u>and be</u> <u>approved</u> before disbursements can be reported.

Grant recipients have **45** days to disburse all funds – <u>this replaces the 90-days to</u> <u>disburse</u> with the Form 2 system. Grant recipients must have all expenses reported within 2 reporting cycles after the project end date.

(Report Figure 4)

(Report Figure 5)

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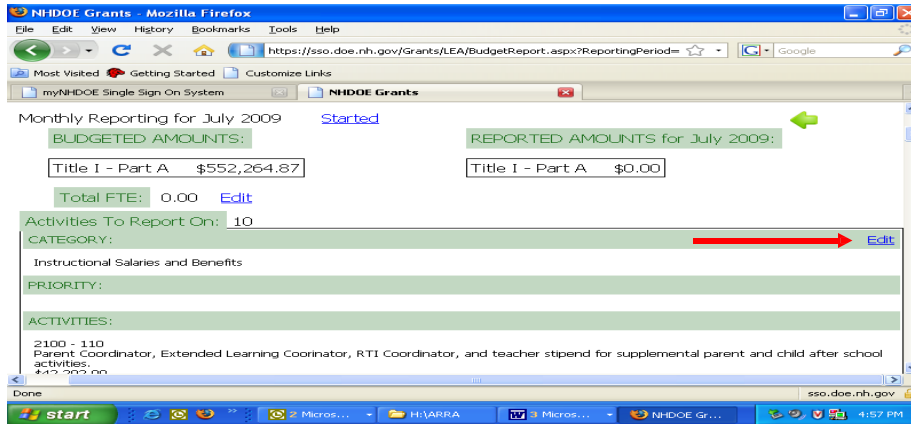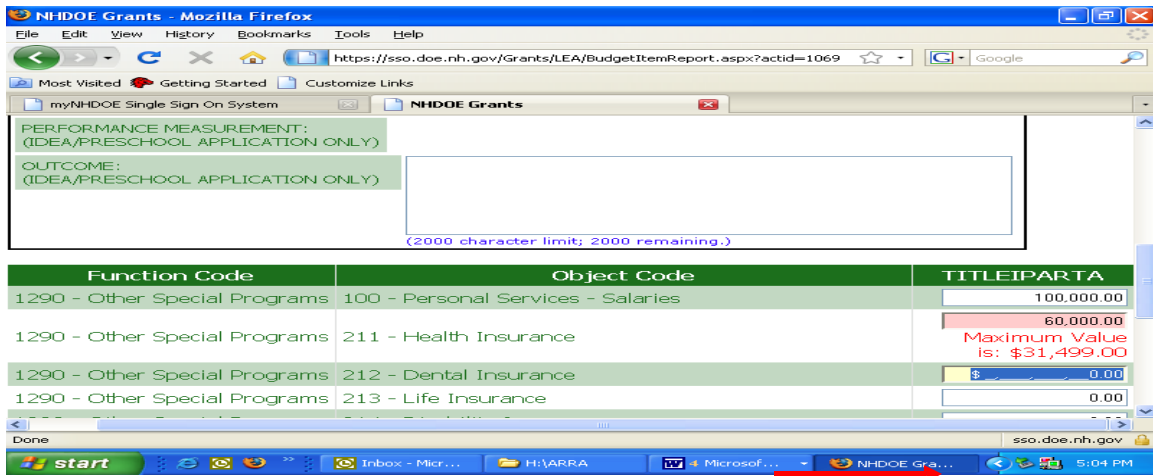
Reimbursement

The reimbursement payments for reported and DOE approved actual disbursements will be made twice a month and will be made in the manner in which grant recipients are accustomed from the DOE (EFT or check).

Grant recipients receive a payment breakdown included in the payment indicating the name of the program and amount being reimbursed so appropriate posting may be made to the Federal Funds ledgers.

After all information has been entered, click the *Reporting* link again to SUBMIT the information. The approval process will be the same as for the application. The Project Manager, Fiscal Contact, Superintendent, and DOE will receive an email notice when information is submitted. The Superintendent must mark the report as approved for it to reach the DOE or return it to the appropriate person and the approval process will need to begin again.

Once the DOE receives notice of the report having been submitted, the appropriate program office will review the information and either mark it as approved or returned. If it is approved an invoice is created by the system and sent to the DOE Business Office for processing of the reimbursement payment. If it is returned an email notice will be sent requesting additional information and, once the report is amended, the approval process will begin again.

Reporting errors may be corrected by submitting a negative report against the incorrect budget line and a positive amount against the correct budget line. These corrections can be included in regular monthly reports.

Appendix F: Perkins V: Secondary Distribution Analysis FY24-Example
April 2023

Analysis

The New Hampshire Department of Education (NH-ED) received a preliminary Strengthening Career and Technical Education (CTE) for the 21st Century Act (Perkins V) Grant Award of $6,971,416 for FY24, a 3.66% increase from last year. Eighty-five percent ($5,925,703) of the total grant award will be distributed to local subrecipients. Ten percent ($592,570) of the local distribution will be held back in reserves for innovation grants. The remainder ($5,333,133) is split with secondary subrecipients receiving 79.5% ($4,239,840) and post-secondary subrecipients receiving 20.5% ($1,093,292). In addition, unobligated balances from SY 2021-2022 grant allocations will be added to FY24 distribution of funds. As of 4/13/2023 the secondary unspent funds that will be carried over are $539,299, which is a 31.15% decrease from the amount carried over from last year. These carry over funds plus the secondary portion of the grant award totals $4,779,140 available for distribution to the CTE centers in FY24, which is a decrease of 1.94% from FY23, see table #1 below.

Analysis: Perkins V Secondary Grant Allocation FY23 vs FY24				
Description	**FY22-23**	**FY23-24**	**Difference**	**Percent Difference**
Grant Award	$6,725,491.00	$6,971,416.00	$245,925.00	3.66%
Local Distribution 85%	$5,716,667.00	$5,925,703.00	$209,036.00	3.66%
Reserve 10%	$571,666.00	$592,570.36	$20,904.36	3.66%
Secondary 79.5%	$4,090,275.00	$4,239,840.93	$149,565.93	3.66%
Carryover Secondary	$783,339.00	$539,299.37	-$244,039.63	-31.15%
Total Secondary	**$4,873,614.00**	**$4,779,140.30**	**-$94,473.70**	**-1.94%**

Table #1

Formula Distribution

As stated above, the total secondary funds available for distribution in FY24 is $4,779,140.30. This amount is used to generate two different per child rates: the "Relevant Ages 5 to 17 Population" and "Relevant Ages 5 to 17 in Families in Poverty". The data for both these populations is collected from the U.S. Census Bureau's Small Area Income and Poverty Estimates (SAIPE). The distribution split is 30% and 70%, the later going to children in poverty. Important to note, there was an 2.14% increase in the reported number of children living in New Hampshire according to the most recent 2021 SAIPE report. Furthermore, with the decrease in available funds the per child rate decreased from $7.71 to $7.41. Additionally, the data from the SAIPE report included an increase of 2,540 (17.95%) children living in families in poverty, combined with the decrease in available funds the amount per child in poverty rate decreased by $41.10. See Table #2 below.

Appendix						
Appendix	Appendix		Appendix		Appendix	
Appendix	Appendix	Appendix	Appendix	Appendix	Appendix	Appendix
Appendix	Appendix	Appendix	Appendix	Appendix	Appendix	Appendix
Appendix	Appendix	Appendix	Appendix	Appendix	Appendix	Appendix

Table #2

As many of you are aware, this data is not based on CTE student enrollment but on U.S. Census Bureau's SAIPE population data reported from 179 New Hampshire School Districts. This population data is entered into the State's formula and school districts are assigned to an agreed-upon CTE Region for distribution.

The increase in population and the decrease in the amount of funds available for distribution resulted in a decrease in both rates. Furthermore, some communities in the State reported a loss in population and some communities reported a gain and this combination has resulted in a decrease in the allocation of funds for some CTE centers, but an increase for other CTE centers.
Region 10 is an example of this where one CTE center will receive an increase and the other will receive a decrease in funding.

Table #3 below is an example from Region 10, which has two CTE Centers, Sugar River Valley RTC Claremont and Sugar River Valley RTC Newport plus there are seven school districts within this region. The State's formula calculates each school district's total allocation, see table #3 below. For example, Claremont School District's ages 5 to 17 population is 1893 multiplied by $7.41 equals $14,020.57. The ages 5 to 17 population in families in poverty is 289 multiplied by $200.42 equals $57,921.16. Adding both figures together equal $71,941.73 for the total allocated for Claremont School District.

Region #	District Name	Relevant Ages 5 to 17 Population	Allocation Per Student	Population District Allocation 30%	Relevant Ages 5 to 17 in Families in Poverty	Allocation Per Student	Poverty District Allocation 70%	Total District Allocation
10	Claremont School District	1893	$ 7.41	$ 14,020.57	289	$ 200.42	$ 57,921.16	$ 71,941.73
10	Cornish School District	182	$ 7.41	$ 1,347.99	8	$ 200.42	$ 1,603.35	$ 2,951.34
10	Croydon School District	97	$ 7.41	$ 718.43	11	$ 200.42	$ 2,204.61	$ 2,923.05
10	Goshen School District	102	$ 7.41	$ 755.47	9	$ 200.42	$ 1,803.77	$ 2,559.24
10	Newport School District	874	$ 7.41	$ 6,473.31	134	$ 200.42	$ 26,856.18	$ 33,329.49
10	Sunapee School District	440	$ 7.41	$ 3,258.88	30	$ 200.42	$ 6,012.58	$ 9,271.45
10	Unity School District	168	$ 7.41	$ 1,244.30	19	$ 200.42	$ 3,807.97	$ 5,052.26
								$ 128,028.57

Table #3

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Secondary Subrecipient Allocations

Using the above example, Region 10, Sugar River Valley RTC Claremont will be allocated the funds from the Claremont School District, Cornish School District, and Unity School District for a total base allocation of $79,945.34. Sugar River Valley RTC Newport will be allocated the funds from the Newport School District, Croydon School District, and Goshen School District for a total base allocation of $ **$38,811.78**, see table #4 below.

In Regions with multiple CTE Centers, there may be secondary school districts that are designated assending school districts according to the regional agreement. Additionally, there
may be secondary and/or elementary school districts that are not designated as sending school districts to any particular receiving school district in the region. Without designation as a sending school district, there is no basis for allocating Perkins funds associated with these districts to any of the receiving districts. Funds left unallocated under this circumstance are referred to as "Balance of Region (BOR)." It is New Hampshire's policy that the balance of region funds be awarded on the basis of an agreement reached among the multiple CTE centers in the region, see table #4 below.

For example, Sunapee is the only district under the BOR and has a choice to attend either Claremont or Newport for CTE programs. The BOR portion is $9,271.45. In Region 10 the CTE Directors agreed to split the BOR funds with 20% going to Claremont and 80% going to Newport. In this case, Claremont's portion of the BOR is $1,854.29 which is added to their base allocation of $79,945.34 for a total center allocation **$81,799.63**. Newport's portion of the BOR is $7,417.16 which is added to their base allocation of $38,811.78 for a total center allocation of **$46,228.94**. See table #4 below.

Region 10 SY 2023-24 Perkins Allocation					
District	30% Relevant age 5 to 17 population	70% Relevant age 5 to 17 in families in poverty	Total District Allocation	Balance of Region Distribution	SY 2023-24 Center Allocation
Sugar River Valley RTC -- Claremont, NH			**$79,945.34**	**$1,854.29**	**$81,799.63**
Claremont School District (NH)	$ 14,020.57	$ 57,921.16	$71,941.73		
Cornish School District (NH)	$ 1,347.99	$ 1,603.35	$2,951.34		
Unity School District (NH)	$ 1,244.30	$ 3,807.97	$5,052.26		
Sugar River Valley RTC -- Newport, NH			**$38,811.78**	**$7,417.16**	**$46,228.94**
Croydon School District (NH)	$ 718.43	$ 2,204.61	$ 2,923.05		
Goshen School District (NH)	$ 755.47	$ 1,803.77	$ 2,559.24		
Newport School District (NH)	$ 6,473.31	$ 26,856.18	$ 33,329.49		
Balance of Region			**$9,271.45**		
Sunapee School District (NH)	$3,258.88	$ 6,012.58	$9,271.45		

Table #4

Analysis Summary

In summary, the NHED received an increase Perkins V State allocation of 3.66% for SY2023- 2024. Unspent balances that have been carried over total $539,299, a 31.15% decrease from the amount carried over from last year. As a result, there is a 1.94% decrease of available funds for distribution this coming year. The combination of less funds and population increases has resulted in less funds per person rates. For example, a school district that has had an increase in population could end up with less funding as in the case of Claremont. Even though Claremont, Cornish, and Unity combined reported an increase of 13 for "ages 5 to 17 in families in poverty" they will receive less funding. On the other hand, Newport, Croydon, and Goshen reported an increase of 29 and they will receive a slight increase in funding, see table #5 below. As a result, a district will only receive an increase in funding if they have a greater increase in population to make up the difference of less funds per person.

Region 10	SAIPE Data FY2021			SAIPE Data FY2020		
District Name	Relevant Ages 5 to 17 in Families in Poverty	Allocation Per Student	Poverty District Allocation 70%	Relevant Ages 5 to 17 in Families in Poverty	Allocation Per Student	Poverty District Allocation 70%
Claremont School District	289	$ 200.4193	$ 57,921.1647	255	241.52428	$ 61,588.6907
Cornish School District	8	$ 200.4193	$ 1,603.3540	30	241.52428	$ 7,245.7283
Unity School District	19	$ 200.4193	$ 3,807.9658	18	241.52428	$ 4,347.4370
	316		**$ 63,332.4846**	**303**		**$ 73,181.8560**
Croydon School District	11	$ 200.4193	$ 2,204.6118	7	241.52428	$ 1,690.6699
Goshen School District	9	$ 200.4193	$ 1,803.7733	9	241.52428	$ 2,173.7185
Newport School District	134	$ 200.4193	$ 26,856.1802	109	241.52428	$ 26,326.1462
	154		**$ 30,864.5653**	**125**		**$ 30,190.5346**

Table #5

Out of the Twenty-Nine CTE centers (school districts) that receive Perkins funds, fourteen will see an increase, and fifteen will see a decrease from SY2022-23 levels. The greatest percent increases are expected for Bradford, VT (River Bend Center) 22%, Dover 17% and Rochester 17%. The largest percent decreases are expected for Conway -22%, Claremont -13%, and Hudson -13% each one for a slightly different reason. With Conway's allocation, there was a significant decrease in the reported number of people living in families in poverty. Claremont's case was explained above, and Hudson is in a similar situation. In conclusion, the impact of the combination of less funds and population increases resulted in lower per-person rates.
Please see below, the "Preliminary SY 2023-24 Secondary Perkins Allocation" for a complete list of individual center allocations.

PRELIMINARY SY 2023-24 Secondary Perkins Allocation
Based on grant award of $ 6,971,416 with reserve of 10%

Region	Center	SY 22-23 Center Formula Allocations	SY 23-24 Center Formula Allocations	Change	Percent Change
1	Colebrook	$ 26,453.19	$ 23,968.27	$ (2,484.92)	$ (0.09)
2	Berlin	$ 82,743.30	$ 85,496.62	$ 2,753.33	$ 0.03
3	Littleton	$ 63,786.91	$ 70,358.45	$ 6,571.53	$ 0.10
3	White Mountain Regional	$ 63,786.91	$ 70,358.45	$ 6,571.53	$ 0.10
4	Bradford, VT (River Bend Center)	$ 41,473.46	$ 49,339.80	$ 7,866.34	$ 0.19
5	Plymouth	$ 122,751.66	$ 128,050.35	$ 5,298.69	$ 0.04
6	Conway	$ 105,948.11	$ 82,366.39	$ (23,581.71)	$ (0.22)
7	White River Jct, VT (Hartford Ctr.)	$ 111,891.50	$ 105,950.25	$ (5,941.25)	$ (0.05)
8	Laconia	$ 201,824.78	$ 217,826.29	$ 16,001.51	$ 0.08
8	Winnisquam	$ 65,141.13	$ 71,838.45	$ 6,697.32	$ 0.10
9	Wolfeboro	$ 162,456.78	$ 156,857.94	$ (5,598.84)	$ (0.03)
10	Claremont	$ 94,258.36	$ 81,799.63	$ (12,458.73)	$ (0.13)
10	Newport	$ 44,187.63	$ 46,228.94	$ 2,041.31	$ 0.05
11	Concord	$ 481,577.05	$ 500,644.81	$ 19,067.76	$ 0.04
12	Dover	$ 158,795.00	$ 185,005.11	$ 26,210.12	$ 0.17
12	Somersworth	$ 69,179.77	$ 74,043.08	$ 4,863.30	$ 0.07
12	Rochester	$ 164,896.10	$ 193,687.65	$ 28,791.55	$ 0.17
13	Keene	$ 213,829.86	$ 209,081.73	$ (4,748.14)	$ (0.02)
13	Langdon, Fall Mountain	$ 66,442.38	$ 68,375.47	$ 1,933.09	$ 0.03
14	ConVal	$ 149,169.97	$ 147,266.12	$ (1,903.85)	$ (0.01)
15	Manchester	$ 870,374.67	$ 808,881.12	$ (61,493.56)	$ (0.07)
16	Nashua	$ 466,379.17	$ 442,699.58	$ (23,679.59)	$ (0.05)
16	Milford	$ 104,003.45	$ 99,033.92	$ (4,969.54)	$ (0.05)
16	Hudson	$ 146,794.32	$ 127,012.53	$ (19,781.79)	$ (0.13)
17	Pinkerton	$ 220,209.54	$ 197,694.19	$ (22,515.35)	$ (0.10)
17	Salem	$ 205,267.79	$ 189,699.44	$ (15,568.35)	$ (0.08)
18	Exeter	$ 282,947.39	$ 257,923.53	$ (25,023.86)	$ (0.09)
19	Portsmouth	$ 67,649.69	$ 68,881.78	$ 1,232.10	$ 0.02
20	Brattleboro, VT (Windham Ctr.)	$ 19,394.99	$ 18,770.42	$ (624.57)	$ (0.03)
	Totals:	$ 4,873,614.89	$ 4,779,140.30		

Appendix G: Reserve Grants Request for Applications

Relevant Legislation: Strengthening Career and Technical Education for the 2l5[1] Century Act (Perkins V), Section 3(21)(A)(B); Section 112(c)1-2; Section 124(b)1-25

Overview: The Bureau of Career Development (BCD) at the New Hampshire Department of Education will issue discretionary grants to subrecipients eligible to receive Perkins funds. Responses to this request for applications received by the deadline will scored by independent peer reviewers; applications of sufficient quality will be funded in rank order based on available funds. The primary purpose of these grants is to pilot promising practices for CTE expanding access to and attainment of industry recognized credentials, in order to provide scalable and/or replicable models for future implementation across the State of New Hampshire.

Directions:

1.) Identify how your proposed activity or project aligns with the absolute priority outlined in the next section. Identify any additional alignment with the competitive preference priority listed in the section following the absolute priority.
2.) Complete the application form prompts below. Each prompt's response must be no more than 300 words.
3.) Submit the application electronically to Diane.R.Lewis@doe.nh.gov. All applications must be received prior to 4pm on Friday, December 1, 2023 (30 days from
4.) publication of the Request for Applications)

Absolute Priority:

1. **Expanding Access to and Attainment of Industry Recognized Credentials-Proposals** focused on activities which culminate in a learner earning a stackable Industry Recognized Credential (IRC) or significant component, including micro-credentials or badges, defined as: "An Industry Recognized Credential is the culminating evidence of a learner's proficiency in competencies that equip them for a productive career in a specific industry domain." (Up to 36 total points in the "Alignment to Absolute Priority" domain across six Industry Recognized Credential elements in the scoring rubric) Please see the Industry Recognized Credential definition and rubric referenced here: https://www.education.nh.gov/sites/g/fi1es/ehbemt326/fi1es/inline-documents/sonh/nh-industry-recognized-credential-definition-and-rubric_O.pdf
Note: The BCD <u>will not</u> accept applications that do not meet this absolute priority.

Competitive Preference Priorities:

1. **Sustainability of Project through Employer** Match-Proposals including a match provided by a local employer or multiple local employers, including those employers participating in the tax credit program for donating time, equipment, or funding outlined in NH SB270. (Up to 10 points in the "Alignment to Competitive Preference Priority 1" domain in the scoring rubric)
Note: The BCD <u>will</u> accept applications that do not meet this competitive priority, but such applications will receive 0 points under competitive preference priority 1.

2. **Alignment of Project to Work Based** Learning-Proposals that integrate activities that expand access to and attainment of industry recognized credentials with work based learning, defined as: "Work based learning is sustained interactions with industry or community professionals in real workplace settings, to the extent practicable, or simulated environments at an education institution that foster in-depth, firsthand engagement with the tasks required in a given career field, that are aligned to curriculum and instruction." (Up to 4 points in the "Alignment to Competitive Preference Priority 2" domain in the scoring rubric)

Note: The BCD <u>will</u> accept applications that do not meet this competitive priority, but such applications will receive 0 points under competitive preference priority 2.

Deliverables: At minimum, the proposal must include a description of how the grant awardee will share implementation details, including challenges and suggested improvements, with CTE professionals across the state, in order to ensure replication and/or scalability. Any performance metrics or other quantitative data collected and reported must be used in an evaluative manner, to improve future implementation by the awardee or CTE programs/centers who will replicate or scale up the project.

Budget: While there is no award minimum or maximum amount for each proposal, the estimated budget for each proposal is $5,000 to $50,000.00.

<p align="center">**Application Prompts**</p>

Section 1: Summary of Proposal

1. Provide an overview of your project.

2. Explain how it addresses the Absolute Priority: Expanding Access to and Attainment of Industry Recognized Credentials (up to 36 total points). Explain how the Industry Recognized Credential advanced in the proposal activities meets each the six Industry Recognized Credential elements (up to 6 points per element):

   a. Assessment (up to 6 points),

   b. Competencies (up to 6 points),

   c. Market Currency (up to 6 points),

   d. Portability (up to 6 points),

   e. Stackability (up to 6 points), and

   f. Transparency (up to 6 points).

3. If applicable, explain how it addresses Competitive Preference Priority 1: Sustainability of Project through Employer Match (up to 10 points).

   If applicable, explain how it addresses Competitive Preference Priority 2: Alignment of Project to Work-Based Learning (up to 4 points)

Section 2: Deliverables and/or Performance Metrics

1. Explain how the activities will result in clearly defined outcomes. Such outcomes include products and deliverables (including curriculum items, assessment tools, career pathway models, personalized learning plans, websites, apps, and any other products resulting from the project). Describe performance metrics and their clear connection to project implementation plan activities, including a means to measure attainment of metrics directly related to absolute priority (up to 15 points).

Section 3: Implementation Plan

1. Outline a clear plan of activities and timeline for implementation. Include details about how much time you will need to implement the project, from the initial stages to a clearly defined end date when you will be ready to share the results publicly. Identify all the people who will implement the activities in the project by role, and describe in detail what they will do. Explain

   how activities connect to stated outcomes, deliverables, and performance metrics (up to 20 points).

Section 4: Budget

1. Complete the following budget spreadsheet. Enter each cost included in the budget as a separate line item. Include a rate. For example, if you are including transportation include an estimated number of miles and the Federal mileage rate (available at https://www.gsa.gov/travel/plan-book/transportation-airfare-pov-etc/privately-owned-vehicle-pov-mileage-reimbursement-rates). For transportation costs such as student transportation by bus, use the estimated number of trips and cost per trip. For the justification, explain how the costs will support the activities outlined in the proposal, and the connection costs have to stated outcomes for the project. Explain how each cost included is clearly connected to outcomes (up to 15 points).

Budget Template

Grant Application Budget				
Budget Item	Cost Per Unit	Number of Units	Total	Justification
Total Budget:			$0.00	

Application Scoring Rubric Used by Independent Peer Reviewers					
	6 Points (3 on IRC Rubric)	4 Points (2 on IRC Rubric)	2 Points (1 on IRC Rubric)	0 Points	Points Awarded
Alignment to Absolute Priority to Industry Recognized Credential (IRC) Element 1 (up to 6 points) **Assessment** (may be nationally recognized, recognized by a statewide industry association, or locally-created)	Assessment accredited by a third party; includes performance task	Assessment issued by third party	Assessment not issued by a third party	Does not meet IRC element	
	6 Points (3 on IRC Rubric)	4 Points (2 on IRC Rubric)	2 Points (1 on IRC Rubric)	0 Points	
Alignment to Absolute Priority to IRC Element 2 (up to 6 points) **Competencies**	Clearly states what a candidate must know and be able to do in order to obtain IRC including a description of specific skills and knowledge	States what a candidate must know and be able to do in order to obtain IRC including a list of skills	States in general terms what a candidate must know and be able to do	Does not meet IRC element	
	6 Points (3 on IRC Rubric)	4 Points (2 on IRC Rubric)	2 Points (1 on IRC Rubric)	0 Points	
Alignment to Absolute Priority to IRC Element 3 (up to 6 points) **Market Currency**	Aligns with a variety of high skill, high wage, in-demand occupations and sectors determined by current labor market data for New Hampshire drawn from Federal, State, and real-time sources; Includes needs determined by employers	Aligns with in-demand occupations and sectors determined by current labor market data for New Hampshire drawn from Federal, State, and real-time sources; includes needs determined by employers	Aligns with projected in-demand occupations and sectors in New Hampshire as determined by recommendations from employers	Does not meet IRC element	

	6 Points (3 on IRC Rubric)	4 Points (2 on IRC Rubric)	2 Points (1 on IRC Rubric)	0 Points	
Alignment to Absolute Priority to IRC Element 4 (up to 6 points) **Portability**	Aligns with in- demand occupations and sectors across a variety of geographic contexts, determined by current labor market data	Aligns with in-demand occupations and sectors within New Hampshire	Aligns with locally in-demand occupations and sectors for a single CTE region in New Hampshire	Does not meet IRC element	
	6 Points (3 on IRC Rubric)	4 Points (2 on IRC Rubric)	2 Points (1 on IRC Rubric)	0 Points	
Alignment to Absolute Priority to IRC Element 5 (up to 6 points) **Stackability**	Option exists to pursue further credentialing upon earning credential; further credentials have direct connection to increased wages and promotion within the industry or sector; IRC articulates to credit at postsecondary institutions in NH	Option exists to pursue further credentialing upon earning credential; further credentials have connection to increased wages and promotion within the industry or sector	Option exists to pursue further credentialing upon earning credential; further credentials have connection to promotion within the industry or sector	Does not meet IRC element	
	6 Points (3 on IRC Rubric)	4 Points (2 on IRC Rubric)	2 Points (1 on IRC Rubric)	0 Points	
Alignment to Absolute Priority to IRC Element 6 (up to 6 points) **Transparency**	Third party awarding IRC provides detailed information to the public about assessment process, value to employers, performance needed to attain IRC	Third party awarding IRC provides general information to the public about assessment process, value to employers, performance needed to attain IRC	Third party awarding IRC provides general information to the public about the IRC	Does not meet IRC element	

	10 Points	5 Points	2 Points	0 points	
Alignment to Competitive Preference Priority 1 (up to 10 points) **Sustainabili ty of Project through Employer Match**	100% of the total requested budget is matched by an employer	At least 50% of the total budget requested is matched by an employer	At least 20% of the total budget requested is matched by an employer	No	
	4 Points	3 Points	2 Points	0 points	
Alignment to Competitive Preference Priority 2 (up to 4 points) **Alignment of Project to Work Based Learning**	Alignment to priority is clear, and strongly evident throughout project proposal	Alignment to priority is clear	Alignment to priority not explicitly stated, but reviewer can determine alignment	No alignment to priority	
	15 Points	10 Points	5 Points	0 Points	
Clearly Identified Deliverables and/or Performance Metrics (up to 15 points)	Products, deliverables, and/or other outcomes, including any performance metrics from the project are described in explicit detail and have a clear connection to project implementation plan activities including a means to measure attainment of metrics directly related to absolute priority	Products, deliverables, and/or outcomes, including any performance metrics from the project are described, and have a connection to project implementation plan activities	Outcomes are described, but are unclear or are not explicitly connected to project implementation plan activities	No products, deliverabl es, or performa nce metrics	

	20 Points	10 Points	5 Points	0 Points	
Clearly Stated Implementation Plan (up to 20 points)	Plan includes detailed description of activities, including timeline, people responsible for implementation, and a clear explanation of how activities connect to stated outcomes, deliverables, and/or performance metrics	Plan includes description of activities, including timeline, people responsible for implementation, and an explanation of how activities connect to stated outcomes, deliverables, and/or performance metrics	Plan describes general timeline, identifies project lead, lists outcomes, deliverables, and/or performance metrics without explaining how such outcomes connect to activities	Implementation plan is unclear, or lacks essential elements including timeline, project lead or people responsible for implementation	
	15 Points	10 Points	5 Points	0 Points	
Complete and Clear Budget (up to 15 points)	Budget includes all essential elements in the budget section, with clear and explicit language justifying each cost included, clear connection to outcoumes	Budget includes all essential elements in the budget section, with language justifying each cost included, clear connection to outcomes	Budget includes all essential elements in the budget section, connection to outcomes is unclear	Budget section is incomplete	

Note: The BCD will fund applications in rank order based on available funds. The BCD will not fund applications that are not of sufficient quality, which may be measured by scoring below 70 points total.

Total:

For BCD Use:

State Leadership____   Reserve____   _

Appendix H: Annual Application for Funds Guide and FAQ

Strengthening Career and Technical Education for the 21st Century Act (Perkins V)

Table of Contents

Strengthening Career and Technical Education for the 21st Century Act (Perkins V

Annual Application for Funds Guide and FAQ

Timeline:

1. An eligible subrecipient submits an Annual Application for Funds (AAF) in the New Hampshire Department of Education's Grants Management System (GMS) on or before May 31.
2. Bureau of Career Development (BCD) will check the AAF, to ensure it is complete. The BCD will communicate with the subrecipient if there are any additions or corrections necessary to submit a complete AAF.
3. A review team at the BCD will review the AAF and provide any feedback or requests for clarification to the subrecipient.
4. No subrecipient may obligate funds contained in the AAF prior to final approval by the BCD in GMS.

A Complete AAF Includes:

Each of the items described in this section will be uploaded to GMS, in the Perkins V: Program Improvement grant section of GMS.

- Activities to address all 5 Required Uses of Funds, outlined in Section 135: LOCAL USES OF FUNDS in Perkins V.
- A description of how the subrecipient will use up to 5% of the allocation for Administrative Costs, should the subrecipient choose to include such costs in the AAF.
- A complete Annual Application for Funds Budget, using the spreadsheet provided by the BCD.
- Program Assurances for **Section F: <u>Assurances for the Strengthening Career and Technical Education for 21st Century Act (Perkins V).</u>** signed by the Superintendent/Charter School Administrator. (Note: General Assurances must also be on file with the NH DOE before final approval. These are completed and submitted by the LEA/Reporting Agency to the Bureau of Federal Compliance, and are not uploaded to GMS).

Frequently Asked Questions (FAQ)

Q: How is the Local Application related to the Annual Application for Funds (AAF)?

A: The Local Application is the 4-year plan for CTE, outlined in Section 134 of Perkins. This application includes the strategies employed by a subrecipient to move the performance of CTE programs from the baseline established in the application to goals set for each of the four years included. Needs for expanding the size, scope, and quality of programs identified through the Comprehensive Needs Assessment (CNA) process inform the first section of the application. All costs included in each AAF must reflect spending priorities and needs outlined in the Local Application, with performance targets directly aligned with Perkins Core Indicators of Performance for each activity including such costs.

Q: Do I have to spend Perkins money on all the required uses?

A: You must have an activity planned for each of the required uses, but do not need to have budget items/costs attached to each.

Q: There are two items on the spreadsheet- "Was this a Perkins expense in last budget cycle?" and "If no, is it a new expense or If not a new expense please describe expansion or change". What does that mean, what is the purpose, and how do I respond?

A: The purpose of these questions is to test for supplementing vs. supplanting. Perkins funds are meant to supplement local funding for CTE programs. Supplanting occurs when a subrecipient uses Perkins funds for an activity previously funded with funds other than Perkins, including local funds, funds donated by nonprofits, and other Federal funds, among others. If an activity was previously funded by Perkins, there is no supposition of supplanting. If an activity is new, and therefore not funded from any source previously, there would also be no supposition of supplanting. If, however, an activity had been funded using funds other than Perkins previously, a supposition of supplanting would occur. An explanation would be required to show how the activity had a significant expansion or other changes to demonstrate how the activity previously funded using funds other than Perkins could now be supplemental, rather than supplanting.

Q: What about indirect costs?

A: Perkins doesn't include indirect costs. Up to 5% of a subrecipient's allocation may be used for administrative costs, which are the costs associated with administering the

activities in the grant. This may include entering monthly reimbursement reports, inventory controls, and other costs incurred by a subrecipient in the course of implementing the activities included in an AAF.

Q: What are some unallowable costs? A: Construction, promotional Items (such as hats, t-shirts, keychains, mugs), food and snacks for meetings and student activities, advertising for non-Federal entities (the CTE center or school), and items which will become the personal property of a student (such as personal protective equipment, tools, work boots, and uniforms) are some unallowable costs which have been included in AAF's with some frequency in the past.

Q: Can I pay for CTSO travel costs for chaperones and/or students?

A: Perkins, Section 135(5):O reads "Supporting career and technical student organizations, including student preparation for and participation in technical skills competitions aligned with career and technical education program standards and curricula".

Q: Can I use Perkins funds to buy furniture for CTE program classrooms?

A: Furniture used for the specific purpose of simulating a workplace, in order to enhance work-based learning (WBL) for students in CTE programs is allowable. The justification in the AAF will have to fall under required use 5 (Implement CTE Programs), and demonstrate how the furniture purchase will have a positive impact on the WBL metric in the core indicators of performance.

Q: Can I use Perkins funds to buy or lease vehicles?

A: Yes. As with any Perkins expenditure, the associated costs must have a direct connection to a required use and core indicator of performance. In the case of vehicles, the justification must demonstrate how the vehicle purchase or lease will have a direct positive impact on one or more of the core indicators of performance.

Q: Can I use Perkins funds to pay for teacher stipends, for time spent outside of contracted hours?

A: Yes. Teacher stipends for work directly related to one of the required uses, and directly connected to positive core indicator performance is allowable.

Q: Can I use Perkins funds to pay for printing a course catalog or program of studies?

A: No. Costs associated with printing course catalogs and/or programs of study are not allowable. Such costs are the responsibility of local LEA or reporting agency budgets, and are not necessary for carrying out the activities in the grant. They do not have a direct relationship to increasing core indicators of performance or Perkins required uses.

Section F: Assurances for the Strengthening Career and Technical Education for 21st Century Act (Perkins V).

All Sections cited are from the Carl D. Perkins Career and Technical Education Act of 2006, as amended by the Strengthening Career and Technical Education for the 21st Century Act P.L. 115-224, unless otherwise noted.

The local education agency (LEA) hereby assures the New Hampshire Department of Education that pursuant to requirement in the Strengthening Career and Technical Education for 21st Century Act, the LEA will:

F-1   Administer each program, service or activity covered the LEA local application in accordance with all applicable statutes and regulations governing the Strengthening Career and Technical Education for 21st Century Act.

F-2   Be in compliance with Executive Order 12246; Title VI of the Civil rights Act of 1964, as amended; Title IX Regulations; Section 504 of the Rehabilitation Act of 1973, as amended; Individuals with Disabilities Education Act and any other federal or state laws, regulations and policies which apply to the operation of the programs.

F-3   Comply with the requirement of the Act and the provisions of the State plan, including the provision of a financial audit of funds received under the Act which may be included as part of an audit of other Federal or State programs.

F-4   Not expend funds under the Act will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any employee of the acquiring entity, or any organization affiliated with such an employee.

F-5   Comply with all reporting requirements in a timely manner and that the information reported is valid, reliable and accurate.

F-6   Not discriminate on the basis of sex, race, color, national origin or handicap in the educational programs, services or activities being provided.

By signing this document, I attest I have read and understand the obligations of all the assurance statements above for the Strengthening Career and Technical Education for the 21st Century Act, and will ensure the LEA complies with the assurances. I further attest that I have provided a copy of all the assurances the LEA will participate in to the LEA School Board and have consulted with them, including explaining the obligations of the LEA under these assurances. I will ensure the Director of Career and Technical Education within the LEA electronically attaches this signed document in the online Grants Management System and a copy will be kept on file at the LEA.

LEA Name: _____

Signature of Superintendent/Charter School Administrator: _____
Date: _____
_____

Annual Application for Perkins Funds Checklist

- ☐ Review results of comprehensive needs assessment (CNA).
- ☐ Identify areas for improvement in the CAN.
- ☐ Build the budget including costs to address areas for improvement.
- ☐ Fill out the Annual Application for Perkins Funds (AAF) spreadsheet with budget items.
- ☐ Make sure you have permission in GMS for the new project year.
- ☐ Complete application in GMS, using the GMS example as a guide.
- ☐ Upload the AAF to the application in GMS.
- ☐ Education consultant will provide feedback and may schedule a technical assistance visit
- ☐ Check with your superintendent's office to make sure assurances are on file with the NH ED Bureau of Federal Compliance.
- ☐ You will receive notice from an education consultant and GMS when you have an approved application. You may begin to obligate funds when you receive this notice.

Bureau of Career Development
Annual Application for Perkins Funds Process

1.) Review the results of the Comprehensive Needs Assessment (CNA) your center developed in 2019-2020, as part of developing the Local Application (four year plan for CTE at your center).
2.) Determine the extent to which needs identified in the CNA still need to be addressed.
3.) Determine current performance on Perkins Core Indicators of Performance. For 2S1, 2S2, and 2S3, use the baseline data again for 2020. There was no state level academic assessment for 2020, because of COVID-19. Reminder- each center could have adopted the state levels (available again upon request) or propose center specific levels.

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicators	**Baseline Level**	**Performance**	**Levels**		
		FY 2020	**FY 2021**	**FY 2022**	**FY 2023**
Secondary Indicators					
1S1: Four-Year Graduation Rate					
2S1: Academic Proficiency in Reading Language Arts					
2S2: Academic Proficiency in Mathematics					
2S3: Academic Proficiency in Science					
3S1: Post-Program Placement					
4S1: Non-traditional Program Concentration					
5S3: Program Quality – Participated in Work-Based Learning					

4.) Determine activities to increase performance on Perkins Core Indicators of Performance and to address needs identified in the CNA. All costs and activities must be directly related to the Local Application (four year plan for CTE at your center) approved by NH DOE BCD in the summer of 2020.
5.) Complete the Annual Application for Perkins Funds (the budget spreadsheet included in the Annual Application for Perkins Funds package). The items included in the budget spreadsheet include the costs, justifications, and a test for supplanting. Because these items provide reviewers at the BCD with complete information to determine if costs are allowable, reasonable, and allocable to the grant, using the budget spreadsheet will make it quick and easy for reviewers to approve costs and activities

eliminating the need for you to make multiple revisions. For this reason, we will not accept other budget forms.

6.) Complete the application in GMS. Please use the example included with the Annual Application for Perkins Funds package. Upload the Annual Application for Perkins Funds as an attachment to GMS in the Perkins V Program Improvement grant application.

7.) Throughout the process, contact the education consultant attached to your center with any questions that arise. They can answer questions about Perkins and EDGAR regulations, allowable costs, and can suggest language to ensure your proposed activities clearly align with all Federal requirements.

8.) When your Superintendent's office submits the General and Program Assurances (issued by the Bureau of Federal Compliance at NH DOE), when the General Assurances are on file with the Bureau of Federal Compliance, and when the Program Assurances are uploaded by the Superintendent's office to the LEA home page in GMS, the education consultant assigned to your center will approve the application in GMS.

9.) Formal approval is needed before you can obligate any funds to pay for activities included in the Annual Application for Perkins Funds. **Approval in GMS is such formal approval.**

10.) Formal approval is needed before you can obligate any funds to pay for activities included in the Annual Application for Perkins Funds. **Approval in GMS is such formal approval.**

Appendix I: Perkins V: Annual Application for Funds Budget Sheet

Required Use	Function	Object	Description	Quantity	Price per Unit	Total	Justification	Was this a Perkins expense in last budget cycle?	If no, is it a new expense or If not a new expense please describe expansion or change.
5% Administrative Costs, Academic Skill Integration, Career Development/Exploration, Develop/Implement Evaluations, High Skill/High Wage/In-Demand, Implement CTE Programs to Increase Local Levels of Performance, Professional Development			**Brief descriptions of items (Supplies, Equipment, Personnel, all other spending items)**	**Quantity**	**Price per Unit**	**Total**	**Include a short description of how the cost aligns with needs identified in the Comprehensive Needs Assessment and Application,**	**Yes/No Drop down box**	**Description**

Appendix J: Policy and Process for Determining Supplementing, Not Supplanting

- Federal funds to subrecipients must be used to supplement, not supplant local funds. (Perkins V, Section 211 (a).
- While Perkins V does not include specific definitions of supplementing and supplanting, language found in ESEA, as amended by ESSA, is useful in interpreting the intent of the supplement, not supplant provision in Perkins:

  "A State educational agency or local educational agency shall use Federal funds received under [Title I, Part A] only to supplement the funds that would, in the absence of such Federal funds, be made available from State and local sources for the education of students participating in programs assisted under [Title I, Part A], and not to supplant such funds." ESEA, *(ESEA section 1118(b)(1))*

This document outlines the policies and procedures the Bureau of Career Development (BCD) at the New Hampshire Department of Education uses to test for supplementing, not supplanting when providing oversight of the use of Federal Perkins funds at subrecipients, including regional Career and Technical Education (CTE) centers, and the Community College System of New Hampshire (CCSNH).

1.) Each subrecipient completes an Annual Application for Perkins Funds (AAF). This annual application takes the form of a budget spreadsheet.
2.) The budget spreadsheet includes the following information, for each cost item:
   - Required Perkins Use
   - Function and Object Code
   - Description of the Cost Item
   - Quantity
   - Price Per Unit
   - Total for the Cost Item
   - Justification (Tied to the Local Application, or four-year plan for CTE at the subrecipient, required by Perkins V)
   - Was this a Perkins expense in the last budget cycle (Project Year)
   - If no, is it a new expense or, if not a new expense please describe expansion or change
3.) The purpose of each cost item category included in the budget spreadsheet is to give the BCD reviewers information needed to ascertain that each cost item is reasonable, allowable, and allocable to the grant. The BCD uses the last two bullet points outlined above to test for the possibility or supposition of supplanting. The responses offered by the subrecipient allow a BCD reviewer to determine whether or not non-Federal funds had been used previously for the cost item. The question about expansion or change to a cost item previously paid for using non-Federal funds is to give BCD reviewers information to determine if the expansion or alteration to the cost item is so significant as to render it a completely new cost item, and therefore not a case of supplanting.
4.) Additional controls to test for and to prevent supplanting are integral to the BCD's program monitoring of subrecipients. These include interviews with CTE directors, Community College Perkins managers, and program teachers/instructors. Corrective actions resulting from findings identified during annual monitoring visits by the BCD for CTE programs may include technical assistance and other remedies to ensure supplanting has not and will not take place. Such monitoring complements the more expansive fiscal monitoring conducted by the Bureau of Federal Compliance (BFC) at the New Hampshire Department of Education

Appendix K: Perkins V Law- Section 135. Local Use of Funds

(a) **GENERAL AUTHORITY-** Each eligible recipient that receives funds under this part shall use such funds to develop, coordinate, implement, or improve career and technical education programs to meet the needs identified in the comprehensive local needs assessment described in section 134(c).

(b) Requirements for Uses of Funds- Funds made available to eligible recipients under this part shall be used to support career and technical education programs that are of sufficient size, scope, and quality to be effective and that-

(1) Provide career exploration and career development activities through an organized, systematic framework designed to aid students, including in the middle grades, before enrolling and while participating in a career and technical education program, in making informed plans and decisions about future education and career opportunities and programs of study, which may include—

(2) Introductory courses or activities focused on career exploration and career awareness, including career awareness fields.

   a. Readily available career and labor market information, including information on
      i. Occupational supply and demand.
      ii. Educational requirements.
      iii. Other information on careers aligned to State, local or Tribal (as applicable) economic priorities; and
      iv. Employment sectors.
   b. Programs and activities related to the development of student graduation and career plans.
   c. Career guidance and academic counselors that provide information on postsecondary education and career options.
   d. Any other activity that advances knowledge of career opportunities and assists students in making informed decisions about future education and employment goals, including non-traditional fields; or
   e. Providing students with strong experience in, and comprehensive understanding of an industry.

2. Provide professional development for teachers, faculty, school leaders, administrators, specialized instructional support personnel. Career guidance and academic counselors, or paraprofessionals, which may include—

   a. Professional development on supporting individualized academic and career and technical education instructional approaches, including the integration of academic and career and technical education standards and curricula,
   b. Professional development on ensuring labor market information is used to inform programs, guidance, and advisement offered to students, including information provided under section. 15€(2)(C) of the Wagner-Peyser Act (29 USC 491-2(e)(2) (C);
   c. Providing teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals, as appropriate, with opportunities to advance knowledge, skills, and understanding of all aspects of an industry, including the latest workplace equipment, technologies, standards, and credentials.
   d. Supporting school leaders and administrators in managing career and technical education programs in the schools, institutions, or local educational agencies of such leaders or administrators.
   e. Supporting the implementation of strategies to improve student achievement and close gaps in student participation and performance in career and technical education programs.

f. Providing teachers, faculty, specialized instructional support personnel, career guidance and academic guidance counselors, principals, school leaders, or paraprofessionals, as appropriate, with opportunities to advance knowledge, skills and understanding in pedagogical practices, including, to the extent the eligible recipient determines that such evidence is reasonably available, evidence-based pedagogical practices.

g. Training teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals, as appropriate, to provide appropriate accommodations for individuals with disabilities, and students with disabilities who are provided accommodations under the Rehabilitation Act of 1973 (29 USC 701 et. Seq.) or the Individuals with Disabilities Education Act (IDEA).

h. Training teachers, faculty, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals in frameworks to effectively teach students, including a particular focus on students with disabilities and English learners, which may include universal design for learning, multi-tier systems of supports, and positive behavioral interventions and support; or

i. Training for the effective use of community spaces that provide access to tools, technology, and knowledge for learners and entrepreneurs, such as makerspaces or libraries.

3. Provide within career and technical education the skills necessary to pursue careers in high-skill, high-wage, and in-demand industry sectors or occupations.

4. Support integration of academic skills into career and technical education programs and programs of study to support—

a. CTE participants at the secondary level in meeting challenging State academic standards adopted under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965 (ESEA) by the State in which the eligible recipient is located; and

b. CTE participants at the postsecondary level in achieving academic skills.

5. Plan and carry out elements that support the implementation of career and technical education programs and programs of study and that result in increasing student achievement of the local levels of performance established under section 113, which may include –

a. Curriculum aligned with the requirements of a program of study.

b. Sustainable relationships among education, business and industry, and other community stakeholders, including industry or sector partnerships in the local area, where applicable, that are designed to facilitate the process of continuously updating and aligning programs of study with skills that are in demand in the State, regional, or local economy, and in collaboration with

c. Business outreach staff in one-stop centers, as defined in section 3 of the 64 Workforce Innovation and Opportunity Act (29 USC 3102) (WIOA), and other appropriate organizations, including community-based and youth-serving organizations.

d. Where appropriate, expanding opportunities for CTE concentrators to participate in accelerated learning programs, including dual or concurrent enrollment programs, early college high schools, and the development or implementation of articulation agreements as part of a CTE program of study.

e. Appropriate equipment, technology, and instructional materials (Including support for library resources) aligned with business and industry needs, including machinery, testing equipment, tools, implements, hardware and software, and other new and emerging instructional materials.

f. A continuum of work-based learning opportunities, including simulated work environments.

g. Industry-recognized certification examinations or other assessments leading toward a recognized postsecondary credential.

h. Efforts to recruit and retain career and technical education program teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, and paraprofessionals.

i. Where applicable, coordination with other education and workforce development programs and initiatives, including career pathways and sector partnerships developed under WIOA and other federal laws and initiatives that provide students with transition-related services, including IDEA.

j. Expanding opportunities for students to participate in distance career and technical education and blended learning programs.

k. Expanding opportunities for students to participate in competency-based education programs.

l. Improving career guidance and academic counseling programs that assist students in making informed academic and career and technical education decisions, including academic and financial aid counseling.

m. Supporting the integration of employability skills into career and technical education programs and programs of study, including through family and consumer sciences programs.

n. Supporting programs and activities that increase access, student engagement, and success in science, technology, engineering and mathematics fields (including computer science and architecture) for students who are members of groups underrepresented in such subject fields.

o. providing career and technical education, in a school or other educational setting, for adults or out-of-school youth to complete secondary school education or upgrade technical skills.

p. supporting career and technical student organizations, including student preparation for and participation in technical skills competitions aligned with career and technical education program standards and curricula.

q. making all forms of instructional content widely available which may include use of open educational resources.

r. supporting the integration of arts and design skills. When appropriate, into career and technical education programs and programs of study.

s. partnering with a qualified intermediary to improve training, the development of public- private partnerships, systems development, capacity-building, and scalability of the delivery of high-quality career and technical education.

t. support to reduce or eliminate out-of-pocket expenses for special populations participating in career and technical education, including those participating in dual or concurrent enrollment programs or early college high school programs, and supporting the costs associated with fees, transportation, childcare, or mobility challenges for those special populations or

u. other activities to improve career and technical education programs; and

6. Develop and implement evaluations of the activities carried out with funds under this part, including evaluations necessary to complete the comprehensive local needs assessment required under this Act with a portion of funds received under this Act available to one or more eligible recipients to support implementation of programs of study through activities described in subsection (b)(2).

POOLING FUNDS—An eligible recipient may pool a portion of funds received under this Act with a portion of funds received under this Act available to one or more eligible recipients to support implementation of programs of study through activities described in subsection (b)(2).

ADMINISTRATIVE COSTS—Each eligible recipient receiving funds under this part shall not use more than five (5%) percent of such funds for costs associated with the administration of activities under this section.

Department of Education

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Appendix L: Completion of a Manual, NH AV-1 Form

Enter the Receiving NH CTE School, the NH Sending School or District, and the School Year.

Enter the Receiving NH District High School Tuition Rate.

Check off if the form is a Budget, 1st Half or 2nd Half.

A. List alphabetically the names of all Career Tech Ed students from the Sending District.
B. Enter the student's grade level.
C. Enter the approved career and technical education program CIP Code which the student is enrolled, in or the course/program abbreviation (for example, Electrical or HVAC).
D. The Budget form should list the total Receiving District High School Tuition Rate. The 1st & 2nd Half forms should list half of this figure, as those forms represent half of the school year.
E. Enter the enrollment start date.
F. Enter the enrollment end date.
G. Enter the tuition to be paid by the NH Sending District for the period covered by the report (25% of the tuition charge listed in column D).
H. Indicate the number of days the student has been in attendance for the period covered by the report. (Note: this is not days of enrollment, but actual days of attendance.)
I. Enter the daily rate for transportation as established by the State of NH. The standard rate is $.10/mile round trip, per student, per day in attendance. If a student is self-transporting, the rate is $.25 per/mile round trip, and the NH Dept of Education (NHED) must be notified in writing that the student is self-transporting due to a lack of district/public transportation. The mileage used in the calculation is the distance between the sending school and the receiving school.
J. Enter the total amount per student which has been or will be paid for transportation during the half year covered by the report (column H multiplied by column I). Enter the sum of all transportation charges in the Total Transportation Requested box.

AV-1 Due Dates:

- Budget Forms (Optional) – October 15th
- 1st Half Forms – February 15th
- 2nd Half Forms – June 30th
- DEADLINE – ALL AV-1 FORMS DUE SEPTEMBER 30TH.

Please email or submit forms to:

NH Department of Education
Attn: Kathryn Maffei
Bureau of Career Development
21 South Fruit St, 3rd Floor
Concord, NH 03301

Email: Kathryn.F.Maffei@doe.nh.gov
Phone: 603-271-3867

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REPORT OF PUPILS ELIGIBLE FOR CAREER AND TECHNICAL EDUCATION TUITION AND TRANSPORTATION FUNDS (CTE)

Receiving District: _____ Sending School or District: _____ School Year: _____

Receiving District High School Tuition Rate: $ _____

Check One	Complete the Following	Submit to State	Submit to Sending District
Budget Estimate for School Year (OPTIONAL) - Due October 15th	A,B,C,D,F and G	1 Copy	1 Copy
1st Half Yr. Reimbursement Req.-Due February 15	All Columns applicable	1 Original*	1 Copy/Original
2nd Half Yr. Reimbursement Req.-Due June 30	All Columns applicable	1 Original*	1 Copy/Original
DEADLINE: ALL AV-1 FORMS DUE SEPTEMBER 30TH			

PUPIL INFORMATION				TUITION			TRANSPORTATION		
A	B	C	D	E	F	G	H	I	J
Name	Grade	Course	Tuition Charge	Enrollment Start	Enrollment End	25% District Charge	Days of Attendance	Tranp. Rate	Transp. Charge
1									
2									
3									
4									
5									
6									
7									
8									
9									
10									

Under penalty of perjury, I declare that the tuition requested is a legitimate charge for the students enrolled (Receiving District Superintendent) and that transportation requested has or will be paid for the students (Sending District Superintendent) as indicated for the period shown below.

Total Transportation Requested** _____

Make Check Payable to: _____
Date _____

**Superintendent of Schools - RECEIVING DISTRICT

Make Check Payable to: _____
Date _____

**Superintendent of Schools - SENDING DISTRICT

Note: Per RSA 188-E, the State of NH reimburses receiving districts for tuition at a per student rate determined each year according to the total tuition funding available and the total number of eligible students statewide.

Tuition and transportation questions: Please contact Kathryn Maffei at 603-271-3867 or at Kathryn.F.Maffei@doe.nh.gov

Appendix M: EXPLANATION & COMPLETION OF AN AV-1 FORM

The Career And Technical Education (CATE) System generated AV-1 form is used as a budget estimate for the school year, as well as an invoice for payment for the 1st and 2nd half year tuition payments and /or transportation reimbursements.

The Receiving District is responsible for the upload of CTE student information into CATE. The information necessary for a successful CATE AV-1 submission includes the name of the sending district (from the drop down menu), the list of students enrolled, the enrollment dates, and program and course information. A Bureau of Career Development staff member populates the Total Receiving District High School Tuition Rate, (aka Cost Per Pupil), which calculates columns D (Tuition Charge) and G (District Charge) automatically.

The Receiving District is responsible for completing columns A, B, C, E, F, and I. Column I (Transportation Rate) should populate automatically. Please note that the Bureau of Career Development must be notified in writing if a student is self-transporting. Bureau staff need to manually adjust a student to the self-transport rate in CATE. If notification is not received and the student is indicated as self-transport in the CATE data upload, their transportation rate will incorrectly show as $0.00 on the AV-1 form.

The Sending District is responsible for verifying the students listed in Column A are from their district as well as the rest of the enrollment information. Most importantly they should verify the accuracy of the attendance listed as the AV-1 form serves as an invoice to the State for reimbursement of transportation costs associated with CTE.

IN OCTOBER – The Receiving District may choose to review and print a Budget AV-1 form. It is no longer required by the State of NH. If the Receiving District decides to do so, **one original signature copy** of the Budget AV-1 form should be mailed, or scanned in and emailed to the Bureau of Career Development. The Receiving District also mails or emails a copy of the Budget AV-1 form to each of its respective Sending Districts.

IN FEBRUARY – The Receiving District prints the 1st half school year AV-1 forms, indicating the actual career and technical education tuition charge requested for payment, and the days of attendance (column I) for each student. **One original signature copy** of all of its Sending District AV-1 forms must be mailed, or scanned in and emailed, to the Bureau of Career Development. The Receiving District also mails or emails one original, and one copy to each of its respective Sending Districts.

When received by the Sending District, the *Sending District personnel should verify all information on the AV-1 form is correct.* The Sending District Superintendent must then complete the "Make check payable to:" portion of the AV-1 form and sign the AV-1 form on the line designated "***Superintendent of Schools—SENDING DISTRICT". The Sending District then submits a signed copy of the AV-1 form back to the Receiving District along with their 25% tuition payment requested on the AV-1 form. **One original signature copy** of all Sending District AV-1 forms must be mailed, or scanned in and emailed directly to the Bureau of Career Development in order for the Sending District to be eligible for reimbursement of transportation expenses.

IN JUNE – The Receiving District follows the same procedure as in February above for the 2nd half school year AV-1 forms indicating the tuition charge requested for payment from their Sending Districts.
FINAL DEADLINE: SCHOOL DISTRICTS SHALL REPORT ACTUAL TUITION AND TRANSPORTATION COSTS FOR REIMBURSEMENT BY THE STATE TO THE DEPARTMENT BY **SEPTEMBER 30TH OF EACH YEAR**. FAILURE TO FILE SUCH INFORMATION ON THE FORMS REQUIRED SHALL RESULT IN WITHHOLDING OF FUNDS.

The following information and instructions relate to the individual columns on the AV-1 Form:

Pupil Information
   A. List alphabetically the names of all Career Tech Ed students from the Sending District. Use a separate form for each Sending District. CATE generated forms will automatically print out alphabetically and has a drop down menu of approved sending schools.
   B. Enter the student's grade level. CATE system will pull this information in if entered into i4See.
   C. Enter the approved career and technical education program CIP Code which the student is enrolled in. For MANUAL submission- **Any course or program abbreviation** should be identified somewhere on the form.

Tuition: (To be completed/generated by the Receiving District)
   D. The tuition (CPP) for the career and technical education program charged for the period covered by this report. Tuition information in Columns E & G pre-populate when submitting a CATE generated AV-1.
   E. Enrollment start dates. CATE will pull this information if entered in the proper place within the system.
   F. Enrollment end dates. CATE will pull this information if entered in the proper place within the system
   G. Enter the tuition to be paid by the Sending District for the period covered by the report. CATE generated forms will automatically have this dollar amount pre-populated. (25% of the CTE tuition.)
   H. Indicate the number of days the student has been in attendance for the period covered by the report. (Note: this is not days of enrollment, but actual days of attendance.)

Transportation:
   I. Enter the daily rate for transportation as established by the State. CATE is pre-populated with this information. The standard bus rate is $.10/mile per student per day in attendance. Students who self-transport due to a lack of district/public transportation availability are reimbursed at the self-transport rate of $.25 per mile, round trip, calculated from school-to-school. Students who have district/public transportation available to them but choose to drive themselves, are eligible for the standard transportation reimbursement rate of $.10 per mile, round trip, calculated from school-to-school. **The NHED will need to be notified in writing that a student will be self-transporting, and if the student is doing so due to a lack of district/public transportation availability.**
   J. Enter the total amount per student which has been or will be paid for transportation during the half year covered by the report (column I multiplied by column J).

Receiving Districts are required to submit to the Bureau of Career Development annually, the percentage of Cost Per Pupil the CTE Center is charging for. Some percentages can be different for specific programs or courses.

Appendix N: UPDATED CATE AV-1 Form 4.5.23 View

NEW HAMPSHIRE DEPARTMENT OF EDUCATION
BUREAU OF CAREER DEVELOPMENT
ATTN: KATHRYN MAFFEI, CTE PROGRAM SPECIALIST
21 S FRUIT ST, 3RD FLOOR
CONCORD NH 03301

REPORT OF PUPILS ELIGIBLE FOR CAREER AND
TECHNICAL EDUCATION TUITION AND
TRANSPORTATION FUNDS (CTE)

SCHOOL YEAR: 2022-2023

Receiving CTE School:

Total Receiving District Tuition Rate:

Budget Estimate for School Year **(OPTIONAL)** - *Due October15th*

1st Half Yr. Reimbursement Req. - Due February 15th

2nd Half Yr. Reimbursement Req. - Due June 30th

DEADLINE: ALL AV -1 FORMS DUE SEPTEMBER 30TH

Sending School or District:

STATE

Email Signed Form to Kathryn.F.Maffei@doe.nh.gov

Email Signed Form to Kathryn.F.Maffei@doe.nh.gov

Email Signed Form to Kathryn.F.Maffei@doe.nh.gov

SENDING DISTRICT

Email Signed Form

Email Signed Form

Email Signed Form

	PUPIL INFORMATION			TUITION				TRANSPORTATION		
	A	B	C	D	E	F	G	H	I	J
Row	Name	Grade	Program	Tuition Charge	Enrollment Start	Enrollment End	District Charge	Days of Attendance	Rate	Transportation Charge

---

NEW HAMPSHIRE DEPARTMENT OF EDUCATION
BUREAU OF CAREER DEVELOPMENT
ATTN: KATHRYN MAFFEI, CTE PROGRAM SPECIALIST
21 S FRUIT ST, 3RD FLOOR
CONCORD NH 03301

REPORT OF PUPILS ELIGIBLE FOR CAREER AND
TECHNICAL EDUCATION TUITION AND
TRANSPORTATION FUNDS (CTE)

Receiving CTE School:

Sending District:

SCHOOL YEAR: 2022-2023

Total Receiving District Tuition Rate:

Bus Contract/Self-Transport Transportation Charge

*** State Charge - per RSA 188-E, the State of NH reimburses receiving districts for tuition at a per student rate determined each year according to the total tuition funding available, and the total number of eligible students statewide.

Total District Tuition Charge

Total State Tuition Requested* see note***

Total State Transportation Requested **

* Make check payable to _____

Date _____   _____
Superintendent of Schools - RECEIVING DISTRICT

Under penalty of perjury, I declare that the tuition requested is a legitimate charge for the students enrolled and that transportation requested has or will be paid for the students for the period indicated.

** Make check payable to _____

Date _____   _____
Superintendent of Schools - SENDING DISTRICT

SENDING DISTRICTS:

STEP 1 - MAIL SIGNED AV-1 FORM TO THE RECEIVING DISTRICT WITH YOUR TUITION PAYMENT.

STEP 2 - EMAIL SIGNED AV-1 FORM TO: Kathryn.F.Maffei@doe.nh.gov AT THE STATE.

Tuition & Transportation Questions - Please contact Kathryn Maffei at 603-271-3867, or at Kathryn.F.Maffei@doe.nh.gov.

NEW HAMPSHIRE DEPARTMENT OF EDUCATION
BUREAU OF CAREER DEVELOPMENT, ATTN: KATHRYN MAFFEI
21 SOUTH FRUIT STREET, 3RD FLOOR, CONCORD, NH 03301

AV-2 Form

REPORT OF PUPILS ELIGIBLE FOR CAREER AND TECHNICAL EDUCATION TUITION AND TRANSPORTATION FUNDS (CTE)

Receiving District: _____

Sending School or District: _____

School Year: _____

Total Receiving District Tuition Differential Charge: $ _____

Check One		Complete the Following	Submit to State:	Submit to Sending District:
	Budget Estimate for School Year *(Optonal)* - Due October 15th	A,B,C,E,F,G, and H	1 Copy	1 Copy
	1st Half Yr. Reimbursment Req. - Due February 15th	All Columns applicable	1 Copy/Original*	1 Copy/Original*
	2nd Half Yr. Reimbursement Req. - Due June 30th	All Columns applicable	1 Copy/Original*	1 Copy/Original*
	DEADLINE: ALL AV-1 FORMS DUE SEPTEMBER 30TH			

| PUPIL INFORMATION | | | | TUITION | | | |

	A	B	C	E	F		G	H
	Name	Grade	Course	Diff Charge	Enrollment Start	Enrollment End	District Charge	State Charge
1								
2								
3								
4								
5								
6								
7								
8								
9								
10								

*Under penalty of perjury, I declare that the tuition requested is a legitimate charge for the students enrolled for the period indicated.

*Total District Tuition Differential: $

Total State Charge: $

*Make Check Payable to: _____

Date _____

Superintendent of Schools - RECEIVING DISTRICT

Date _____

Superintendent of Schools - SENDING DISTRICT

Sheet1 | Sheet2 | Sheet3 | (+)

UPDATED CATE AV-2 Form 4.5.23 View

NEW HAMPSHIRE DEPARTMENT OF EDUCATION
BUREAU OF CAREER DEVELOPMENT
ATTN: KATHRYN MAFFEI, CTE PROGRAM SPECIALIST
21 S FRUIT ST, 3RD FLOOR
CONCORD NH 03301

AV-2 Differential Form

REPORT OF PUPILS ELIGIBLE FOR CAREER AND
TECHNICAL EDUCATION TUITION AND
TRANSPORTATION FUNDS (CTE)

School Year: 2022-2023

Receiving CTE School:	Sending School or District:		
Total Receiving District Tuition Differential Charge:		**State**	**Sending District**
Budget Estimate for School Year (**OPTIONAL**) - *Due October 15th*	Email Signed Form to Kathryn.F.Maffei@doe.nh.gov	Email Signed Form
1st Half Yr. Reimbursement Req. - Due February 15th	Email Signed Form to Kathryn.F.Maffei@doe.nh.gov	Email Signed Form
2nd Half Yr. Reimbursement Req. - Due June 30th	Email Signed Form to Kathryn.F.Maffei@doe.nh.gov	Email Signed Form

DEADLINE: ALL AV-2 FORMS DUE SEPTEMBER 30TH

	PUPIL INFORMATION			TUITION				
	A	B	C	E	F		G	H
Row	Name	Grade	Program	Diff Charge	Enrollment Start	Enrollment End	District Charge	State Charge

Total District Tuition Differential *

*Under penalty of perjury, I declare that the tuition requested is a legitimate charge for the students enrolled for the period indicated.

* Make check payable to _____

SENDING DISTRICTS:

STEP 1 - MAIL SIGNED AV-2 FORM TO THE RECEIVING DISTRICT WITH YOUR TUITION DIFFERENTIAL PAYMENT.

Date _____

_____
Superintendent of Schools - RECEIVING DISTRICT

STEP 2 - EMAIL SIGNED AV-2 FORM TO: Kathryn.F.Maffei@doe.nh.gov AT THE STATE.

Date _____

_____
Superintendent of Schools - SENDING DISTRICT

Tuition & Transportation Questions - Please contact Kathryn Maffei at 603-271-3867, or at Kathryn.F.Maffei@doe.nh.gov.

04/05/2023 8:14:34 AM

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Department of Education

Appendix O: Completion of a Manual AV-1 Form for Vermont

Enter the Receiving Vermont CTE School, the New Hampshire Sending School or District, and the School Year.

Enter the Receiving Vermont District High School Tuition Rate.

Check off if the form is a Budget Estimate, 1st Half Yr., or 2nd Half Yr.

A.   List alphabetically the names of all Career Tech Ed students from the NH Sending District.
B.   Enter the student's grade level.
C.   Enter the approved career and technical education program CIP Code which the student is enrolled in or the course/program abbreviation (for example, Electrical or HVAC).
D.   The Budget form should list the total Receiving, Vermont, District High School Tuition Rate. The 1st & 2nd Half forms should list half of this figure, as those forms represent half of the school year.
E.   Enter the enrollment start date.
F.   Enter the enrollment and end date.
G.   Enter the exact tuition to be paid by the NH Sending School/District for the period covered by the report.
H.   Indicate the number of days the student has been in attendance for the period covered by the report. (Note: this is not days of enrollment, but actual days of attendance.)
I.   Enter the daily rate for transportation as established by the State of NH. The standard rate is $.10/mile per student per day in attendance. If a student is self-transporting, the rate is $.25 per/mile and the NH DOE must be notified in writing that the student is self-transporting due to a lack of district/public transportation. The mileage used in the calculation is the distance between the sending school and the receiving school.
J.   Enter the total amount per student which has been or will be paid for transportation during the half year covered by the report (column H multiplied by column I). Enter the sum of all transportation charges in the Total Transportation Requested box.

AV-1 Due Dates:
•   Budget Forms (Optional) – October 15th
•   1st Half Forms – February 15th
•   2nd Half Forms – June 30th

Please email or mail forms to:
NH Department of Education
Attn: Kathryn Maffei
Bureau of Career Development
21 South Fruit St, 3rd Floor
Concord, NH 03301

Phone: 603-271-3867   Email: Kathryn.F.Maffei@doe.nh.gov

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	NEW HAMPSHIRE DEPARTMENT OF EDUCATION
	BUREAU OF CAREER DEVELOPMENT, ATTN: KATHRYN MAFFEI
	21 SOUTH FRUIT STREET, 3RD FLOOR, CONCORD, NH 03301
	Manual AV-1 Form - Vermont
	REPORT OF PUPILS ELIGIBLE FOR CAREER AND TECHNICAL
	EDUCATION TUITION AND TRANSPORTATION FUNDS (CTE)

Receiving VT CTE School: NH Sending School or District: School Year:

Receiving District High School Tuition Rate: $

Check One	Complete the Following	Email to State	Email to Sending District
Budget Estimate for School Year **(OPTIONAL)** *- Due October 15th*	A,B,C,D,F and G	1 Copy	1 Copy
1st Half Yr. Reimbursement Req. - Due February 15th	All Columns applicable	1 Orginal	1 Copy
2nd Half Yr. Reimbursement Req. - Due June 30th	All Columns applicable	1 Orginal	1 Copy

DEADLINE: ALL AV-1 FORMS DUE SEPTEMBER 30TH

PUPIL INFORMATION				TUITION				TRANSPORTATION		
A	B	C	D	E		F	G	H	I	J
Name	Grade	Course	VT Tuition Charge	Enrollment Start		Enrollment End	VT District Charge	Days of Attendance	Tranp. Rate	Transp. Charge
1										
2										
3										
4										
5										
6										
7										
8										
9										
10										

Under penalty of perjury, I declare that the tuition   Total Transportation
requested is a legitimate charge for the students   Requested**
enrolled (Receiving District Superintendent) and
that transportation requested has or will be paid for   Make Check Payable to:
the students (Sending District Superintendent) as   Date
indicated for the period shown below.

    **Superintendent of Schools - VT RECEIVING DISTRICT

Make Check Payable to:
Date

Per RSA 188-E, the State of NH reimburses receiving   **Superintendent of Schools - NH SENDING DISTRICT
districts for tuition at a per student rate determined each year   **PLEASE NOTE: For NH Schools/Districts sending students to a VT CTE Center, the Dept.
according to the total tuition funding available and the total   of Education, NHED, reimburses the NH School/District for both tuition and
number of eligible students statewide.   transportation costs.

Tuition and transportation questions: Please contact Kathryn Maffei at 603-271-3867 or at Kathryn.F.Maffei@doe.nh.gov

NEW HAMPSHIRE DEPARTMENT OF EDUCATION
Bureau of Career Development
21 South Fruit St., Suite 20, Concord, NH 03301

TUITION AND TRANSPORTATION OF PUPILS ELIGIBLE
FOR STATE ALTERNATIVE EDUCATION FUNDS

Receiving District: _____   Sending District: _____

Contact Person: _____   Contact Person: _____
(please print)   Name   Phone #   *(please print)*   Name   Phone #

email address   email address

Receiving Dist. High School Tuition Rate: [   ]   *(No more than Cost Per Pupil for prior school year)*

Current School Year	Total Pages in this Alt-1 *(including this page)*

UNDER PENALTY OF PERJURY, I declare that:

• The cost per pupil requested is a legitimate charge for the students enrolled (*Receiving District Superintendent*) and that transportation requested has or will be paid for the students (*Sending District Superintendent*) as indicated for the period shown below:

_____ , 20____   to   _____ , 20____
Month   Year   Month   Year

• The tuition and/or transportation requested on the attached/enclosed ALT-1, TUITION AND TRANSPORTATION OF PUPILS ELIGIBLE FOR STATE ALTERNATIVE EDUCATION FUNDS Form meet the criteria outlined below:
    o Each student does not qualify for funding under Special Ed or other methods.
    o Each student is 16 years of age or older and has an approved Alternative Learning Plan for obtaining either a high school diploma or its equivalent.

Receiving School: **Sending School:**

Date: _____   Date: _____

Approved for Submittal: _____   Approved for Submittal: _____
Authorized Signature   Authorized Signature
(Receiving District Superintendent)   (Sending District Superintendent)

Make Checks Payable To: _____   Make Checks Payable To: _____

PLEASE INITIAL ADDITIONAL PAGES   **PLEASE INITIAL ADDITIONAL PAGES**

M5   Phone #

Check One	Complete the Following	Submit to State	Submit to Sending District
Budget Estimate for School Year – Due October 15	A, B, C, D, E, F, & G	1 Original	1 Copy
1st Half Yr. Reimbursement Req. – Due February 15	All columns applicable	1 Original	1 Copy/Original
2nd Half Yr. Reimbursement Req. – Due July 15	All columns applicable	1 Original	1 Copy/Original

Total State Tuition Payment Requested	$0.00	Total Transportation Reimbursement Requested	$0.00

Receiving Superintendent Initial: _____   Sending Superintendent Initial: _____

Student Information				Tuition				Transportation		
Status	A	B	C	D	E	F	G	H	I	J
Part Time / Full Time	Student Name and Course Name	Age 16 or older? (Y/N)	Approved Alternative Learning Plan? (Y/N)	Enrollment (Begin date to end date of semester or withdrawal)	Cost Per Pupil (Tuition Charge)	District Charge (25% CPP)	State Charge (75% CPP)	Days of Attendance	Rate	Charge Requested
						$0.00	$0.00			$0.00
						$0.00	$0.00			$0.00
						$0.00	$0.00			$0.00
						$0.00	$0.00			$0.00
						$0.00	$0.00			$0.00
						$0.00	$0.00			$0.00
						$0.00	$0.00			$0.00
						$0.00	$0.00			$0.00
						$0.00	$0.00			$0.00
						$0.00	$0.00			$0.00
						$0.00	$0.00			$0.00

ALT-1

CTE Tuition and Transportation Reimbursement FAQ's

The State of NH appropriates funds to reimburse NH school districts for the tuition and transportation costs associated with sending career and technical education (CTE) students to area CTE centers, as well as sending alternative education students to alternative education programing in other districts.

CTE Tuition and Transportation Reimbursement FAQ's

1.   Who is eligible for Tuition & Transportation Reimbursement?

Any NH student who is enrolled in an approved CTE program and who has attended at least one year of high school is eligible for reimbursement*. Students enrolled in exploratory CTE coursework are not eligible for reimbursement.

Districts that do not offer their own alternative education programing are eligible for reimbursement for sending their students out-of-district for the purposes of alternative education.

*There are a very limited number of 4-year CTE programs, such as Project Lead the Way, that are allowed to accept 9th graders. Other than those few exceptions, students must have attended at least one year of high school.

2.   What is the process for reimbursement?

The Career and Technical Education system (CATE) generates AV-1 forms based off of student enrollment data uploaded by the CTE centers. The Department of Education (NHED) uses the information on these forms to determine the Tuition & Transportation reimbursements for NH school districts.

In the beginning of the school year, the CTE Center can generate a Budget AV-1 form (optional). This form covers the full school year, and is an estimate of students/expenses that the districts may expect for the new year.

Mid-year, the CTE Center will generate a 1st Half AV-1 form which shows actual enrollment, tuition, and transportation costs for the first semester of the year.

At the end of the school year, the CTE Center will generate a 2nd Half AV-1 form which shows actual enrollment, tuition, and transportation costs for the second semester of the year.

CTE Center staff forward each form to their SAU office for signature by their Superintendent as the Receiving District. Copies are then sent to the Department of Education, and the sending school districts. The sending district's Superintendent then signs as the Sending District, sends a copy along with the tuition payment back to the receiving district, and submits a copy to the Department of Education.

There are also a small number of districts, particularly those who send to Vermont CTE centers, who submit manual AV-1 forms rather than those generated from CATE. In this instance, the sending district will fill out the AV-1 form and submit to the NHED.

In the past, original signatures were required on all AV-1 forms. The Department is now able to accept scanned copies via email, as well as mailed originals.

The deadlines for AV-1 form submittals to the NHED is as follows:

•   Budget AV-1 – due October 15th (No longer required, it is optional)
•   1st Half AV-1 – due February 15th
•   2nd Half AV-1 – due June 30th

Districts seeking reimbursement for alternative education tuition & transportation costs, submit a similar form called an Alt-1. The deadlines for the Alt-1 forms are the same as those for the AV-1 forms.

The NHED reimburses receiving districts for tuition costs and sending districts for transportation costs. In the case of NH districts sending students to a VT CTE center, the DOE reimburses the NH district for both tuition and transportation costs.

3.	How is the Department of Education's tuition reimbursement calculated?

Beginning in 2014, tuition has been reimbursed on a per student reimbursement rate. The total number of students is divided into the total amount of appropriation available for tuition reimbursement. This generates a per student rate that is used to reimburse all NH school districts.

4.	Do sending districts bear any financial responsibility for the tuition costs associated with sending their students to an area CTE center?

Per RSA 188-E, sending districts are responsible for 25% of the tuition costs associated with sending their students to an area CTE center. In addition, Regional Agreements may contain language that allows the receiving district to charge the sending district for the balance of any tuition costs that may not have been reimbursed by the State.

5.	How is the transportation reimbursement calculated?

The standard transportation reimbursement rate is $.10 per mile, round trip, calculated from school-to-school. Transportation is reimbursed at this rate based upon actual student days of attendance as found on the AV-1 forms.

6.	Are students who self-transport eligible for transportation reimbursement?

Students who self-transport are eligible for transportation reimbursement. Students who drive themselves due to a lack of district/public transportation availability are reimbursed at the self-transport rate of .25 cents per mile, round trip, calculated from school-to-school.

Students who have district/public transportation available to them, but choose to drive themselves, are eligible for the standard transportation reimbursement rate of .10 cents per mile, round trip, calculated from school-to-school.

The NHED will need to be notified in writing that a student will be self-transporting, and if the student is doing so due to a lack of district/public transportation availability. Once notified, the NHED will update the student's information in CATE in order for the AV-1's to correctly calculate the transportation reimbursement.

7.	How are self-transporting students reimbursed?

The NHED does not reimburse students directly. The NHED reimburses sending districts, which are then responsible for reimbursing any self-transporting students.

It is a district decision regarding when that reimbursement is made to the students. Some districts may reimburse their students at the end of each semester. Others may choose to wait until receipt of the NHED's reimbursement payment.

8.	When is the Tuition & Transportation reimbursement made?

Per RSA 188-E, the Tuition & Transportation payment must be made on or before December 1. The payment is always a reimbursement for the prior school year.

9.	Are students allowed to be sent to a CTE center outside of their CTE region?

CTE is delivered via a regional model in NH. Generally, students are sent to the CTE center in their region. However, students may be sent to out-of-region CTE centers when the CTE program is not offered in their region, or if there is not space available for them.

10.	Where may the laws and rules regarding Tuition & Transportation be found?

The legislation overseeing Tuition and Transportation is found in RSA 188-E.

Further information may be found in the Administrative Rules, Part ED 1305.

Updated Reimbursement Explanation

Transportation is reimbursed to the sending districts in the full amount requested on the AV-1 forms. The current standard bus reimbursement rate is $.10 per mile school-to-school per student per day of attendance. If a student is self-transporting because no other form of transportation is available, the reimbursement rate is $.25 per mile school-to-school per student per day of attendance. If a student self-transports simply because he or she chooses to even though bus transportation is available, then the reimbursement rate is $.10 per mile school-to-school per student per day of attendance. Transportation costs are reimbursed off the top of the total appropriation available for tuition & transportation reimbursement. The remaining appropriation is applied to tuition and differential fee reimbursement.

Tuition is reimbursed to the receiving districts at a per student rate. This rate is determined by dividing the total appropriation left available for tuition reimbursement by the total number of students statewide. This rate is then used to reimburse receiving districts across the state for tuition costs.

In the case of NH districts sending their students to a VT CTE center, the tuition reimbursement is given to the NH sending district and not to Vermont.

Under RSA 188-E, receiving districts may choose to charge their sending districts a differential fee. This fee may be up to a maximum of 3% of the district's prior year cost per pupil. This money must be deposited into the district's capital reserve account and used to fund CTE related activities – such as CTE program development, improvement, and equipment.

New Hampshire | LIVE FREE AND LEARN
Department of Education

Appendix R: CTE Self-Transporting Student List Form

Sending School or District:	CTE Center the Student is Attending:
Submitted by: (Name & Phone Number)	Today's Date:

Name of Student	Transportation is not available.	Transportation is available. Student chooses to drive.
1.)_____	☐	☐
2.)_____	☐	☐
3.)_____	☐	☐
4.)_____	☐	☐
5.)_____	☐	☐
6.)_____	☐	☐
7.)_____	☐	☐
8.)_____	☐	☐
9.)_____	☐	☐
10.)_____	☐	☐
11.)_____	☐	☐

CTE Students, who self-transport, are eligible for transportation reimbursement.

The NHED will need to be notified in writing, via this form, that a student will be self-transporting, and if the student is doing so due to a lack of district/public transportation availability. Once notified, the NHED will update the student's information in CATE in order for the AV-1 forms to correctly calculate the transportation reimbursement.

Students who drive themselves due to a lack of district/public transportation availability are reimbursed at the self-transport rate of .25 cents per mile, calculated from school-to-school, round trip.

Students who have district/public transportation available to them, but choose to drive themselves, are eligible for the standard transportation reimbursement rate of .10 cents per mile, calculated from school-to-school, round trip.

The NHED does not reimburse students directly. The NHED reimburses sending districts, which are then responsible for reimbursing any self-transporting students.

It is a district decision regarding when that reimbursement is made to the students. Some districts may reimburse their students at the end of each semester. Others may choose to wait until receipt of the NHED's reimbursement payment.

Should you have any questions, please contact Kathryn Maffei, the CTE Program Specialist, via phone at 603-271-3867, or via email at Kathryn.F.Maffei@doe.nh.gov.

Thank you! 😊

Appendix S: Comprehensive Risk Assessment for Program Monitoring

EDGAR, the Uniform Grant Guidance which provides a regulatory framework for all Federal grants, mandates using a risk-based method to determine which programs funded using Federal money are monitored. As a result, the Bureau of Career Development (BCD) at the New Hampshire Department of Education will use this rubric to determine which programs at Regional CTE Centers will be monitored during a given program year. The rubric takes into account several factors:

Domain 1: Program Quality Assessment Tool (PQAT) score from the Comprehensive Needs Assessment (CNA)
Domain 2: Program Teacher Experience
Domain 3: Student Performance on Perkins Core Indicators of Performance
Domain 4: Time since last monitoring
Domain 5: Perkins funds expended in the past two years before the assessment

Each factor listed above will be its own domain in the rubric. The levels for each domain are 4 (higher risk) to 1 (least risk). The sum of the scores for each domain will provide a risk assessment score for the program. The maximum score possible for domains 1-5 is 20 (highest risk).

In order to ease the reporting burden on CTE directors, directors will select five (5) programs to assess using the rubric. Of the five, the two (2) with highest scores will be selected for monitoring. The Director will then share the selected programs with the Bureau of Career Development (BCD) and will coordinate with the program teacher or teachers and the BCD to prepare for a monitoring visit. If a CTE Director would like to request more programs be monitored (for developmental feedback, or to prepare for a renovation), they may elect to complete the rubrics for the additional programs and the BCD will monitor additional higher scoring programs.

Risk Assessment Rubric

Domain One: PQAT

4	3	2	1	Score
Program is **Emerging**	Program is **Building**	Program is **Promising**	Program is **Excelling**	

Domain Two: Teacher Experience

4	3	2	1	Score
Teacher has **0-1** year of experience	Teacher has **1-3** years of experience	Teacher has **3-5** years of experience	Teacher has **5+** years of experience	

Domain Three: Student Performance Core Indicators

4	3	2	1	Score
Program is **significantly below** other programs **(15% or greater)** at the center for any core indicator (including academic proficiency)	Program is **below** other programs **(10% to 15%)** at the center for any core indicator (including academic proficiency)	Program is **slightly below** other programs **(5% to 10%)** at the center for any core indicator (including academic proficiency)	Program is approximately **in line** with other programs for core indicators of performance	

Domain Four: Time since last monitoring

Note: A program **will not be** monitored 2 years in a row.

4	3	2	1	Score
More than 5 Years	3 - 4 years	2 -3 years	N/A	

Domain Five: Perkins Funding

4	3	2	1	Score
More than $10,000.00 Or less then $1,000	$5000.00 to $10,000.00	$3,000.00 to $5,000.00	$3,000.00 to $1,000	

Total Score: [ ]

Appendix T: Program Quality Assessment Tool (PQAT)

Domain One: Program Size

Excelling	Promising	Building	Emerging
•Program reflects true industry context mirroring a 21st-century industry environment with sufficient classroom and lab space, as determined by industry partners or other third-party evaluators. • The program consistently has a waitlist which must be addressed to meet student requests	●Program has sufficient classroom, and lab space to accommodate the maximum number of interested students, determined by local enrollment caps and the number of sending school students outlined in the regional agreement; ●Program equipment in lab spaces sufficient, allowing individual students to practice program competencies and demonstrate learning without multiple students sharing equipment; ●Program teacher: student ratio. Teacher flexibility to move from whole class to individual or small-group instruction and/or supervision	●Sufficient classroom, and lab space for enrolled students. ●Equipment is adequate for addressing competencies skills. ●Students share equipment and materials. ●Teacher: Student ratio does not allow flexibility	●Insufficient classroom, lab space. ●Equipment is limited, missing ●Students have limited access to equipment ●Teacher: Student ratio is ineffective.

Domain: Two Program Scope

Excelling	Promising	Building	Emerging
•Program offers multiple forms of concurrent and articulation agreements with regionally local postsecondary institutions readily accessible to all students • The program has a clear, evident set of sequenced courses that are a part of a larger, formal Career Pathway Plan of Study •Curriculum shows clear evidence of linkages to all aspects of industry as well as addressing higher levels of depth of knowledge •Program clearly displays multiple entries into postsecondary environments	•Program offers a variety of postsecondary education and training options for students, including apprenticeships when applicable; •Program includes robust CPPOS or other comprehensive tool for students to use in designing a postsecondary experience, which may include education or training	●Program has one (1) postsecondary or training option included. ●Limited CPPOS or other pathway document shows completion requirements for secondary program and/or high school graduation requirements	●No postsecondary or training options ●No Career Pathway Plan of Study (CPPOS) or other tool for postsecondary pathways

Domain Three: Program Quality

Program Advisory Committee (PAC)

Excelling	Promising	Building	Emerging
●PAC meetings are held 2 times in person or virtually 3-4 times a year at minimum with a robust membership represented encompassing all stakeholders with multiple representation ●All Industry PAC members provide donations of time and equipment or supplies to the program ●Established terms, and succession plan for PAC leadership positions ●PAC minutes reflect broad scope and in-depth discussion on labor markets, program needs & equipment options, curriculum, and content depth leading to programmatic recommendations and improvements	●PAC meets between 2 and 4 times a year PAC includes sufficient members representing industry, postsecondary education, and training ●PAC membership includes heavy representation from industry, with membership representative of the full range of occupations and career paths for the program ●PAC leadership filled by non-SAU members ●PAC members provide resources. ●PAC discusses labor market and employment trends in occupations/career paths tied to the program ●PAC offers input on equipment, curriculum content, and information on current industry standards PAC meetings include protocols and detailed minutes to provide a record of input and recommendations	●PAC meets only 1 or 2 times/year. ●Inconsistent attendance of members ●Limited representation by Industry, multiple stakeholders, and membership is mostly educators ●Participation by trade associations, but not local employers ●Minutes are inconsistent with the labor market, career paths, equipment, curriculum, and other discussions ●Limited agenda items; minutes are incomplete	●No evidence of a consistent PAC membership ●No evidence of consistent PAC meetings.

Longitudinal Enrollment (2 Year Trend)

Excelling	Promising	Building	Emerging
●Program enrollment exceeds regional high school trends ●Special Population enrollment exceeds regional high school trends	●Program maintains existing numbers of students proportional to regional high school enrollment. ●Program maintains existing Special Population students proportional to regional high school enrollment.	●Evidence of decreasing Program enrollment proportional to regional high school enrollment. ●Evidence of decreasing Program enrollment by Special Populations proportional to regional high school enrollment.	●Evidence of significant decreasing Program enrollment proportional to regional high school enrollment. ● Significant discrepancy of Special Populations enrollment in programs and general student population enrollment with CTE programs.

Student Competency Attainment (2 Year Trend)

Excelling	Promising	Building	Emerging
At least 90% of program concentrators achieve proficiency, and 25% of proficient program completers also achieve mastery.	At least 80% of program concentrators demonstrate proficiency of program competencies, based on program teacher's running records, performance task assessments, teacher-designed end-of-program assessments, and to the greatest extent practicable and relevant, third-party program assessments or licensure/credentialing examinations.	60 to 80% of program concentrators demonstrate proficiency of program competencies	Below 60 % of program concentrators demonstrate proficiency of program competencies

Special Population Student Participation

Excelling	Promising	Building	Emerging
● The program has a system in place to promote programs to Special Population students while enrolled in middle school, including but not limited to mentoring and outreach programs for such students.	● The program has a system in place to recruit Special Population students, resulting in maintaining or increasing Special Population enrollments for the program; ● The program has a system in place to identify needs and meet the needs of Special Population students, such as equipment, personal protective equipment, and mentoring/support provided by those working in non-traditional fields.	● The program has activities but is not systematic in recruiting Special Education students, resulting in maintaining or increasing Special Population enrollments for the program; ● The program has activities to identify needs and meet the needs of Special Population students, such as equipment, personal protective equipment, and mentoring/support provided by those working in non-traditional fields.	● The program lacks a system or activities to recruit Special Education students, resulting in maintaining or increasing Special Populations enrollments for the program; ● The program has no system or activities to identify needs and meet the needs of Special Population students, such as equipment, personal protective equipment, and mentoring/support provided by those working in non-traditional fields.

Alignment with State and Local Labor Market Needs

Excelling	Promising	Building	Emerging
● The program conducts a review of labor market data from all sources including local industry partners through multiple means (focus groups, surveys, or web-based labor market data platforms). ●CTE center conducts a competitive analysis of labor market needs with other centers	● The program conducts a review of labor market data available from the U.S. Bureau of Labor Statistics (BLS) and NH ELMI (Employment Security) to determine the alignment of program career pathways and occupations with projected job openings at the local, state, and national levels.	●Program reviews labor market data via BLS or ELMI to determine program alignment with occupations.	● The program has not reviewed labor market data

Current with Industry Standards for Equipment, Technology, and Tools

Excelling	Promising	Building	Emerging
●Detailed, comprehensive list of equipment and materials, to provide evidence for students' ability to practice all program competencies and demonstrate learning throughout the sequence of courses in the program. ● The program has ample equipment allowing teachers flexibility to move from whole class to individual or small-group instruction and/or supervision. ●PAC/Industry partners have vetted the equipment/materials list. ●Evidence is provided to show the sustainability of the program and continued PAC research into new/emerging technologies	●Program lab space includes up-to-date equipment, technology, and tools, based on input from industry partners serving in the program's PAC. ● The program has enough equipment allowing teachers flexibility to move from whole class to individual or small-group instruction and/or supervision. ●PAC has reviewed and accepted current equipment and materials.	● The program has limited resources; equipment reflects limited ability for all students to access resources consistently. ●Equipment and materials are not up to date and follow current 21st-century industry standards.	●Program has limited outdated and/or inappropriate equipment; does not allow for consistent student access and/or competency attainment. ●No evidence of PAC involvement in recommending, and vetting equipment and resources

Simulation of Industry Standard Workplace in Learning Spaces and Lab

Excelling	Promising	Building	Emerging
Learning and lab spaces allow for multi-dimensional workplace settings that simulate broad in-scope workplace environments within career pathways and occupations for the program.	Learning and lab spaces resemble a workplace in occupations and industries related to the program, rather than a classroom, including industry-specific room layout, furniture, and lighting.	Learning and lab spaces have elements that mirror a workplace environment. The space has elements of a traditional classroom with layout and furniture.	Learning and lab spaces are displayed as traditional classrooms. Little to no evidence of workplace environments within the program setting.

Work-Based Learning Opportunities

Excelling	Promising	Building	Emerging
Students have the opportunity to engage in authentic, local industry environments with workplace mentorship, training, and practice of program competencies leading to mastery. Application of competency profile in real-world contexts is evident. Opportunities include	Students have the opportunity to practice program competencies and apply learning from instruction in program courses to simulated and authentic work environments, including internships and pre-apprenticeships.	Students have limited access to practicing program competencies and applied learning in simulated and/or authentic work environments. Work Based Learning opportunities are not systemized activities within the program. Opportunities are random in nature	Little to no evidence of authentic Work Based Learning for students within the program.

internships and apprenticeships.			

Academic Integration

Excelling	Promising	Building	Emerging
Evidence of core academics; Science, ELA, and Math are integrated into CTE competency attainment and mirror the writing and quantitative standards of non-CTE curriculum. The program displays consistent collaboration with core academics to align standards.	Program Curriculum systematically includes opportunities for students to learn and apply challenging academic content in Science, E/LA, and Math to lessons and projects.	Program Curriculum includes sporadic, inconsistent activities/opportunities for students to learn, and apply challenging academic content.	Little to no evidence of program curriculum embedding activities that directly connect Science, E/LA, and Math concepts and standards.

Access to Program and Success within Program for Special Populations (Equity

Excelling	Promising	Building	Emerging
● The process for applying to the program includes systematic recruitment strategies for special populations. Identification of special population challenges, and barriers are not only identified but actively addressed through a variety of targeted resources. ●Current students of special populations are proportional to those in the high school student body. ●Program teacher consistently considers and actively addresses needs in the classroom setting and curriculum.	●Process for applying to the program includes strategies to reduce or eliminate barriers to participation for members of special populations; ● The program has a system in place to recruit members of special populations, to ensure enrollment of students from special populations in the program is proportional to special populations in the greater high school community; ●Program teacher considers the needs of special populations members when designing program activities and content, and when considering equipment or supply requests	●Process for applying to the program includes strategies to reduce or eliminate barriers to participation for members of special populations; ● The program has a system in place to recruit members of special populations, to ensure enrollment of students from special populations in the program is proportional to special populations in the greater high school community; Program teacher considers the needs of special populations members when designing program activities and content, and when considering equipment or supply requests	●No evidence of the program or program teacher addressing the needs of special populations through recruitment and/or in the classroom setting. ●Activities are either non-existent or random in nature

Opportunities to Earn Industry-Recognized Credentials, Certifications, Licenses, Apprenticeship Hours

Excelling	Promising	Building	Emerging
	Students have the opportunity to earn a credential, certification, license, and apprenticeship hours either while in or upon completing the program.		

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Appendix U: Documents for Monitoring

☐ We will be reviewing last year's monitoring report and making sure you completed any corrected action items.

☐ Please send in what you can via email or Google Docs.

- If sending by Google Docs, please use
  diane.lewis@education.nh.gov or stephanie.gray-lemay@education.nh.gov

☐ 5 Programs - Risk Assessments Rubrics or summary

☐ A list of all IRCs for all programs at the center

☐ Work base learning plans ELOs apprenticeships and internship agreements for programs monitored.

☐ Enrollment trends for the center

☐ Floor plan of the center

☐ Inventory records for center

☐ Discretionary grant spending (do you have any for this year? Anything to report?)

☐ Program of Studies

☐ PAC Minutes and Agenda for programs monitored for 2 years.

☐ List of PAC members for programs monitored

☐ Course sequence for the programs monitored

☐ Competency practice and reporting

☐ Copies of all articulation agreements, running start agreements, and dual enrollment for all programs.

☐ Evidence to demonstrate the quality of the programs monitored.

Appendix V: Program Advisory Committee (PAC) Handbook

Program Advisory Committee (PAC) Handbook
TABLE OF CONTENTS

OVERVIEW

Advisory committees are required for your Career and Technical Education (CTE) programs, but where do you begin? How do you make the program advisory committee an effective component of your existing (or even new) CTE program?

The primary purpose of this handbook is to provide answers to some of these initial questions. In addition, this handbook contains guidelines and some recommendations for CTE Program Advisory Committees as they work to improve CTE programs.

As a member of a CTE center that operates at least one CTE program receiving Federal funds, you are required by the Carl D. Perkins Career and Technical Education Improvement Act of 2006 to establish and implement a CTE Program Advisory Committee for each CTE program. In addition, each CTE Program Advisory Committee is required to meet a minimum of two times per year. If you are trying to establish a new CTE program, an advisory committee is required to meet at least two times to assist in the development of this new program. The New Hampshire Department of Education - Career Development Bureau's (CDB) CTE Program Advisory Committee Handbook details several key roles of a CTE Program Advisory Committee and offers a general process to follow in establishing a committee, as well as a variety of templates for use when and where appropriate. Most importantly, the information contained within this handbook has been designed to help facilitate communication and to enhance the program advisory committee experience so that the CTE Program Advisory Committee is not just a requirement, but an integral partner in the success of your CTE program.

ACKNOWLEDGEMENTS

As is the case with most successful projects and their products, they are the result of great cumulative and collaborative effort of various groups of stakeholders. This handbook is no exception. Resources were garnered from a variety of different state and local sources, and the CDB gratefully acknowledges its appreciation for the use of such materials in the creation and development of this handbook.

LEGISLATIVE NOTES

For reference, Program Advisory Committees are required by the following pieces of legislation:

- The Carl D. Perkins Law Section 122(c)(5) states that a school must create a plan that "describes how the eligible agency will actively involve parents, academic and career and technical education teachers, administrators, faculty, career guidance, and academic counselors, local business (including small businesses), and labor organizations in the planning, development, implementation, and evaluation of such career and technical education programs."
- NH RSA-E:4-a(III) states that "each regional vocational education center shall have active craft committees representing each vocational area established at the center. "
- NH Administrative Rules, Ed. 1407.02(a)(1), 1408.02(a)(1), and 1409.02(a)(1), state new engineering, automotive, and manufacturing programs must "establish a

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program advisory committee that includes the regional center director, a secondary school representative, instructors of related curriculum, two business representatives, two community representatives, and one post-secondary representative who shall advise the regional center educators on programs at the center."

PURPOSE OF PROGRAM ADVISORY COMMITTEES

If you are new to the program advisory committee process, or even if you are a veteran, it is important to review what a CTE Program Advisory Committee is and the rationale for having one in place for each CTE program. A CTE Program Advisory Committee is a group of individuals whose experience and abilities represent a cross-section of a particular program area. The primary purpose of the CTE Program Advisory Committee is to assist educators in establishing, operating, and evaluating the CTE program – which serves the needs of the students, the community, and the business/industry partners – and to provide expertise and insight about current/future industry and technological changes. Given this ever-changing economy and workforce, students need your help!

CTE programs should be tailored to meet the workforce development needs of the community and the needs and interests of individual students. Program advisory committees strengthen collaboration between those responsible for CTE programs and the communities they serve. CTE programs that operate without program advisory committees (or without strong program advisory committees) could potentially be covering out-of-date material, teaching students skills that are obsolete, or missing great opportunities that could be offered to students. CTE programs with full advisory support typically teach the most current curriculum and apply the newest technology. This gives the students unique advantages in comparison to students of programs that rely only on teachers' experience or occasional curriculum updates, etc.

The dialogue between program advisory committee members and CTE educators provides valuable real-world input into the workplace students will enter and fosters shared responsibility for preparing students for a place in today's workforce and society. Many of the recommended activities for an effective program advisory committee will fall into one of the following major areas:

- **Program advisory committees are needed to <u>advise</u>.** The program advisory committee assesses specific areas of the CTE program and makes suggestions and recommendations for improvement, such as curriculum modifications, updates to facilities/budget/student competencies, purchase of new instructional materials, technology, and equipment, or adoption of a new safety policy.
- **Program advisory committees are needed to <u>assist</u>.** The program advisory committee helps the instructor(s) and/or administrator carry out specific activities. These activities could include judging competitive skill events, setting up a scholarship program, or working to identify and arrange meaningful structured work-based learning opportunities (WBLs) for students in the program.
- **Program advisory committees are needed to <u>advocate</u>.** The program advisory committee promotes the CTE program throughout the community and strives to

improve the relationships between CTE educators, business/industry partners, and/or the community. Promotion or marketing could include talking to legislators, speaking for career and technical education at board meetings, writing articles for local newspapers or obtaining media coverage for special events.

ESTABLISHING AN EFFECTIVE PROGRAM ADVISORY COMMITTEE

Now that we have identified what program advisory committees are and the general purpose for implementing them, we can move into a general overview of the process for establishing an effective committee. Educators and school officials must understand how to work effectively with program advisory committees.

Selecting Members
Successful CTE programs are the result of cooperative efforts by key partners. For an effective program advisory committee, members should include representatives from relevant businesses and industries that reflect the occupation. Ideally, representation on the committee should reflect the populations within a local community, including people from both genders and racial and ethnic minorities. The majority of the program advisory committee members should not be employed by the school district or CTE center; members should inform the instructor about the industry and workforce. The list below identifies the suggested members of the CTE Program Advisory Committee:

- Business/Industry/Labor member with expertise in the CTE program:
- Teacher of the CTE program;
- Guidance;
- Postsecondary Institution;
- District Representative for Special Populations;
- Parent; and
- Student

While not required, program advisory committees may also include teachers in relevant academic areas and school administrators such as department chairpersons and/or supervisors, CTE coordinators, CTE paraprofessionals, etc.

Please refer to **Appendix A** for a sample invitation (see Program
Advisory Committee Handbook Appendix A)

letter to potential CTE Program Advisory

Committee members.

Size of the Program Advisory Committee

Effective program advisory committees are large enough to reflect the diversity of the community, yet small enough to be managed effectively. Committees with fewer than five members may have limited perspective, inadequate information on the career fields, and too little diversity. Committees with more than 15-20 members can become harder to facilitate in accomplishing committee goals. At a minimum, CTE Program Advisory Committees should have 8 members with representation in each of the roles/positions outlined earlier. Where applicable or necessary, some positions can have multiple representatives to meet the minimum advisory committee size. If there are duplicate programs in a region, instructors may consider holding joint program advisory committee meetings to avoid putting a strain on the same pool of potential members. If the instructors and center directors decide to do this, it is essential that each program's needs be addressed at each combined meeting.

Membership Terms of Service

Most schools prefer to set a time limit for CTE program advisory committee member terms. This procedure promotes a continuous flow of new ideas that helps keep the committee's advice current and relevant. The most common organization of committees is a three-year membership term of service, staggered so that one-third of the members is replaced each year. While teachers are encouraged to update CTE program
advisory committee membership and recruit new members periodically, they should also encourage effective program advisory committee members to serve consecutive terms. Organizing terms in this way offers the following advantages:

♦ Terms are long enough for members to become thoroughly familiar with the
   committee's purposes and potential;
♦ Members in the second or third year of their terms have the benefit of experience while
   newly appointed members add fresh ideas and perspectives; and
♦ Members are more likely to give their time freely when the term of service is
   predetermined.

Please refer to **Appendix B** (see Program Advisory Committee Handbook Appendix B) for a
   sample letter of appointment once you have established who you want to serve on the CTE
   Program Advisory Committee as well as the duration of his/her members

Orientation for Program Advisory Committee Members

Although not required, it is recommended that new committee members should be provided an orientation to their role on the program advisory committee. In addition, both new and current members also should have current information on the CTE program that is offered in the school. Some recommended ways to provide the CTE program information to the committee members are:

• Interviews with CTE teachers;
• Tours of CTE program facilities;
• Review of curriculum materials including textbooks; and
• Conversations with students and/or parents.

Agenda

In planning for the meetings, the agenda should include time specifically to address questions about the quality of the program as well as establish the goals of the committee. CTE educators are integral members in directing the development of these questions and goals for the committee to address based on their individual subject matter expertise, their relationship to students, and their assessment of students' technical knowledge and skills. However, meetings should not simply be the instructor "reporting out." The majority of the meeting should be members other than the instructor expressing their input. For this reason, it is recommended that the chair of the committee **not** be the CTE instructor.

Agenda items for meetings should include:
- Introductions.
- Discussion of the best way(s) for the committee to work with the school.
- Description and update of the programs and courses at the school to which Program Advisory Committee members contribute their expertise.
- Discussion about possible changes to the programs and courses, including but not limited to improvement, expansion, and innovation; and
- Discussion about current and emerging needs in related industries that programs and courses should address.

By addressing, the issues above that explore the quality of a program, as well as additional items as determined by school and community needs, committee members are better able to identify and to document where improvements should be made.
Strategies can then be developed and implemented to support the goals and to improve programs, courses, and overall processes at the school.

> Please refer to **Appendix C** (see Program Advisory Committee Handbook Appendix C) for a sample meeting template for the agenda and minutes.

Location and Time

When considering or planning a location for the committee meeting, please be aware that some committee members might feel more comfortable if the meeting takes place at their business location. It is important; however, that **at least one meeting per year occur at the CTE center** so advisory members can review instructional space for safety and compliance with industry standards. Engage partners as much as possible when deciding a location, as well as meeting times for the meetings. Different business stakeholders might present with different needs when it comes to possible time frames so allow for some flexibility in this logistical process; just ensure that enough members will be present at anyone meeting to provide a quorum for voting.

Recommendations for different types of locations/platforms for possible committee meetings include a business partner's venue; virtual" (online gathering of members provided meeting can be

documented/ recorded); advisory night (if a school has more than one program advisory committee, host a night for all of them to occur at the same time); and in the instructional/lab space with students of CTE program facilitation.

IMPLEMENTATION OF EFFECTIVE PROGRAM ADVISORY COMMITTEES

It is important for the CTE Program Advisory Committee to actively and purposefully provide programs with information and advice that leads to instructional improvement. This goal is achieved through open discussions on the strengths and weaknesses of the program.
Discussions may include, but are not limited to, the following:

- Review of data, including final assessments, Perkins Performance Indicators, and labor market;
- Quality and condition of instructional equipment;
- Performance and placement of graduates;
- Changes in workforce and the economy;
- Emerging industry trends (5 to 10 years);
- Postsecondary relationships (dual enrollment contracts and/or articulation agreements).

The list of activities that follows is not all-inclusive but should give the program advisory committee members some ideas to consider as they consider their role in supporting the CTE program. Overall, the functions and activities chosen for the work of the program advisory committee should match the needs of the program and community. Some of the following activities should be considered for the work of the CTE Program Advisory Committee:

Curriculum Development:

- Review curriculum materials (textbooks and other instructional materials) to determine content alignment with current industry standards;
- Review the Program Competency Profile and curricular activities to ensure that instruction is adequately addressing all of the competencies
- Identify and recommend integration of employability skills in the curriculum

Program Evaluation:

- Review goals/objectives of the CTE program;
- Examine outcomes relating to quality and quantity of graduates and job placement;
- Participate on CTE program evaluation teams; and
- Assure that CTE programs are aligned to current industry standards and technologically current.

Community & Public Relations:

- Obtain effective media coverage;
- Display posters and other publicity;
- Recognize outstanding CTE educators and students
- Be visible in support of programs during public and special events;
- Present to civic and community groups;
- Attend and provide information at school board meetings;
- Recommend technical resource personnel;
- Recommend and/or provide classroom speakers from business and industry;
- Provide tours and work-based learning opportunities;
- Recommend and/or provide sample kits and supplies;
- Maintain a current library of resource materials;
- Secure, if possible, additional funding and donations for materials and equipment; and
- Evaluate safety policies.

Career and Technical Student Organization (CTSO) Activities:

- Assist in developing competitive skills events;
- Judge competitive skills events;
- Sponsor and recognize student organization activities and leadership events; and Collect skill events contributions of equipment and supplies.

Postsecondary Relationships:

- Review secondary/postsecondary connections; and
- Support dual credit and/or articulation agreement opportunities for students (secondary/ postsecondary).

Work-Based Learning (WBL) Opportunities:
- Recommend and/or provide students with work-based learning opportunities;
- Recommend and/or provide full and part-time jobs to qualified students;
- Coordinate potential job openings with other employers;
- Conduct occupational surveys and employment forecasts; and
- Assist students in developing interview and employability skills.

Recruiting:
- Assist in recruiting teachers;
- Assist in recruiting new students; and
- Assist in recruiting new advisory committee members.

In-service Training:
- Recommend and/or provide summer and part-time employment experiences for teachers to upgrade skills;
- Recommend and/or provide in-service activities for the teacher on current methods and processes;
- Recommend and/or provide skilled technicians to supplement instructor's experience;
- Obtain counsel and assistance on special problems and new undertakings; and
- Support CTE centers by sending teachers to professional meetings and conferences.

Legislative:
- Provide tours of CTE programs for legislators;
- Communicate with legislators about the benefits of Career & Technical Education for students and the community, as well as program needs; and
- Stay current on new legislation.

EVALUATION

Once your CTE Program Advisory Committee is up and running, it is important to understand and reflect on how the program advisory committee is operating and its impact on the CTE program. A periodic review of the CTE Program Advisory Committee can help the committee determine;
- The extent to which it is accomplishing its goals;
- The extent to which the recommendations and actions have strengthened the career and technical education program; and
- Future direction and activities for the committee.

Program Advisory Committee Self-Evaluation

The review of the program advisory committee can be either formal or informal. The goal of the review is to help the committee determine its overall effectiveness. The teacher and others can be a valuable resource in this review process. The committee should use such a review or evaluation to determine which activities have been successful and which activities deserve additional attention. Reassessing the committee's organization, activities, and goals periodically will help maintain the vitality of the committee.

To aid in this self-evaluation, a suggested checklist is provided in **Appendix D** (see Program Advisory Committee Handbook Appendix D).

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CTE Program Evaluation

In addition to evaluating its own effectiveness, the program advisory committee should also be evaluating the CTE program. Objective evaluations of the CTE program make it possible to develop evidence-based recommendations for the program being advised. Remember, career and technical education is intended to prepare students for work that leads to high wages and advanced skills and to meet career goals and human resources needs for today's and tomorrow's global high-tech economy. CTE serves as a link between individuals and employment. Many possibilities exist concerning appropriate areas for evaluation. In order for evaluation to NOT be an overwhelming activity (especially for newer program advisory committees), committees should select a limited number of significant items for thorough evaluation rather than trying to evaluate all aspects of the school at once.
Please refer to **Appendix E** (see Program Advisory Committee Handbook Appendix E) for sample areas of program evaluation

Recognition of Program Advisory Committee Members

Most program advisory committee members will continue to serve if their experience and talents are utilized and if their recommendations, even if not accepted and implemented, are at least seriously considered by the committee. Committee members serve without pay, but the rewards are substantial for persons who are dedicated to the welfare of their community and their educational institutions. Members can derive satisfaction from assisting young people to successfully enter the workforce by sharing their own experiences, knowledge, and abilities. Program advisory committee members deserve both appreciation and recognition for their participation and contributions of time, knowledge, and energy. For their efforts, members should be recognized by school/college officials as often as possible. Examples of ways in which this might be accomplished are:

Give public recognition to members at meetings and school functions, through press releases, personal letters of appreciation, and special certificates;

- List the members of the program advisory committee stationery and publications;
- Record minutes to include members' significant comments, along with their names;
- Invite members to school functions and special career and technical education events;
- Provide members with relevant materials and publications to review for comment and request feedback;
- Take committee recommendations seriously, and listen and respond to suggestions;
- Post the names of committee members prominently in the institution; and
- Provide certificates, plaques or other mementos upon completion of members' terms.

SUMMARY

What makes a program advisory committee work effectively? Program advisory committees can operate an flourish in a wide range of circumstances and in a variety of operating conditions; however, certain factors need to be present in order for a committee to be effective.

Effective program advisory committees need:

- Administrative support;
- Engaged committee members, including administrators, instructors, community and business partners, etc.;
- Meaningful program of committee activities;
- Efficient organizational structure to ensure that there is good communication and every member is heard; and
- Continuity in committee activities.

Practices to avoid include:

- Domination of meetings, discussions and activities by the program's administrators and/or instructors;
- Limitation of discussion to the administration's concerns;
- Agendas/meetings with no content;
- Lack of recognition of committee comments, suggestions and recommendations; and
- Establishment of a "paper" committee only to meet state requirements

As a program advisory committee member:

DO . . .

- Allow yourself enough time in your work and personal schedule for committee activities;
- Attend meetings regularly and let your colleagues on the job know about committee activities;
- Remember that the only local body with authority for the school is the elected school board, joint operating committee or board of trustees and their employees;
- Examine material presented to you prior to voting on issues, making recommendations, and taking other actions;
  - Familiarize yourself with the way the school is organized, governed and financed so that advice is realistic; and
  - Serve enthusiastically. and take pride in your achievements and those of the committee.

DON'T . . .

- Complain, involve personalities, use pressure tactics, or criticize without offering constructive alternatives;
- Set too broad a scope of objectives for the committee;

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- Lose interest in the school when your term on the committee expires:
- Deal with issues outside the purview of the committee;
- Disseminate privileged or confidential information;
- Meet for the sake of meeting; and
- Sit back and let others assume all the responsibility for committee work

Overall, effective CTE Program Advisory Committees will create partnerships between CTE programs and the industries and communities in which they serve. It is the dialogue between program advisory committee members and the CTE educators that provides valuable real-world input into the workplace students will enter. This partnership fosters a shared responsibility for preparing students for a place in today's workforce and society.

Program Advisory Committee Handbook Appendices

A: Sample Letter of Invitation to Join CTE Program Advisory Committee
[Letterhead]

[Date]
Ms. Betty Sue Lowe, [Title]

[Affiliation]

[Address]

[City], NH 00000

Dear Ms. Lowe:

[CTE Center] is in the process of selecting individuals with workplace knowledge and experience to assist in improving the state-approved [CTE Program] program. We are seeking advice and assistance from key partners to keep our state-approved programs relevant.

We would like to invite you to become a member of the [CTE Program] advisory committee, which meets a minimum of two (2) times a year. The purpose of the advisory committee is to provide assistance and recommendations for the continuous improvement of career and technical education programs.

I will be contacting you in the near future to discuss this opportunity. If you have any questions or concerns, please contact me at [phone number] or [email].

Thank you for your

consideration.

Sincerely,

Administrator Instructor [CTE Center]

B: Sample Letter of Appointment to CTE Program Advisory Committee
[Letterhead]

[Date]

Ms. Erin Sumer

Personnel Manager

Smith Insurance Company

Somewhere, NH 08000

Dear Ms. Sumer: Thank you for your willingness to serve on _____. This letter is to inform you that your appointment to the

_____ Program Advisory Committee is effective beginning

_____, 20____, and ending _____, 20 .

The [first/next] meeting of the committee will be held at [place] in [room number] on [date] at [time].

We wish to thank you for accepting this committee appointment. We appreciate your willingness to assist us in supporting career and technical education opportunities for students in our community.

Sincerely,

Administrator and/or Chair of Committee
cc: Appointee's Supervisor

Note any enclosures and add any specific information to your school such as parking, security, etc..

C: Sample Template and Examples for Advisory Committee

Meeting *CTE Program Name: Date: CIP Code: Time:*

Required Advisory Committee

Representatives

Business/Industry/ Labor Member(s) with expertise in the CTE program or program of study CTE

Teacher(s) of the CTE program

Guidance

Postsecondary Institution

District Represented for Special Populations Parent

Student

*Other

  *Members listed as "Other" are not required. Examples of "Other" advisory committee members may include teachers in relevant academic areas and school administrators such as department chairpersons and/or supervisors.

Meeting Goal(s)/Outcome(s):

Agenda/Topic of Discussion (Examples)

Opening: Call to order, roll call, instructions, approval of minutes, adoption of agenda

Report: Program-level Student Learning Outcomes
    and their assessment; Performance of graduates

Report: Classroom environment/quality of equipment/supplies/ technology included – recommendations.

Report: Data (Perkins Performance Indicators, assessment, nontraditional student, enrollment, economic, etc.)

Report: Postsecondary relationships or program promotion

New Business/Future Meetings: Plan next meeting's agenda

Closure: Review assignments, next steps

Who is Responsible? Estimated

Time/Minutes/Notes

Manchester School of Technology/Design

Communication ADVISORY

COMMITTEE 2015-16

Chair

Gerard Huot (Software Support Manager) Autodesk 100 Commercial Street Manchester, NH

03101 (Industry Partner)

Nathan Marchand (IES Jose Saramago, Language and Culture Assistant) Calle del Monte Perdido 50 Madrid 28053, Spain

(Education Community)

Robert Niquette (Software Engineer) ZeniMax Online Studios LLC 200 International Cir, Cockeysville, MD 21030 (Industry

Partner)

Thomas A. Sylvia (Architectural Designer) Redwood

City, CA (Industry Partner)

Nikolaus Webster (CADD Designer)BK Systems, Inc. 4 Cote Avenue Goffstown,

NH 03045 (Industry Partner)

These samples generously provided by Manchester School of Technology.

A G E N D A DESIGN COMMINICATION ADVISORY COMMITTEE April 12,

2015, 3:30 PM

Call To Order

Chairman Huot

Approval of Minutes

Meeting of 10/25/14

Program Updates

1. January Open House
2. Third-Party Student Certifications/Articulation Agreements/Dual Enrollment
3. New Computers Installation
4. Autodesk Software

New Business

1. 2015-16 Perkins Grant Request Preparation
2. Review and Discussion of Design Communication Perkins 2013-14
Performance Indicators (See attachment: Perkins Performance
Indicator Trends 2006-2013)
3. Review and Discussion of Design Communication Program
Quality Rubric 2015 (See attachment: Perkins Reference
Document #2: Program Quality)
4. New Technology Update and Discussion

Attachments:

Perkins Performance Indicator Trends 2006-2013 Perkins
Reference Document #2: Program Quality
DESIGN COMMINICATION ADVISORY COMMITTEE

April 12, 2015, 3:30 PM

<u>Members Present</u>

Huot, Webster, Niquette. Sylvia and Marchand were not present but were provided agendas and
contribut ed to the discussions.

<u>Call to Order</u>

Chair Gerry Huot called the meeting to order at 3:35 PM Approval of

Minutes

Minutes of the meeting of 10/25/14 were approved as submitted.

Program Updates

1. January Open House

Koziatek indicated to the Committee that the MST 2015 New Student Open House, held I January, was a success with dozens of students and parents in attendance. A number of current DesCom students were on hand to field questions and to demonstrate the use of the laser cutter, laser scanner and 3D printer. The students created custom DesCom key chains on the laser cutter as handouts to the visitors. Koziatek thanked those Committee members who showed their support and attended the annual event, indicating that the event is a critical component in recruiting new, qualified students for the coming school year.

2. Third-Party Student Certifications/Articulation Agreements/Dual Enrollment

Koziatek updated the Committee regarding securing Program skill certifications and articulation agreements. Chairman Huot provided Koziatek and the Committee with links to Autodesk pertaining to AutoCAD student certifications for this software, taught in Design Communication. Sylvia, as an AutoCAD user familiar with the competencies of the Autodesk certification, indicated that it would be very applicable and achievable for program completers. When asked by committee members, Koziatek indicated that he is continuing to pursue postsecondary articulation agreements with Keene State Architecture School and Norwich University College of Architecture as well as NHTI for its Architectural Technologies program as potential Dual Enrollment course.

3. New Computers Installation

Koziatek informed the Committee that the 25 new, upgraded computer workstations (HP Z640) that that were recommended and specified in consultation with Huot and other Members, have been received and that he has installed and configured them in the lab. Students are now able to access them for the high memory and processing demands of the 3D software applications that are taught in the Program.

4. Autodesk Software

Referring to questions raised at the last meeting regarding Autodesk software licensing, Huot, a software manager at Autodesk, had informed the Committee about the new model Autodesk has developed for providing schools with its current design software. Koziatek explained that as a foundation of the Design Communication program, Autodesk software product licenses have been, for many years, purchased annually through the Perkins school budget. However, now, as Huot had informed the Committee, Auto desk is now making the software available free to schools through the new Autodesk Academic Resource Center (ARC). Following the enrollment of MST in the Autodesk Education Community, Koziatek stated that all of the design software, available through two packages, the Autodesk Education Master Suite and Entertainment Creation Suite, has now been downloaded, licensed and installed on the 25 new Design Communication computer workstations.

New Business

1. 2015-16 Perkins Grant Request Preparation

Koziatek explained that he has begun development of the 2015-16 Perkins Grant request and asked for the Committee's input. Committee members expressed the need to obtain the additional technology that was partially funded in 2014. Koziatek explained that he will look to the Committee for its input regarding this and additional improvements following a discussion of the recently available Performance Indicator data. Review and Discussion of Design Communication Perkins 2013-14 Performance Indicators

Chairman Huot referred the Committee to agenda attachment: *Performance Indicator Trends 2006-2013* and asked Koziatek to review the materials with the Committee. Having previously reviewed the data, Committee members expressed some concern about the relevance since the figures were two years old. Koziatek explained that, although the data reflects students in 2013, the trends that are evident over several years are indicative of need for improvement in meeting State goals. Koziatek addressed each of the Indicators as follows:

(a) PI: 1S1 (Reading/Language Arts Proficiency) and 1S2 (Math Proficiency): Although the Design Communica tion program is exceeding State goals in the areas of reading (+31%) and math (+19%), further improvement in current reading proficiency (89%) and, especially, math proficiency (33%) should be considered as a pro gram initiative. Following Committee discussion, Marchand suggested the development of higher-ordered projects that target these career-critical academic areas. Huot added that the introduction of projects that specifically include new high-technology methods in engineering rapid prototyping and design analysis in volve direct application of math concepts and could impact an increase in math proficiency. Koziatek added that the integration of these target-specific projects could more closely align grade-level academic standards at the State level. Additionally, Sylvia, who has been actively involved in the specification of print design re source materials for the Program library for several years, supported the idea of continuing to provide stu dents with access to professional design-related print materials that can help in further improving student literary skills.

(b) PI: 3S1 (High School Completion) and PI: 4S1 (Graduation Rates): Koziatek informed the Committee that high school completion/graduation data among Design Communication students is shown to be relatively consistent at an average of 12-15% above State goals over the past eight-year period. Marchand concluded that Program efforts to maintain career relevancy and interest through exposure to an exciting and diverse curriculum is contributing to student retention and career goals achievement and should, therefore, should continue and be reinforced, improved and upgraded.

PI 5S1: (Postsecondary Placement): Koziatek, in referencing PI 5S1 trends in the handout, pointed to a continued and significant increase in college-bound students over the past three years, following a period of sharp decline between 2009 and 2011, but an average of 9% above the State goal over the past six years. Koziatek explained that it has been a Program goal of 100% post-secondary placement of students, a goal to which Committee members expressed their continued support. Specifically, Huot and Niquette, who offered comments earlier in the week, encourage the project-based approach to 3D CADD and prototyping skills to increase Program competency in college-ready design skills including problem-solving, collaboration, access ing and analyzing information and by providing new high-technology tools for stimulating curiosity and imagi nation.

(a) PI: 6S1 (Nontraditional Enrollment and PI: 6S2 (Nontraditional Completers): Koziatek outlined the trends regarding program nontraditional (female) enrollment and completion over the past six years. Female enroll ment in the program has consistently exceeded the State goal by an average of 11% over this period, 2008- 2013. Koziatek expressed some concern in the recent decrease in female enrollment and completion since 2012. Committee members Huot, Marchand and Sylvia, expressed reasons for exceeding State goals includ ing the initial development of a diverse design curriculum that offers students many design-career pathways and the design of the Design Communication lab and resources that is gender neutral, but concluded that more could be done to improve both enrollment and completion, possibly through recruitment efforts. Syl via added that consideration should be given to providing more library print resources that focus onnoted female designers, architects and engineers.

3. Review and Discussion of Design Communication Program Quality Rubric 2015 (See attach ment: Program Quality)

Koziatek referred the Committee to agenda attachment, *Reference Document #2: Program Quality Rubric*, the program self-assessment document, a tool for developing plans for program improvement. He ad dressed each of the quality assessments generally and asked Committee members for their comments and suggestions for improvement in each area.

(a) Program goals and objectives are clear, challenging and appropriate for the intended population: Follow ing a summary of the Program status assessments by Koziatek and discussion among Committee members, Huot summarized the comments and recommendations as follows: Although high marks were attributed to each of the assessments, members felt that certain program goals are mostly clear and appropriatefor the target population but may not be as clear and challenging for the learning population. Webster suggested that greater focus, within the curriculum, might be needed to target students on a path to entering a Certifi cate program, such as CADD, after high school. All members agreed that, although the program represents high standards in the area of high-ordered thinking skills, a continuing effort to address this development is critical toward students achieving success at the level of professional employment in the designindustry.

(b) The program content is aligned with learning goals and is accurate, current and appropriate for the in tended population: Following a summary of the Program status assessments by Koziatek and discussion among Committee members, Huot summarized the comments and recommendations as follows: All mem bers were in high praise of the high-technology lab, its equipment, resources and professional environment, adding that it often surpasses that offered at postsecondary school labs as well as professional design offices. Members expressed the importance of maintaining high standards of current technology as the key to stu dent success in entering and successfully completing postsecondary programs, professional certifications and for placement in competitive, high-wage, design industry jobs. Some members suggested that more might be done, possibly within the curriculum, to address students of different learning styles, including group pro jects that require collaboration, citing that this is noticeably lacking in the

current curriculum. Webster noted that more needs to be done to facilitate work-based learning, including job shadowing and internships, espe cially for 2nd-year students.

The program reflects the vision promoted in recognized academic and occupational standards and by state and national legislation, as appropriate: Following a summary of the Program status assessments by Koziatek and discussion among Committee members, Huot summarized the comments and recommenda tions as follows: The Committee acknowledges that the Design Communication program, and its successful completers, have been recognized at the School, District, local community and postsecondary level for stu dent achievement, teacher quality and program excellence; Members pointed out that students are current ly lacking credentialing options, Huot encouraging the pursuit of credentialing through Autodesk, particular ly for AutoCAD certification, a CAD drafting standard of the industry.

(c) Collaboration with internal and external organizations and stakeholders aremaintained to strengthen the quality and effectiveness of the program: Following a summary of the Program status assessments by Koziatek and discussion among Committee members, Koziatek recognized the valuable and varied contribu tions of each of its industry and educational partners in the Design Communication Advisory Committee over many years including Chairman Huot, for his Autodesk connection and invaluable technology support since the program's origin in 2002; Marchand for his technology, software and logistics support; Niquette for his contributions in keeping the curriculum current with 21st Century skills and relevance; Webster for link ing the program and its curriculum with currentCAD

standards with direct application to employability skills and Sylvia for providing and maintaining a valuable connection to the architecture profession. Huot summa rized the Committee's comments as follows: Although recognizing the strong connections to multiple de sign career pathways and the program design and content clearly integrated in MST, members would like to explore greater work-based learning experience opportunities for students.

4. New Technology Update and Discussion

Huot related that Design Communication is technology-intensive and requires planned upgrades to com puters and related hardware at this time, citing that last year 26 new HP computers were purchased for student workstations to replace those that were determined to be at the end of their projected lifecycle. When asked the status of the Design Communication network server, Koziatek explained that, in com munication with District IT staff, the server is nearing the end of its lifecycle as well and should be re placed. The Committee recommended that the 7 additional lab computers, supporting peripheral lab equipment and not replaced in 2015, and the network server should be included in the 2015-16 Perkins Grant request for upgrading. Citing decreased reliability and performance of the lab's LCD projector (an important digital delivery tool), Koziatek received support from Huot and Marchand for consideration of its upgrading as well.

Koziatek, through the equipment specifications recommended by Huot, indicated that he was able to acquire, through Perkins funding, the remaining, additional technology equipment for the lab's new digital wall installation, including two Wacom HD monitors and a highly-specialized graphics card that will allow the four flat panels of the wall to mosaic as a single image. Members of the Committee were supportive of the planned technology improvements for the final installation of the dig ital wall in the Design Communication Library presentation area. Additionally, Members were pleased to

endorse future purchases of upgraded materials for students to engage in more complex, higher-level projects that reflect changing technology in the fields of design, engineering and architecture.

Next Meeting

The Committee suggested a date of mid-September for its Fall, 2015 meeting.

Adjourn

The meeting was adjourned at

5:45 PM Submitted: Koziatek

D: Sample Advisory Committee Self-Evaluation Tools

Yes/No Question

a. The local advisory committee has updated bylaws, which include terms of membership, responsibilities of members and officers and procedures for operation.

b. The committee establishes an annual program of activities

c. The committee has regularly scheduled meetings (two to four minimum).

d. Agendas for committee meetings are mailed to members prior to meetings.

e. Minutes of committee meetings are mailed to members promptly after meetings.

f. Written recommendations are prepared and forwarded to the school administration by the committee.

g. The committee has active committees to carry out its work.

h. Information concerning requests for committee actions is provided prior to meetings.

i. The advisory committee is actively involved in:

- Assessing labor market needs;
- Approving requests for federal career and technical education funds and the budget process; ·
- Program evaluation;
- Integrating basic academic skills with career and technical training;
- Student recruitment and retention;
- Student placement;
- Public relations for the program and institution;

- Coordinating or conducting visits to places of employment for students;
- Providing speakers/demonstrations for career and technical education classes;
- Lending personnel to provide instructional support to career and technical education teachers
- Assisting teachers in updating skills;
- Being represented at meetings of the Regional Advisory Committee; and
- Informing state and federal legislators of career and technical education program accomplishments and ne

CTE PAC Expectations

Exemplary Meets expectations does not meet Attendance - Our expectation is that you have six (6) members at each meeting.

Student Involvement

Membership

- Lead by program
- Teacher led but mostly the voice of the advisory committee member
- Membership represents industry, parents, former students, post-secondary

Organization/Structure
- Supplemental materials (e.g PowerPoints or Handouts) were available
- Agenda was program specific
- Two or more current students attended the meeting

Balance of Discussion
- At least one goal has been identified

Minutes
- Minutes were completed in a timely manner/detailed

Committee has identified a goal/task

E: Sample CTE Program Evaluation Questionnaire

Suggested areas for CTE program evaluation are:

1. Precision of program objectives
   - Are program objectives well-defined?
   - Are program objectives measurable?
   - Are program outcomes measured?
2. Program content
   - Are programs offered which meet the community's labor needs?
   - Are there significant occupational areas not served by career and technical education?
   - Is attention given in each program area to:
     - All aspects of the industry;
     - Technical/theoretical knowledge and skills;
     - Manipulative skills;
     - Work habits;
     - Communication skills;
     - Human relations skills;
     - Integrated academic courses;
     - Appropriate equipment (tools, instructional materials, etc.); and
     - Applied academic skills?
3. Support services
   - Does the program have effective recruitment, placement and follow-up services?

   Does the institution provide a relevant and inviting description of the career and technical education program and its support services?
   - Is there sufficient staff to provide support services?
   - Is employment and job placement information available to all students?
   - Do all counselors have access to and use current labor market projections on job availability and skill needs?
   - Do all counselors possess a working knowledge of career and technical education programs?
   - Are career and technical education counselors readily available to all students?
   - Does the institution keep its follow-up records current?
   - Does the institution systematically gather information on employers' evaluations of program completers in their employ?
   - Is follow-up information systematically used to make program improvements?
   - Does the institution have support groups for students in nontraditional training?

4. Staff
- Are instructional staff persons current in the skills needed and techniques used in their occupational area?
- Is there a process in place to assure that instructional staff persons are periodically updated in their skill areas through comparable employment or in-service workshops?
- Does the administrative staff have a process to remain informed of relevant state and federal actions affecting career and technical education?
- Does the administrative staff maintain regular contact with appropriate community and government agencies (for example, the Chamber of Commerce, Workforce Investment Boards, and Local Service Providers, etc.)?
- Is there a coordinated effort to inform the public of the programs, services and special events?

5. Availability
- Is a career and technical education program available to all people in the community who desire it?

6. Curriculum
- Is the curriculum performance-based?
- Does the curriculum accommodate variations in students' abilities and interests?
- Are programs developed and maintained with the advice of individuals employed in that occupation?
- Is academic and technical instruction integrated?
- Are there articulation agreements with postsecondary institutions where appropriate?

7. Instruction
- Is instruction provided in a realistic setting?
- Is hands-on instruction provided?
- Is related academic instruction provided?
- Is individualized instruction available to all students when appropriate or needed?
- Is performance-based instruction used in the career and technical education program(s)?
- Are adequate and appropriate reference materials and other learning resources available?
- Is safety emphasized?
- Does staff maintain contact with employers and former students?
- Are Structured Learning Experiences available to ALL students?
- Are Structured Learning Experiences appropriate and aligned to program objectives?

8. Facilities/Equipment
- Do students with disabilities have access to facilities, classrooms, shops, and laboratories? Is equipment modified where necessary?
- Is the size of the building and its classrooms adequate?
- Are the equipment and tools sufficient in quantity and quality and current with those used in the workplace?
- Are the classrooms, equipment, tools, and other materials safe and safely used?
- Is the classroom and laboratory area safe for students and staff?

9. Students
- Do follow-up studies show whether graduates have the skills needed to enter employment in their chosen field or to pursue further postsecondary education?
- Are student organizations available and encouraged as a part of the curriculum?
- Are students in nontraditional training provided support and encouragement?
- Does the institution actively promote nontraditional training and cooperate with agencies promoting such training?

The items cited above are examples of the many items that may be appropriate to evaluate in the school and its programs. It is preferable to limit evaluations to a small number of items within the capacity of the CTE Program Advisory Committee to complete. Prior to conducting an evaluation, it is suggested that the:
- Objectives of evaluation are clearly specified;
- Purpose of evaluation is clearly stated as program improvement, not the generation of criticism;
- Evaluation is carefully planned, with objective, unbiased questions, interviews, surveys and research; and
- Evaluation results and recommendations are justified, and reports are presented in a non-personal, non-threatening manner.

F: Sample Advisory Committee Meeting Model

Meeting 1

1. Welcome back breakfast - Includes all Advisory Committees for each Career Cluster®

2. All Advisory Committees will break out by programs

3. Each Advisory Committee will decide on what the area of focus will be for the current school year.

Meeting 2

1. All Advisory Committees meet to discuss→

   › Progress

   › Updates

2. The Committee decides whether they will need to meet again before the final meeting at the end of the school year. (Optional)

Meeting 3

1. End of the year dinner - Includes all Advisory Committees for each Career Cluster®

2. All Advisory Committees will get the opportunity to present to all in attendance→

   › Task chosen
   › Findings
   › Updates
   › Recommendations
   › Suggestions

3. This final meeting will also serve as a time for recognition and awards for the support provided by the advisory committee members from the various businesses/industry.

Appendix W: Perkins V Indicator: WBL Tracker Spreadsheet View

6	▼	:	✕ ✓	*fx*	Example: Doe			

NH Department of Education
Bureau of Career Development

PERKINS V INDICATOR: WBL
2023-2024

Each program year the NH ED collects data showing the percentage of work-based learning opportunities completed by CTE concentrators out of the total number of concentrators within a Center prior to high school graduation. This data denotes the Perkins V indicator adopted by New Hampshire 113(2) iv (CC) . This tool is for CTE educators to collect running data on each program for the school year to show where each student is at in their CTE programming. Please keep track of the number of semesters the student has completed, if they have completed work-based learning (WBL), and their anticipated graduation year. **The student's participation in work-based learning is able to be counted towards the Perkins V indicator so long as they have participated in 2 semesters of CTE and have completed work-based learning prior to graduating high school**. This form should be returned to the person at your CTE Center who compiles Perkins V data and reports to the Bureau of Career Development annually.

Name of Program:

Name of Teacher:

To be Returned to: by the Date of:

Last name	First name	Semester 1 CTE Completed	Semester 2 CTE Completed	WBL completed	Anticipated Year of Graduation	Perkins V Indicator Met Student has completed 2 semesters of CTE and WBL prior to graduation
Example: Doe	Jane	Yes	Yes	Yes	2023	Yes
Example: Smith	John	Yes	No	Yes	2024	No
Example: White	Jack	Yes	Yes	N/A	2023	No

Year-to-date summary   ⊕

Appendix X: Educator Work-based Learning Checklist

Perkins V Work-based Learning Definition

- Section 3 (55) of Perkins V defines work-based learning (WBL): "The term work-based learning" means sustained interactions with industry or community professionals in real workplace settings, to the extent practicable, or simulated environments at an educational institution that foster in-depth, firsthand engagement with the tasks required in a given career field, that are aligned to curriculum and instruction."

Program Quality Indicator for Perkins V
- CTE centers must keep track of the percentage of CTE concentrators (having completed at least 2 Semesters of CTE) that have participated in work-based learning prior to graduating from high school as New Hampshire has adopted 113(2) iv (CC) as its program quality indicator.

Work-Based Learning Must Include the Following:
- To count towards reporting, <u>work-based learning must include all of the following components:</u>

  5. Contains sustained interaction with industry and community professionals
  6. Takes place in a real work-place environment or simulated environment at a CTE Center
  7. Includes in-depth, hands on engagement with the tasks required in a given career field
  8. Aligns with the CTE program's curriculum and instruction

Checklist Instructions

  1. Read each row outlining the Perkins V Work-Based Learning definition criteria.
  2. Check either "yes" or "no" if the activity meets the criteria.
  3. If "no" for any of the criteria, consider what refinements need to be made to the experience to meet the criteria. Use the "next steps" section to describe the plan for how the activity will be improved to meet the criteria.

Perkins V Work-based Learning Checklist

	The Perkins V Work-Based Learning activity is…	Yes	No	If no, consider the following refinements:	Next Steps
1	A sustained experience **with** industry or community partners (i.e., not a "one-time" experience) **** NOTE**** The NHED does not have a metric that defines sustained. A WBL opportunity is considered complete when it is determined the student has met learning objectives or CTE program competencies as a result of the experience.			• Student participates in a continuum of activities over a period of time to practice skills • Examples include apprenticeships, paid internships, unpaid internships, long term industry-led learning projects (within the CTE Center or Community), student enterprises incorporating sustained interactions with industry partners, etc…	
2	Takes place in a real-world work environment in the community -OR- Simulated environment at a CTE Center			• Ensure the WBL opportunity takes place in an appropriate environment within school or in the community that allows the student to participate in first-hand activities connected to their CTE curriculum and instruction. • Necessary equipment/supplies are available to students • Allows for effective engagement with industry partners	
3	Includes in-depth and hands on engagement with the tasks required in a given career field			• Work with the industry or community partner to identify tasks/projects that a student(s) can complete within their career field during their work-based learning that align with CTE program competencies and learning Objectives • Activities are more than discussion and observation	
4	Align with Curriculum and Instruction			• What CTE program competencies are met through this work-based learning opportunity? • What is the main goal of this work-based learning opportunity as it pertains to the student(s) CTE program?	

Work-Based Learning and Perkins Accountability

Technical Advisory

- Section 3 (55) of Perkins V defines work-based learning (WBL): "The term work-based learning" means sustained interactions with industry or community professionals in real workplace settings, to the extent practicable, or simulated environments at an educational institution that foster in-depth, firsthand engagement with the tasks required in a given career field, that are aligned to curriculum and instruction.
- Section 113 (2) iv outlines the three possible indicators of CTE program quality, in addition to the other four Core Indicators of Perkins Performance. New Hampshire opted to adopt 113 (2) iv (CC): "The percentage of CTE concentrators graduating from high school having participated in work-based learning."

The purpose of this technical advisory is to provide more detail about the types of work-based learning activities which may be "counted" towards reporting by secondary CTE programs as part of annual Perkins accountability reporting.

For the purposes of accountability, the Bureau of Career Development at the New Hampshire Department of Education will designate certain activities as work based learning. Please refer to the following table:

Work Based Learning	Not Work Based Learning
- Apprenticeships - Paid Internships - Unpaid Internships - Long-Term Industry Partner-Led Learning Projects (in schools, at employer location, or community-based) - Long-Term Student Mentoring by Industry Partners - Student Enterprises (including, but not limited to, work completed in simulated environments such as auto shops, cosmetology salons, culinary arts kitchens/restaurants, and any other in-school setting with simulated workplace environments closely resembling authentic workplaces)	- Job Shadows - Industry Tours - Service Learning Projects Not Aligned to Curriculum and Instruction for Specific CTE Program - Guest Speakers from Industry - CTSO Activities Not Involving Sustained Interactions with Industry or Community Professionals - Summer Jobs, even in the area of CTE program study, without alignment to CTE curriculum, and assessed/evaluated by CTE teacher

The key elements of WBL are:
1.) Sustained interactions with industry or community professionals
2.) Application of content learned in CTE classes through work done in authentic workplace settings, when possible, and simulations of authentic workplace settings

Some Considerations:
1.) WBL can occur simultaneously with instruction. In other words, there are times when the WBL experience becomes "on the job training", which complements CTE classroom instruction.
2.) CTE teachers assess and evaluate the quality of what the student has learned and can proficiently do, as a result of the WBL experience. Such assessment and evaluation can take many forms, including reports, observations, and evaluations of finished products of work completed in the WBL setting.
3.) An Extended Learning Opportunity (ELO) offered at a CTE student's sending school can count for Perkins accountability purposes, provided the CTE teacher completes an evaluation/assessment as mentioned above.
4.) NH DOE will not provide a minimum number of hours which a student engaged in a WBL experience must complete. A student may be considered to have completed a WBL experience for the purposes of Perkins accountability when the CTE teacher in the student's CTE program has determined the student has met learning objectives or NH state CTE program competencies as a result of having had the WBL experience.
5.) It's important to remember that "once a concentrator, always a concentrator". A student who has completed two CTE courses in a program sequence of courses is a concentrator. A course in NH is defined as a semester-long learning experience. WBL lasting a semester are courses, per this definition. In order to maintain accurate records, CTE centers will need to develop and maintain a system to keep track of any concentrators who are completing WBL after they attain concentrator.

Examples:
- A CTE marketing program works with a local non-profit to create a messaging campaign about the importance of hand washing for public health. Students in the program conduct focus groups with 4th graders in the district to hear about messages and images that would work for kids in that age group. Students then work with the graphic design program at the CTE center to design posters to put up in the area. The experience takes three weeks to complete.
- A student in an automotive program has a special interest in race cars. The student gets connected with a local racing team and goes in every Friday for the semester, to help them with preparing the car for the track.
- A teacher education, multi-levels student is interested in teaching math. The student gets placed to observe and assist with instruction and assessment in a 5th grade math class, three days a week for the semester.
- Cosmetology students practice skills learned in a unit about manicuring, by working on clients in the salon at their CTE center. Each student has the opportunity to work with a number of clients over the course of the school year

Appendix Y: ADDENDUM| Approval Form for Sub-Minimum Wage or No Wage Rate for Work-Based Activities under RSA 279:22aa

<u>Guidelines for Subminimum Wage or No Wage Rate for Work-Based Learning Activities</u>

1) The New Hampshire Department of Labor only becomes involved in school-to-work activities when an employer is going to have any person doing work for them. This means as soon as the student is participating in "hands-on work," to include riding to emergencies, the *Application for Pre-screening of School-to-Work Business Partner* and *Approval form for Subminimum Wage or No Wage Rate for Work-Based Activities Under RSA 279:22-aa and Addendum* must be completed. This means that job shadows, tours, mentorships, etc… do not need paperwork completed UNLESS the student is engaging in hands-on work.

2) The *Application for Pre-screening of School-to-Work Business Partner* is merely a snapshot in time. This must be completed each time a new program is started with a business.

3) The *Approval form for Subminimum Wage or No Wage Rate for Work-Based Activities Under RSA 279:22-aa* is a start of a bigger conversation. The New Hampshire Department of Labor may have follow up questions if information is not specific enough to determine a decision. Please remember to be clear and precise.

4) Include task specific details on the *Approval form for Subminimum Wage or No Wage Rate for Work-Based Activities Under RSA 279:22-aa Addendum*. Ambiguity triggers a deeper dive from the New Hampshire Department of Labor. Include all of the tools the student will use, what tasks they will complete and for how long, what needs to be waived through the form—wages, worker's comp, or both, etc…

5) The New Hampshire Department of Labor needs certain directory information included on the *Approval form for Subminimum Wage or No Wage Rate for Work-Based Activities Under RSA 279:22-aa Addendum*. Student name, email address, phone number, age, and hours they will work each week is required (an exact schedule is not necessary). Include business name and person of contact and their contact information. Lastly, be sure to add the school contact name and contact information.

6) The New Hampshire Department of Labor considers durational/larger scale programs if appropriate information is submitted for approval. This means if all duties, business partner/partners (example many hospitals participating in rotational internships for one program), educational goals, and the amount of hours each student works per week remains the same, the New Hampshire Department of Labor would approve that program for the year as long as a list of students is maintained by the school. This list needs to include the student contact information and when the student will be assigned to which location.

7) It is important to work with the employer when completing the *Application for Pre-screening of School-to-Work Business Partner. The form is to be completed by the business partner.* If the business name, federal I.D. number, number of employees etc… is incorrect the New Hampshire Department of Labor will reject the application. Please confirm with employers that all information is correct and that they are 100% certain about all the information they provide.

8) All New Hampshire Department of Labor requests are sent back with a decision to the party that submits the paperwork. If the school submits the paperwork, they are sent the approval/rejection. However, if it is submitted by the employer, they will receive the decision. Please coordinate with your business partner to ensure there is communication around this process and that all information is shared accordingly between the two parties.

9) RSA 279:22-aa allows for wages, worker's comp, or both to be waived given evidence that learning is taking place. The New Hampshire Department of Labor is looking for a good balance. Please be sure to include what the educational component is when completing the *Approval form for Subminimum Wage or No Wage Rate for Work-Based Activities Under RSA 279:22-aa Addendum*. Make it clear what the student is receiving in lieu of wages.

10) The New Hampshire Department of Labor adopted the federal hazardous orders and occupations and cannot change the enforcement of such as it is mandated through the U.S. Department of Labor. If hazardous orders need to be waived for a non-paid opportunity a *Co-op form* needs to be completed in addition to the *Approval form for Subminimum Wage or No Wage Rate for Work-Based Activities Under RSA 279:22-aa and Addendum*. For questions specific to Fire Safety/EMS Programs and work-based learning please reach out to the New Hampshire Department of Labor as there are state regulations that apply.

11) The *Approval form for Subminimum Wage or No Wage Rate for Work-Based Activities Under RSA 279:22-aa* requires a Safety Program be in place at the business partner and that all safety training is completed by the student. It also asks about hazardous equipment. Please list any equipment/tasks that could be perceived as hazardous. For example, RSA 277-A mentions toxic substances in the workplace, students need to be aware of chemicals they will use or be exposed to etc...

12) The *Approval form for Subminimum Wage or No Wage Rate for Work-Based Activities Under RSA 279:22aa* also inquires about site supervision. Students are involved in a guided work experience which means a person or an identified specific job title (example: manager, shift supervisor, etc...) is always around and regularly checking in.

13) Most importantly COMMUNICATION, COMMUNICATION, COMMUNICATION. Make sure the student understands the program and it's limitations and make sure the employer understands the program and it's limitations. A student is only allowed to do what is outlined specifically in The *Approval form for Subminimum Wage or No Wage Rate for Work-Based Activities Under RSA 279:22-aa* and *Addendum.*

Directions: Please use the template below and include with the submission of Approval Form for Sub-Minimum Wage or No Wage Rate for Work-Based Activities Under RSA 279:22-aa to the New Hampshire Department of Wage & Hour Division. It is important when completing this addendum to be as specific and precise as possible. Please note the following:

- *When completing for more than one student please include the schedule, name, and contact information for each student.*
- *Should Work-Based Activity vary by student a separate Approval Form for Subminimum Wage or No Wage Rate for Work-Based Activities Under RSA 279:22aa and Addendum must be completed for each student*
- *Communication between all involved parties---student, educator, and employer, is mandatory. Please answer all questions around communication thoroughly as the New Hampshire Department of Labor needs to verify all parties agree to the tasks outlined and understand that additional are subject to an approval process through the New Hampshire Department of Labor before a student can participate in them.*
- *Should hazardous equipment be involved it is encouraged to communicate with the New Hampshire Department of Labor Wage & Hour Division to verify if additional forms, such as a co-op form, need to be completed and to ensure that all needed information is included in the Addendum.*
- *Please include the approved/submitted Application for Pre-Screening of School to Work and the Approval form for Subminimum Wage or No Wage Rate for Work-Based Activities Under RSA 279:22aa with the completed Addendum so that the New Hampshire Department of Labor Wage & Labor Division can send back the approved packet to you with a reference number.*

Department of Labor School-to Work
Inspector Janet Weeks
New Hampshire Department of Labor
Wage & Hour Division
Phone: 603-271-0127
Fax: 603-271-8310
Email: inspectiondiv@dol.nh.gov

New Hampshire Department of Education Bureau of Career Development
Work-based Learning
Nicole Levesque
Phone: 603-271-3397
Email: nicole.m.levesque@doe.nh.gov

ADDENDUM:
Student(s) Information:

Name	Age	Phone	Email	Schedule

School Information:

School	Coordinator/Educator	Phone	Email

Employer Information

Business Name	Site Contact	Phone	Email

When did communication around this internship happen between employer, student, and educator?

Communication Guidelines:
- Was there communication between student, employer, and school coordinator around expected duties?
  Yes/No
- Does the student and employer understand the student cannot do tasks outside of what is outlined?
  Yes/No
- Does the student and employer understand hazardous orders not allowed as it relates to their internship if the student is 16 or 17?
  Yes/No
  Does the employer understand the student cannot replace an otherwise paid employee? **Yes/No**
- Does the student understand the program as outlined? Does the employer understand the program as outlined?
  Yes/No
- Is there a plan in place to ensure educator check-ins throughout the unpaid work-based activity?
  Yes/No
- Does the student know who to talk to if asked to do tasks not outlined above?
  Yes/No
- Does the employer understand the student cannot be asked to complete tasks not outlined above?
  Yes/No

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Title:
Tasks (identify any HO's students WILL be doing as appropriate):

Learner Outcomes OR General Program Competencies:

Specific Program/Course Competencies :
Please include program-specific competencies the student will work towards within their work-based activity

Student Assessment/Evaluation:

> **How will the learner be assessed?**
>
> **What evidence will be presented to demonstrate learner proficiency?**

Additional Information:

> This section can include a list of equipment the student will use, tasks that may be "perceived" as hazardous but aren't a hazardous order/occupation, what needs to be waived (wages, worker's comp, or both):

Appendix Z: New Hampshire's Methods of Administration (MOA) Plan

Frank Edelblut
Commissioner

STATE OF NEW HAMPSHIRE
DEPARTMENT OF EDUCATION
101 Pleasant Street
Concord, NH 03301
TEL. (603) 271-3495
FAX (603) 271-1953

Christine M. Brennan
Deputy Commissioner

Methods of Administration Plan

For Civil Rights Compliance Reviews

State of New Hampshire
Bureau of Career Development
July 1, 2020

Methods of Administration Plan

Section 1: Introductory Information

Purpose

The purpose of New Hampshire Department of Education's (NHDOE) Methods of Administration (MOA) Plan is to document the States civil rights MOA program required by 34 C.F.R. Part 100, Appendix B Sec. H.B. and in particular Section II.B. of those Guidelines outlining the necessary elements of a State agency program to prevent, identify and remedy discrimination on the basis of race, color, national origin, sex or disability.

Mission

The mission of NHDOE's MOA program is to increase equity and access to career and technical education programs. Through the MOA civil rights compliance program the NHDOE will collect and analyze civil rights data and information, conduct periodic compliance reviews of select subrecipients, provide technical assistance to subrecipients upon request, and report biennially activities and findings to OCR.

Vision

The vision of NHDOE's MOA program is to ensure that all students, regardless of race, color, national origin, sex, or disability, have equal access to high-quality career and technical education programs and that members of the learning community reflect the diversity of the student population.

Development

This MOA Plan was developed by the NHDOE's Bureau of Career Development (BCD) which overseas Career and Technical Education in the state in collaboration with the Bureau of School Safety and Facility Management (SSFM). The Bureau of Federal Compliance, the Division of Special Education, and the Bureau of Vocational Rehabilitation were also consulted. The final plan was composed primarily by a BCD team comprised of the State MOA Coordinator and a MOA Plan Project Team. The MOA Plan was reviewed by the State CTE Director and approved by the State Commissioner of Education.

Authority

New Hampshire, Department of Education, BCD Methods of Administration authority, will administer the MOA program. Responsibilities under the MOA program are set out in the Guidelines for Eliminating Discrimination and Denial of Services on the Basis of Race, Color, National Origin, Sex, and Handicap in Vocational Education Programs (Guidelines) (Appendix B of the Title VI regulation and the Section 504 regulation, and Appendix A of the Title IX regulation).

Effective Date: July 1, 2021

Section 2: Plan for Performing Oversight Responsibilities

Scope

The NHDOE, BCD will conduct two full compliance reviews of selected subrecipients annually. The scope of the MOA program is to ensure that subrecipients are providing access to educational programs in compliance with the requirements of federal civil rights statutes, listed below. The scope is focused on the five following areas of review: Administrative Requirements, Recruitment and Admissions, Counseling, Services for Students with Disabilities, and Accessibility Reviews.

- *Title VI of the Civil rights Act of 1964, prohibiting discrimination based on race, color, national origin, which includes English Language Learners;*

- *Title IX of the Education Amendments of 1972, prohibiting discrimination based on sex;*

- *Section 504 of the Vocational Rehabilitation Act of 1973, prohibiting discrimination in vocational rehabilitation based on a person's disability;*

- *Title II of the Am_ericans with Disability Act of 1990, prohibiting discrimination in providing public services to people with disabilities; and*

- *The Vocational Education Programs Guidelines for Eliminating Discrimination and Denial of Services on the Basis of Race, Color, National Origin, Sex, and Handicap (Federal Register, March 21, 1979).*

Obligations

This subpart of the MOA plan is intended to set out in sufficient detail the NHDOE's plans for fulfilling its obligations under Section II (B) of the "Guidelines for Eliminating Discrimination and Denial of Services on the Basis of Race, Color, National Origin, Sex and Handicap in Vocational Education Programs" (34 C.F.R. Part 100, Appendix B) to ensure that our subrecipients are complying with the civil rights laws.

> *The State agency responsible for the administration of vocational education programs must adopt a compliance program to prevent, identify and remedy discrimination on the basis of race, color, national origin, sex or handicap by its subrecipients. (A subrecipient," in this context, is a local agency or vocational education center that receives financial assistance through a State agency.)*

Subrecipient Universe

NHDOE's MOA subrecipient universe consists of secondary and post-secondary public institutes that offer state approved CTE programs and are subrecipients of the Strengthening Career and Technical Education for the 21st Century Act (Perkins V) funding. NHDOE's universe consists of 25 secondary, career and technical education (CTE) centers and 7 postsecondary, community colleges for a total of **32** subrecipients. NHDOE will review two subrecipients per year, as this is believed to be a reasonable number due to the scope of work involved. NHDOE will consider all CTE centers for onsite review each year and all public community colleges with 2-year CTE programs for review every other year. For example, beginning July 1, 2021, NHDOE will review two CTE centers and the following year will review one CTE center and one community college.

NHDOE defines CTE according to the definition cited in the Strengthening Career and Technical Education for the 21st Century Act.

Analysis

NHDOE will conduct a yearly detailed analysis using a combination of quantitative and qualitative civil rights related data and information to develop a ranked list from which sub-recipients will be selected for on-site reviews. This data will be retrieved from New Hampshire's i4see and CATE databases, the Community College System of New Hampshire (CCSNH), as well as data collected under Perkins V, Section 113(b)(3)(C) (Accountability- State Report) and Section 134 (Local

Application and Comprehensive Needs Assessment), and at times OCR's Civil Rights Data Collection (CRDC).

NHDOE will track rates and disparities in enrollment by comparing total institutional enrollment to CTE program enrollment disaggregated by gender and disabilities. Additionally, NHDOE will consider length of time since last civil rights compliance review. NHDOE will consider qualitative data statements on equity and non-trad enrollment from Local Application and Comprehensive Needs Assessment, Perkins monitoring visits and annual site visits conducted by BCD staff. These data sets will be used to compare subrecipients as a whole to identify which subrecipients has the greatest risk for civil rights violations.

If a selected sub-recipient cannot be reviewed because it has suffered from a major weather-related disaster or similar event, or because the primary facility is undergoing major construction the next sub-recipient on the ranked list will be chosen at the MAO Coordinator's discretion.

Administrative Process

The NHDOE MOA program administrative process will include selection of a subrecipient to review, as described in the analysis section above; and

I. A Notification Letter sent electronically to the subrecipient (superintendent or college president) at least 90 days prior to an on-site review.
2. Process documents provided to subrecipients.
3. Civil rights compliance documents and artifacts received from subrecipients at least 30 days prior to on-site review.
4. Desk audits and analysis of subrecipients documents, artifacts and website.
5. On-site accessibility/facility review.
6. On-site Interviews.
7. A draft Letter of Findings (LOF) issued within 60 days of on-site review.
8. LOF feedback from Subrecipient within 14 days.
9. Signed Voluntary Compliance Plan (VCP) within 60 days of LOF.
10. State notification of VCP completion.

Investigative Techniques

The NHDOE Compliance Reviews will include various investigative techniques such as data requests, data analysis, desk review of school documentation, artifacts and website, a set of standard interview questions for visitations, interviews with staff and students, virtual interviews, and on-site facilities accessibility reviews.

Letter of Findings and Voluntary Compliance Plan

Written findings will be issued electronically to the subrecipient in a formal LOF to inform the subrecipient of the issue areas reviewed, the relevant legal standards, any findings of noncompliance, and where corrective actions are needed. The LOF will be issued within 60 days of the on-site compliance review. A sample VCP will be included with the LOF. The VCP is a voluntary agreement to take certain steps to correct the findings of noncompliance in the LOF. After subrecipients are notified of findings, the VCP will provide updates on their progress.

The VCP will include the following sections to be completed by the subrecipient: 1.) Provide specific corrective action to be completed; 2.) Identify the individual(s) responsible to address the issue; 3.) Project a targeted completion date for each item listed; 4) Provide a statement of how each remedy will be reported and verified to MOA Coordinator; and 5.) Authorize signature to bind the school.

Corrective action

If corrective action has not occurred, implementation dates will be renegotiated and technical assistance will be provided on those items not yet completed. After renegotiated dates of implementation have passed, the BCD will again attempt to verify completion through review of documentation, photos, videos or an on-site visit, as appropriate. If corrective action has not yet occurred by that point, a determination will be made as to whether incomplete corrective actions should be referred to the U.S. Department of Education OCR for assistance with compliance and enforcement activities.

Section 3: Technical Assistance

The NHDOE MOA Coordinator will be responsible for the administration of the process. AMOA review team made up of BCD staff and SSFM staff will be part of the on-site review process. LEA Leadership and BCD team will meet to address findings, brainstorm strategies and share best practices of compliant LEAs, providing ongoing technical assistance in each area of non-compliance.

BCD will provide technical assistance to subrecipients upon request via emails, phone calls, in-person meetings, and video conferencing. Notification of the availability of technical assistance will be provided during monitoring visits and CTE Director's meetings.

BCD will conduct outreach and offer technical assistance to help subrecipients prevent, identify, and remedy unlawful discrimination; such as summer professional development, webinars, brochures, Q&A documents, reference links to OCR materials, and sample documents.

Section 4: Reporting to the Department
NHDOE will submit a civil rights compliance report to OCR and OCTAE as a narrative attachment in the State's Consolidated Annual Report for Perkins V biennially. The report will include information from MOA program activities including LOFs and VCPs.

Frank Edelblut
Commissioner of
Education

Appendix AA: Civil Rights Compliance Review Process Image

Civil Rights Compliance Review Process

- Notification Letter
- Overview of Process
- Desk Review & Analysis
- On-site Facility Review
- On-site Interviews
- Letter of Findings & VCP
- Compliant w/Civil Rights Statues
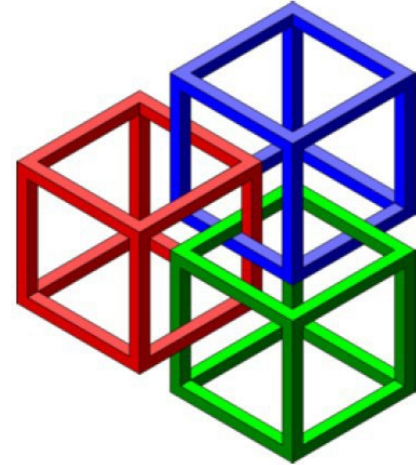
CTE CENTER CONSTRUCTION & RENOVATION PLANNING GUIDE

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CTE Center Renovation Timeline
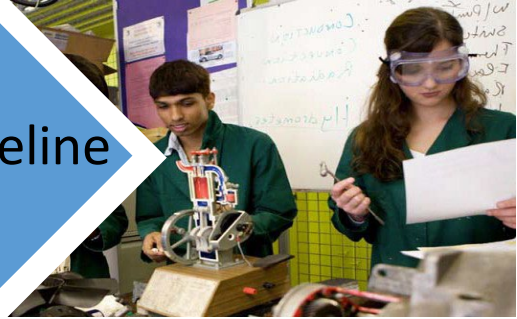
Seven Phases of a CTE Center Renovation Project

Local Planning	Application	Vetting	Community	Capital Budget	Construction	Reimbursement &

1/1/23 - 7/1/23	1/1/24	1/24 - 6/24	3/24	3/24 - 6/25	7/1/25 -	8/1/25 -
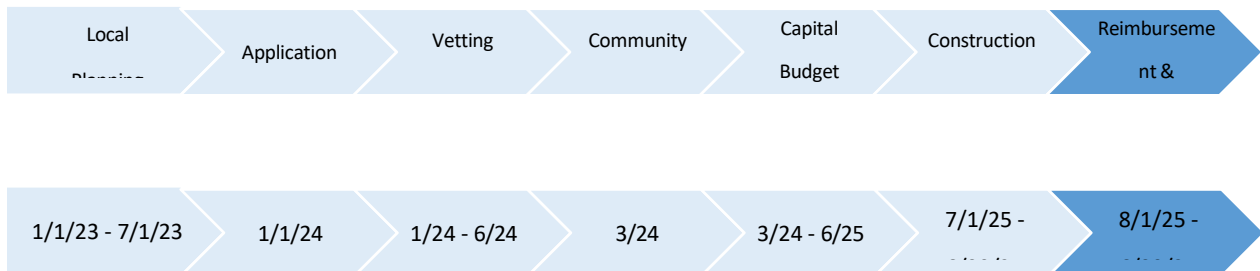
	Timeframe	Description
☐	Jan. 1 – July 1, 2023	Initial Planning: Feasibility study
☐	July 1, 2023	Letter of Intent Due
☐	January 1, 2024	Application Due
☐	Jan 2024 – Mar 2024	Vetting Process: BCD & Commissioner
☐	March 2024	Community Vote
☐	Mar 2024- June 2025	Capital Budget Process
☐	July 2025 - 2027	Construction & Renovation Begins
☐	Aug 2025 – Jun 2027	Reimbursement & Reporting Monthly & Quarterly

TABLE OF CONTENT

Bureau of Career Development   *CTE Policy and Procedure Manual 2024*

Introduction

This guide was created to help school leaders and community stakeholders navigate NH State funding process, complete an application and present a qualified CTE center renovation project. The mission of the Bureau of Career Development is to develop, support, connect and invest in pathways to bright futures. This program is extremely important in meeting our mission to support and invest in pathways to bright futures. CTE Centers provide cutting- edge, rigorous, hands-on training that prepares our learners for a wide range of high-wage, high-skill, high-demand careers. CTE prepares students for the workforce that is essential to New Hampshire's economy.

The guidelines we follow are in Statutory Authority and Regional Agreements.

➢ RSA Title XV 188-E

➢ NH Ed 1300 - Code of Administrative Rules

Renovation means an upgrade and/or addition of career and technical education space, facility, and/or equipment at designated regional career and technical education centers. Per RSA Title XV 188-E:2.

Funding for Renovation and Expansion. Per Section 188-E:10

❖ The state shall fund not less than 50 percent nor more than 75 percent of the cost of a qualified project approved pursuant to this section.

❖ A "**qualified project**" means the project:

- Demonstrates need connected to the labor market.
- Accepts students from sending schools.
- Demonstrates adequate numbers of students through enrollment figures based on 3-year averages.

- Demonstrates alignment with program competencies and academic competencies required by the department of education.

- Allows for matriculation into a postsecondary venue.

- Meets all industry and building standards.

- Meets the procedural requirements for requests under this section and any other requirements in rules of the department of education.

- Is a regional career and technical education center within a public school, or a public academy as defined in RSA 194:23, II, in the state of New Hampshire.

- Has the capacity to provide academic courses for students from the sending districts who are approved for full-time attendance at the center.

Renovation Project Application

The Bureau of Career Development (BCD) will provide technical assistance through the entire project life cycle to the receiving board seeking to fund a CTE center renovation project. The renovation project application is required to be submitted to the BCD 18 months prior to the start of the biennium in which the funding is requested. For example, projects applying for funding during the FY26-27 biennium with a start date of July 1, 2025 (FY26), applications should be **submitted by January 1, 2024**. This will allow time for revisions to be made prior to both voting by the local communities and voting by the Capital Budget Committee.

Receiving District Planning Responsibilities

Below are some of the planning elements the receiving school district is responsible for:

- ❖ School Board Approval
- ❖ Appropriate Planning Money
- ❖ Establish Planning Committee
- ❖ Conduct Site Assessment & Identify Problems
- ❖ Planning, Feasibility, Engineering, & Design Studies
- ❖ Establish Renovation & Expansion Reserve Fund

- ❖ Collaboration w/Regional Advisory Committee (RAC), Community Partners, & NH-ED Bureau of Career Development (BCD)
- ❖ Submit Letter of Intent to BCD by July 1st prior to the application deadline.
- ❖ Completing BCD CTE Center Construction & Renovation Application

Project Application Elements

A complete renovation application includes the following:

CTE Program List & Descriptions:

A list of all CTE programs and new CTE programs to be included in the project and a description for each program. The description would include, but is not limited to:

- Labor market information demonstrating both business and industry need and how projected enrollment will meet that need.
- Documentation that the requirements in Ed 306.34(b) regarding the criteria of an approved CTE program are being met.
- Student career interest surveys.
- Postsecondary links.
- Committee, RAC, and PAC involvement and recommendations.
- Industry Recognized Credentials (IRC).
- Work-Base Learning (WBL).
- Equipment Lists.

Programs should not be duplicated within a region unless labor demand and student interest warrant additional class sections.

Blueprints, Site Survey & Relevant Land Studies:

A complete application includes architectural blueprints for all spaces included in the renovation project. These blueprints are accompanied by an assurance (Letter of Attestation) that the building plans adhere to all federal, state, and local guidelines regarding safety and access. All architectural

agreements and contracts should also be included with the application. The construction bid process should be documented and included in the application as well.

Committee Recommendations:

Both the Regional Advisory Committee (RAC) and each Program Advisory Committee (PAC) should be engaged in the creation of the project application. This involvement may take the form of written recommendations, noting employment projections, regional and state employment needs and supply data, as well as student interest. A demonstration of local investment by business, industry, and the local community in the development and renovation of any regional center, including actual dollar investment, leveraged resources (personnel, equipment, and/or materials), a statement of the estimated dollar value of community or business investment, the purpose and focus of local investment, or the projected impact of all of the above leveraged resources is another way for the committees to demonstrate community support.

Equipment Lists:

Equipment lists should be provided for all of the programs included in the renovation project as well as general equipment needs for the center. The requested equipment should be clearly justifiable and necessary for NH CTE competency profile-aligned and curriculum-based learning activities. All equipment included in the application should meet current industry/business specifications, the safety standards established by the manufacturer, and the requirements of Lab 1400 and Lab 600 for the given program.

Construction Costs:

A complete application should include a budget for the project, noting the total costs for the project, as well as delineating state and local responsibilities. RSA 188-E:10 (e) states, "**the state shall fund not less than 50 percent nor more than 75 percent of the cost of a qualified project**." The remaining is the responsibility of the receiving district, typically through establishing a reserve fund and seeking donations, rebates, and/or other grants and obtaining a municipal bond.

Receiving District Responsibility

The Receiving District Responsibility are spelled out in (Administrative Rule Ed 1303.02)

- ❖ Acquisition of sufficient land for construction or expansion of the center including any easements or rights-of-way that might be necessary;

- ❖ Acquisition of sufficient land for parking or long-term agreements to utilize off-site parking;

- ❖ Environmental and geotechnical studies necessary to ensure that the proposed construction can be completed at the site;

- ❖ Permits for construction required by authorities having jurisdiction including, but not limited to, the NH department of environmental services, NH department of transportation, NH department of health and human services, and municipal code enforcement authority;

- ❖ Site work outside the building footprint including, but not limited to, clearing and grubbing, earth moving, blasting, removal of unsuitable materials, cut and fill work, soil testing, compaction, grading, site drainage, and landscaping;

- ❖ Planning, design, and construction of utilities including electrical power, water, sewer, natural gas, and communications to a point one foot outside the building entrance for each specific utility;

- ❖ Planning, design, and construction of roadways and sidewalks;

- ❖ Planning, design, and construction of parking facilities;

- ❖ Other site requirements as identified by the department based on Ed 321;

- ❖ Provision of a clerk of the works to manage the construction project;

- ❖ Legal review of construction contracts;

- ❖ Builders risk and accident liability insurance during construction;

- ❖ Property and liability insurance following construction; and

- ❖ Development of equipment specifications lists and purchasing. (Please note the cost of equipment is allowable just not the consultant fee or salary of the person creating the list and doing the purchasing)

Application Submittal

Once all of the information requested in the Renovation Project Application has been gathered, the completed application and all documenting evidence may be submitted to the Director of Career and Technical Education, either electronically and/or hard copy.

- Due Date January 1st of even years, 18 months prior to the beginning of the fiscal year in which the applicant is requesting funding. For example, the due date for FY26-27 would be January 1, 2024. Per Ed 1303.02

Application Review

Reviewed by the NH-ED:

Once the application is received by the BCD, it will be reviewed with particular emphasis upon need as related to the labor market, enrollment, programs, and plans. Floor plans will be reviewed by NH-ED Civil Engineer to confirm plans meet the Ed 321 regulations. If revisions to the application are necessary, the application will be returned with deficiencies noted; technical assistance from the BCD will be available to aid in the revision process. The receiving board may resubmit a revised application that addresses the deficiencies. Once the application has been approved, the planned allotment of funds will be determined, and a Memorandum of Agreement (Appendix B) will be signed.

As noted in Ed 1303.03(b), the NH-ED will approve and recommend the project and the final plan for legislative action as a qualified project pursuant to the capital budget timeline identified in RSA 188-E:10, I (c) and capital budget procedure identified in RSA 9:3-a. After the NH-ED makes its recommendation, it will continue to provide assistance, guidance and cooperation to the receiving and sending school districts in the planning, designation, and implementation of the regional career and technical education.

Local vote:

Town hall meeting schedules vary, but they often take place in March. At these meetings, the receiving board will present and make a case for the approval of the renovation project, with

an emphasis on the local financial responsibility. In order for the project to move forward, there must be a passing vote from all communities in the region.

Capital Budget

The process for making a request for appropriation of funds from the capital budget is detailed in RSA 9:3-a, and the phases of capital budget development are addressed by Transparent NH[1]. Per Ed 1303.04, "if funding is approved by the legislature all the school board chairpersons in the region and the commissioner of the department shall sign an agreement containing at a minimum the following elements:

a) The cost of the qualified project and the payment reimbursement schedule;

b) The commitment and responsibilities of the receiving and sending district;

c) The commitment and responsibilities of the department;

d) An assurance that the school district shall include only programs which conform to the approved qualified project;

e) A designation of enrollment quotas for individual programs in each district as determined by the parties to the agreement;

f) The end date of the agreement as determined by mutual agreement of the parties;

g) Assurances of cooperation with the master plans of both the sending and receiving district required under Ed 512;

h) Assurances of ongoing maintenance of the facilities and equipment for the purposes approved in the qualified project; and

i) Any special conditions to which all parties agree."

Renovation Agreement

Once a renovation project has been approved by the legislature, a Renovation Agreement (Appendix C) will be signed by all relevant parties.

Pre-Construction

- Prior to construction the plans need to be reviewed and approved by the State Fire Marshal's Office (SFMO) per Ed 321.13. The SFMO's Bureau of Building Safety and

[1] https://www.nh.gov/transparentnh/how-government-finances-work/

  Construction's website is located here:

  https://www.nh.gov/safety/divisions/firesafety/building/engineering/index.html.

- And we encourage all applicants to connect with their regional Homeland Security Emergency Management School Trainer. Regional contacts are posted here: https://prd.blogs.nh.gov/dos/hsem/?page_id=1262.

Construction and Renovation

During the Renovation Project

- ➢ Continue to provide balanced educational programs.
- ➢ Maintain full compliance for an approved high school status.
- ➢ BCD staff and/or Commissioner of Education will periodically tour the renovation site throughout the project life cycle.

Project Changes

Any substantial project changes must be brought to the NH Department of Education. Per Ed 1303.06

- ❖ **When the project encounters change in cost of 5% or greater.**
- ❖ **When district plans to add a CTE program or remove one.**
- ❖ **Or any change which alters the scope of the project.**

- ➢ The receiving board shall submit building plans and subsequent change orders that cost 5% or more and/or that result in elimination of more than 1,000 square feet of

- gross building space to the BCD for approval by the NH-ED pursuant to Ed 321. NH-ED approval shall not be unreasonably withheld.

- The NH-ED may increase a grant award or make additional grants to a receiving district only if additional funds become available by legislative action or other districts returning unused funds.

Project Closeout

- Receipt and installation of program equipment shall coincide with the completion of the building and opening of the regional center, except for conditions beyond the control of the receiving board.

- The receiving board should maintain the regional CTE center facilities and equipment in a manner consistent with Ed 306.07, safety and accessibility requirements, and Ed 306.09 program objectives.

Reimbursement and Reporting

There are four separate reports required for reimbursement of project expenditures, see below. It is best practice to submit all four documents together in one email on a monthly basis. For assistance with these forms reach out to the BCD.

- ❖ Submit monthly Reimbursement Request, Renovation and Expansion Report to the BCD, (Appendix D)
- ❖ Submit monthly Project Narrative Reports to the BCD, (Appendix E)
- ❖ Submit monthly Renovation Status Reports to the BCD, (Appendix F)
- ❖ Submit monthly Renovation Expenditure Spreadsheet to the BCD, (Appendix G)

Final Walk Through:

The NH-ED will withhold a sum, up to but not exceeding 10 percent of the construction cost, until satisfactory completion of the project consistent with the approved plan and RSA 155-A:2. **The NH-ED will do a final walk through before final payment is released**.

Renovation: A Sample Timeline

Planning Phase

Receiving board works with CTE center community and NHED to pull together the information needed to complete a renovation project application.

Community Vote

Communities in region vote on renovation project.

Construction/Renovation

Capital budget funds become available to approved projects.

Receiving board and NHED sign a renovation agreement.

Technical Assistance

NHED provides technical assistance to receiving board.

Regional Advisory Committee and Program Advisory Committees regularly review project progress and provide guidance when necessary.

| 7/22 - 12/23 | 1/1/24 | 3/24 | 3/24 - 6/25 | 7/1/25 FY26 | Monthly-Quarterly | Ongoing | ??? |

Application Due

Submitted to the NHED.

Vetting Phase

Receiving board and NHED begin working on a Memorandum of Agreement, which determines the financial burden of the locals and the state.

Capital Budget Process

The state legislature votes on the proposed renovation project and determines what the state's financial burden will be.

Reimbursement/Reports

Receiving board submits reimbursement requests to NHED.

The receiving board also submits regular reports on project progress to the NHED, which is then compiled into reports for state officials.

Renovated Center Opens

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Appendix A: Sample Renovation Project Application
New Hampshire Regional Career and Technical Education Construction &

Renovation Project Application

CTE Center Information				
Region #	#	CTE Center Name:	Click or tap here to enter text.	
CTE Director:	Click or tap here to enter text.		Superintendent:	Click or tap here to enter text.
Building Name:	Click or tap here to enter text.		Building Principal:	Click or tap here to enter text.
Building Address:	Click or tap here to enter text.			

LEA Authorization of Application for Renovation	
SAU #	Click or tap here to enter text.
School District Name	Click or tap here to enter text.
Name & Title of Authorizing Agent (AA)	Click or tap here to enter text.
AA Phone Number	Click or tap here to enter text.
Signature of AA	Click or tap here to enter text.
Date Signed	Click or tap to enter a date.

Receiving District Board of Education Members	
Name	Title
Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.

Section One: Project Overview

Please provide a short narrative of your proposed project and project scope statement, if you have one. In addition, address the following:

- Planned Footprint, noting whether the planned renovation extends the footprint of the current center with additions and/or outbuildings
- Interior Square Footage
- Total Cost Estimate
- Any local contingencies such as pending votes, contractual concerns, etc.

Click or tap here to enter text.

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Section Two: Program Information

Program Information	
Program Name: (CIP code name and the local name)	Click or tap here to enter text.
Sequence of Courses: (scheduling, time period, length, and credits)	Click or tap here to enter text.
Number of Students Projected: (not to exceed 24 students in each lab)	Click or tap here to enter text.
Number of Sections:	Click or tap here to enter text.
Number of Instructors: (Attach job descriptions)	Click or tap here to enter text.
Nontraditional: (If yes attach plan)	Choose an item.
Curriculum Crosswalk: (Program alignment to state competencies)	Choose an item.
Number of Postsecondary Credits: (Dual Enrollment, Running Start) (Attached any agreements)	Click or tap here to enter text.
List of Industry Recognized Credentials: (Provide data on number of students attempted and attained)	Click or tap here to enter text.
Work Place Learning: (What connections with business and industry are in place to accomplish this?)	Click or tap here to enter text.
Labor Market Information: (Provide projections of local and state-level job openings)	Click or tap here to enter text.
Student Interest Survey Results: (schools surveyed, number of students surveyed, number of survey responses, grade levels surveyed, number of students interested in the program)	Click or tap here to enter text.
Equipment: (Provide purchase justification, include how new skills & competencies are directly lined)	Click or tap here to enter text.
Space Requirements: (compared to current space and include justification)	Click or tap here to enter text.
PAC Members:	Click or tap here to enter text.

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Section Three: Plans and Blueprints

> Please attach the following to this application:
>
> ☐ Environmental Study Reports
>
> ☐ Site Planning Documents
>
> ☐ Blueprints, clearly noting program-specific and general center space
>
> ☐ Architect's Notes

Section Four: Contracts and Assurances (see NH Code of Administrative Rules Ed 1303.02)

> Please attach the following to this application:
>
> ☐ Signed assurance that the planned project meets all requirements of the Office of Civil Rights, the standards of the Americans with Disabilities Act, 42 U.S.C. 12101 et seq., RSA 155-A and RSA 155-D
>
> ☐ District safety plan, incorporating the safety provisions of RSA 281-A:64 and any rules adopted there under and have been approved by the receiving board
>
> ☐ Contract between Receiving District and Contractor
>
> ☐ Local Building Permits
>
> ☐ Provision of a clerk of the works to manage the construction project.

Section Five: Budget

Please attach a budget, including all cost estimates for the project. The budget must include the following categories: Item Name, Description, Quantity, Total Cost, and Costs Delineating State and Local Funds.

> Please attach the following to this application:
>
> ☐ Complete Construction Budget

Bureau of Career Development   *CTE Policy and Procedure Manual 2024*

Appendix B: Sample Memorandum of Agreement

MEMORANDUM OF AGREEMENT

In accordance with the New Hampshire Code of Administrative Rules Ed 1303.03 Application Approval, "(b) The department shall approve and recommend the project and the final plan for legislative action as a qualified project pursuant to the capital budget timeline identified in RSA 188-E:10, I (c) and capital budget procedure identified in RSA 9:3- a when the plan, as set forth in the application, appears to be both educationally and fiscally acceptable, as defined by Ed 1303.02."

RSA 188-E:10, I, (e) further states "The state shall fund not less than 50% nor more than 75% of the cost of a qualified project approved pursuant to this section."

A "qualified project" is defined by RSA 188-E:10, I(f) as a project that: "(1) Demonstrates need connected to the labor market; (2) Accepts students from sending schools; (3) Demonstrates adequate numbers of students through enrollment figures based on 3-year averages; (4) Demonstrates alignment with program competencies and academic competencies required by the department of education; (5) Allows for matriculation into a postsecondary venue; (6) Meets all industry and building standards; (7) Meets the procedural requirements for requests under this section and any other requirements in rules of the department of education; (8) Is a regional career and technical education center within a public school, or a public academy as defined in RSA 194:23, II, in the state of New Hampshire; and (9) Has the capacity to provide academic courses for students from the sending districts who are approved for full-time attendance at the center."

The Department of Education is responsible for submitting the funding request to the Legislature through the Capital Budget. Name of School District in Location has confirmed $amount (representing the maximum of 75% of the state's portion of the CTE project) for the renovation of the facilities and equipment at their career technology center. This figure represents the portion of the improvement project that may be state funded and does not include the required local district commitment of $amount.

The Bureau of Career Development looks forward to working with the CTE Center Name as the project progresses. Should the Capital Budget Committee or the Legislature have questions or concerns around this renovation project, the Bureau will be in contact with Director Name Jeffry.W.Beard@doe.nh.gov

Should the Center have any questions, they should contact Jeff Beard, Ed.D. Administrator of the Career Development Bureau, at or by telephone at 271-3729.

Frank Edelblut.	Date	Name of Superintendent	Date
Commissioner of Education		Superintendent of Schools	

cc: Christine Brennan, Deputy Commissioner
 Jeffry Beard, Ed.D., Administrator, Bureau
 of Career Development
 Director Name, Career and Technical
 Education Center Director

Appendix C: Sample Renovation Agreement

Agreement for Renovation and Expansion of Regional Career and Technical Education Centers

This Agreement is entered into this _____ day of _____, 20____, by and between the State of New Hampshire, Department of Education (the "State") and the _____ School District (the Receiving District").

WHEREAS, RSA Chapter 188-E governs regional career and technical education in the State of New Hampshire,

WHEREAS, the following excerpts from RSA 188-E are some of the provisions that specifically apply to this Agreement:

188-E:3 Construction or Renovation of Regional Career and Technical Education Centers. –

   I. The commissioner, department of education, shall make grants available to designated regional centers for construction of career and technical education facilities or renovation of existing regional career and technical education centers. The state board shall adopt rules, pursuant to RSA 541-A and RSA 21-N:9, II, which the commissioner shall carry out, relative to requirements for approval of regional career and technical education centers to receive funds for construction or renovation of such facilities. The rules shall include criteria which guarantee potential sending districts an opportunity to enroll students in the regional career and technical education program, and basic criteria for planning such facilities through cooperative development of plans by the career and technical education staff of the state department of education and the local school district's staff. When such plans appear to be both educationally and financially acceptable, the department's career and technical education staff shall recommend to the commissioner that they be approved for funding.

   II. Upon completion, the constructed or renovated facility shall become the property of the school district or public academy, for use by the career and technical education center exclusively. Provision of the site, parking, and other related areas shall be the responsibility of the local community. Site work, including but not limited to cut and fill work, compaction, demolition, relocation of utilities, relocation of roadways and sidewalks, and similar work within an area

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extending to one foot beyond the outside edge of the exterior walls of the building, shall be eligible for grants under paragraph I. Nothing shall prohibit the inclusion of the site and related facilities which are not funded as part of construction cost by the state under this chapter from being included in a regular building aid grant application of the district as provided in RSA 198:15-b. However, no school district which receives any funding under this chapter shall be eligible to receive school building aid grants under RSA 198:15-b for the same project. Maintenance, repair, and upkeep of the constructed or renovated facility, including all classroom and laboratory spaces, shall be the responsibility of the school district or public academy, as the case may be.

188-E:10 Funding for Renovation and Expansion. –

   I. The department of education is responsible for maintaining a statewide system of regional vocational education centers to provide and allow for a variety of career and technical education programs funded within state budget appropriations. The treasurer of the state of New Hampshire is hereby authorized to make funds available to the department of education for the renovation and expansion of qualified regional career and technical education centers or regional career and technical education programs authorized in the capital budget, provided that:

   (a) The commissioner of the department of education shall ensure that all requests submitted are both educationally and financially appropriate within the state capital project authorization process;

   (b) The commissioner of the department of education submits on a biennial basis in a capital budget request a priority list of facilities and programs eligible for renovation and expansion, provided that priority shall be given to programs that have been certified by an approved standard or that need additional funds to become certified by an approved standard;

   (c) Each request for funding follows the capital budget procedure pursuant to RSA 9:3-a, provided that no qualified project funded in a state capital budget as required in this section shall have additional funds for the same project included in a subsequent proposal for capital appropriation under RSA 9:3-a unless directed by the priority list of the department of education;

   (d) Each school district requesting funds from the department of education establishes and funds a renovation and expansion reserve fund, which shall be used by the school district to pay renovation and expansion costs not funded by the state, and which may include funding for the replacement of equipment; and

   (e) The state shall fund not less than 50 percent nor more than 75 percent of the cost of a qualified project approved pursuant to this section.

(f) In this section, "qualified" means the project:

(1) Demonstrates need connected to the labor market.

(2) Accepts students from sending schools.

(3) Demonstrates adequate numbers of students through enrollment figures based on 3-year averages.

(4) Demonstrates alignment with program competencies and academic competencies required by the department of education.

(5) Allows for matriculation into a postsecondary venue.

(6) Meets all industry and building standards.

(7) Meets the procedural requirements for requests under this section and any other requirements in rules of the department of education.

(8) Is a regional career and technical education center within a public school, or a public academy as defined in RSA 194:23, II, in the state of New Hampshire.

(9) Has the capacity to provide academic courses for students from the sending districts who are approved for full-time attendance at the center.

II. The renovation and expansion reserve funding required by subparagraph I(d) may be funded through local community funds, career and technical education tuition payments, gifts, contributions, and bequests of unrestricted funds from individuals, foundations, corporations, organizations, or institutions. School districts shall consider priority funding for programs certified or needing additional funds to become certified as set forth in subparagraph I(b).

III. Public academies receiving funds through the capital budget process shall comply with all contracts or agreements required by department of education rules adopted pursuant to RSA 541-A.

WHEREAS, the Receiving District desires to renovate and purchase equipment for its regional career and technical education center; and

WHEREAS, the State has Capital Budget funds available and has the authority under RSA 188-E to enter into this Agreement to partially fund the Receiving District's renovations and equipment purchases,

NOW THEREFORE, the parties agree as follows:

1. The State, through Capital Budget funds in the amount of $_____ appropriated in Fiscal Year 20__ and Fiscal Year 20____ (July 1, 20____ through June 30, 20___ inclusive), shall pay these funds to the Receiving District for renovations of and purchasing equipment for the regional career and technical education facilities in _____.

2. The Receiving District shall, with input from and in cooperation with the Sending Districts, develop a renovation plan, and complete the renovations and purchases of equipment for the regional career and technical education facilities in _____.

3. The Sending Districts' responsibilities are those previously included and agreed to in the Regional Agreement for Career and Technical Education in Region __, approved by the State Board of Education on _____, 20__ (Attachment A).

4. The designation for enrollment quotas for individual programs in each district is determined per the Regional Agreement for Career and Technical Education in Region ___, approved by the State Board of Education on _____, 20____ (Attachment A).

5. The State shall:
   a. Ensure compliance with RSA 188-E:10, I (a), (b), (c), €, and (f);
   b. Comply with the requirements outlined in the *New Hampshire Code of Administrative Rules,* Ed 1303;
   c. Provide technical assistance in preparing education and/or renovation plan as requested by the Receiving District;
   d. Review, request modifications, and, when acceptable, approve the education and renovation plans of the Receiving District;
   e. Review Receiving District payment requests and payment documentation; request additional information as needed and justified from the Receiving District; approve payment requests and submit those approved payment requests to the State's Office of Business Management for processing in a timely manner;
   f. Be responsible for requesting that funds no lapse if the funds are not dispersed to the Receiving District during the State biennium in which they are authorized; and
   g. Report the progress of the renovation to the State Board of Education, the Legislature, and other parties as required.

6. The Receiving District shall:
   a. Submit a project application containing all of the elements listed in the *New Hampshire Code of Administrative Rules*, Ed 1303.02;

b. Provide the State with documents outlining the scope of the project, including but not limited to: architectural plans; career and technical education program areas affected by the renovation project; itemized cost of the various components of the project; and the total cost of the project;

c. Assure that the project shall be carried out in compliance with RSA 188-E:10 and this Agreement – such assurance shall be signed by the Superintendent and the

d. School Board Chair of the Receiving District;

e. Assure that the facilities and equipment will be maintained for the purposes approved in the plan identified in the *New Hampshire Code of Administrative Rules* Ed 1303;

f. Assure that the Receiving District shall include only programs which conform to the approved project identified in the New Hampshire Code of Administrative Rules Ed 1303;

g. Assure cooperation with the master plans of both the Sending Districts and the Receiving Districts as required under Ed 513;

h. Assure that Regional Advisory Committees shall operate in accordance with RSA 188-E:4-a;

i. Abide by the approved Regional Career and Technical Education Agreement by and between the State, the Receiving District, and the Sending Districts of _____, _____, _____, and _____;

j. Establish and fund a renovation and expansion reserve fund, which shall be used by the Receiving District to pay renovation and expansion costs not funded by the State, and which may include funding for the replacement of equipment;

k. Submit appropriate financial status reports, including funding requests, to the State every three months, at a minimum, or more frequently, if necessary; and

l. Provide a final accounting of all funds used in this project prior to the final payment and completion of the project.

We, the undersigned, agree to the terms and conditions contained in this Agreement. This Agreement shall become effective upon signature by all parties and shall terminate upon completion of the project. Completion of the project shall be confirmed by the Department prior to the distribution of the final payment.

SCHOOL DISTRICT

_____   _____

Superintendent of Schools   Date

_____   _____

Chairperson, School Board   Date

NEW HAMPSHIRE DEPARTMENT OF EDUCATION

_____   _____

Frank Edelblut, Commissioner of Education   Date

_____   _____

Jeffry Beard, State Director of Career and Technical Ed.   Date

CAREER AND TECHNICAL EDUCATION
RENOVATION AND EXPANSION MONTHLY REPORT

_____

District

Legislative Authority: RSA 188-E:10

INFORMATION SHOWN BELOW IS FOR THE PERIOD ENDING: .... TOTAL   REQUEST   FOR

RENOVATION AND EXPANSION……. $_____

RENOVATION AND EXPANSION RESERVE FUND (25%) .... $_____

NH DEPARTMENT OF EDUCATION 75% APPROVED FUNDING $_____

- -

	STATE SOURCES	DISTRICT SOURCES
		1. AVAILABLE CASH DATA:
a) Cash Received to Date……………..……….	$_____	$_____
b) Interest Earned to Date………………….	_____	_____
c) Total Available Cash………………….....	$_____	$_____

2. DISBURSEMENT (CASH PAYMENT) DATA:

	STATE	DISTRICT
a) Cumulative Disbursements (Cash Payments) to date.	$_____	$_____
b) Estimated Cash Payments to be made during the Period from _____ to _____	_____	_____
c) Total Estimated Disbursements………………	$_____	$_____

3. AMT OF CASH REQUIRED (Line 2c minus line 1c) $_____   XXXXXXXXX

4. LESS: CASH IN TRANSIT……………………………. $_____   XXXXXXXXX

5. NET CASH REQUESTED THIS REPORT……………... $_____   XXXXXXXXX

I certify that all of the above information, except the amount of cash requested, is a true statement of the amounts shown in our accounting records and that the amounts shown in the accounting records are supported by properly approved source documents.

I further certify that a Renovation and Expansion Reserve Fund has been established and continues to be in effect in accordance with the above referenced legislative authority.

_____   _____
Date   Superintendent of Schools/Authorizing Official

                                                              _____
                                                              Title of Signer

Appendix E: Sample Narrative Monthly Report

CTE Center Name Renovation Narrative

Monthly Report

Due: 12/31/2019

Receiving District Chair:

Center Director:

Receiving District Superintendent:

Activities

Provide an update for all renovation related activities since your last narrative report. If any specific benchmarks have been met, please note.

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┌─────────────────────────────────────────────┐
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│                                             │
│                                             │
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Next Steps

What are the next steps in your renovation process?

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┌─────────────────────────────────────────────┐
│                                             │
│                                             │
│                                             │
└─────────────────────────────────────────────┘
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Technical Assistance Needs

Identify any potential obstacles to completing your renovation and/or any technical assistance needed.

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┌─────────────────────────────────────────────┐
│                                             │
│                                             │
│                                             │
└─────────────────────────────────────────────┘
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By submitting this report, I certify to the best of my knowledge and belief that the report is true, complete, and accurate. I am aware that any false, fictitious, or fraudulent information, or the omission of any material fact, may subject me to criminal, civil or administrative penalties for fraud, false statements, false claims or otherwise. (2 C.F.R. 200.415)

Signature of Receiving Board Chair_____

Printed Name_____Date Signed _____

Appendix F: Sample Renovation Status Report Spreadsheet

Career and Technical Education Renovation & Expansion					
Name of CTE Center					
Budget:					
VC#: Remit To#:					
Co: 30 AU:					
Budget Categories	Initial Approved Budget	Adjusted Budget	Cumulative Payments to Date	Amount Requested	Remaining Balance
Upfront Costs, Utility Charges, and Permit Fees					
Other Permitting and Utility Tie Ins					
Site Data					
Geotechnical investigations					
Professional Fees					
Architectural/Structural/Civil/MEP/FP Engineering Fees					
A/E Reimbursable expenses (estimate)					
Existing Assessment & Drawings					
Conceptual Design					
Intercom, Phone, Security System Selection and Design					
Independent Consultants					
Commissioning Agent					
Construction Inspection & Testing					
Furnishings & Equipment					
Technology (cpu, infrastructure, cable, wireless, etc.)					
CTE Furniture					
Office/Meeting Furniture					
Custodial Equipment					
Construction Costs					
General Condiitons					
Building Demolition (Split 97%:3%)					
Culinary Kitchen Equipment					
CTE Renovations					
Performance and Payment Bonds					
CM Fees - 4.0%					
Construction Contingency - 7.5%					
Alternate #1 (Truss Replacement)					
Contingency					
Owners Construction Contingency					
Total Amount This Request:					

Appendix G:Sample Renovation Expenditure Spreadsheet

Vendor	Rationale	Total Amount	HS Portion of Total Amount @ xx.xx%	CTE Portion of Total Amount @ xx.xx%%	District Share of CTE Portion @ 100%	District Share of CTE Portion @ 25%	State Share of CTE Portion @ 75%
Name of High School and Career Technical Center							
Summary of Costs - Paid Expenses through xx/xx/xxxx							
			xx.xxx%	xx.xxx%		25%	75%
XYZ Company	Construction Administration through xx/xx/xxxx				$0.00	$0.00	$0.00
XYZ Company	urniture & Equip Procurement through xx/xx/xxxx				$0.00	$0.00	$0.00
XYZ Company	Architect Travel Expense through xx/xx/xxxx				$0.00	$0.00	$0.00
XYZ Company	Rebate received on purchased boilers				$0.00	$0.00	$0.00
XYZ Company	Commissioning Agent - Svs xx/xx/xxxx -xx/xx/xxxx				$0.00	$0.00	$0.00
	TOTALS EXPENSES PAID AS OF xx/xx/xxxx	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00

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Department of Education

Appendix CC: Technical Assistance Documents

Appendix DD: Proposed Administrative Rules for Creating a Career Ready Credential

NH SB276 (III)b. defines a career ready credential: . "Career readiness credential" includes completion of CTE courses or sequences of courses; enrollment in concurrent and/or dual enrollment courses; internships; apprenticeships; extended learning opportunities; work-based learning; bureau of career development, department of education career-pathway high schools; and the CCSNH running start program. "Career readiness credential" may also be a statewide established recognition signifying that a high school graduate has met or exceeded specific statewide or nationally normed metrics related to career readiness.

NH SB148 amends NH SB188 to give NH DOE rulemaking authority: Career and Technical Education; Rulemaking. Amend RSA 188-E:10-b by inserting after paragraph VI the following new paragraph:
VII. By June 30, 2021, upon recommendation of the council, the department shall adopt rules, pursuant to RSA 541-A, establishing requirements for a career readiness credential.

Definition: A career ready credential is a document attesting to the readiness of a student completing high school to enter into a job or occupation within a career pathway because they have demonstrated employability and career readiness skills, and when practicable technical skills and knowledge associated with a specific job, occupation, or career pathway.
 Rule:
A student may demonstrate evidence of career readiness to earn a career readiness credential recognized by the New Hampshire Department of Education by completing two or more of the following career readiness experiences:

- A career and technical education (CTE) program
- A semester length career readiness course; or the equivalent in career readiness activities offered for a student in courses and experiences throughout grades 9 to 12 and compiled in a learning management system or portfolio
- An employability or career readiness assessment offered through a third party
- Earning an industry recognized credential (IRC), aligned with the New Hampshire definition of IRC
- A work-based learning (WBL) experience, aligned with the New Hampshire State definition of WBL, including paid and unpaid internships
- The equivalent of a minimum of one year's apprenticeship hours
- The equivalent of a minimum of one year's paid employment in an after-school or summer job
- An ELO, service learning project, or other community based learning experience
- A dual or concurrent enrollment Postsecondary course
- Serving for one year in student government, CTE program advisory committees (PACs), or other role as a student community voiceUpon receiving evidence of a student's career readiness, a district shall issue a career readiness credential to the student.

The career readiness credential shall include a statement attesting to the readiness of the student to enter into an entry level job or further education and training for one or more possible career pathways,

including employability skills (including but not limited to: effective spoken and written communication, time and project management, and relevant technical skills).

Each district shall report the number of students earning a career readiness credential upon completing or graduating high school each school year no later than September 30 of the subsequent school year.

Appendix EE: Is This PD? Technical Advisory

- Section 3 (40) and Section 135 (2) outline the definition and allowable uses of Perkins funds for professional development (PD)
- Section 135 (1), (3),(4),(5), and (6) outline the other required uses for Perkins funded activities, besides PD
- There are some activities which in the past were considered PD expenses, and were included in the PD required use in Annual Applications for Perkins Funds
- Some of these activities do not meet the definition of PD in Section 3, but are allowable Perkins expenses, under the other required uses outlined in Section 135
- The most important thing is to determine the desired outcome of any Perkins funded activity. The outcome determines the appropriate required use

The purpose of this technical advisory is to provide guidance on how to design Perkins activities in the Annual Application for Perkins Funds, related to PD and to other required uses.
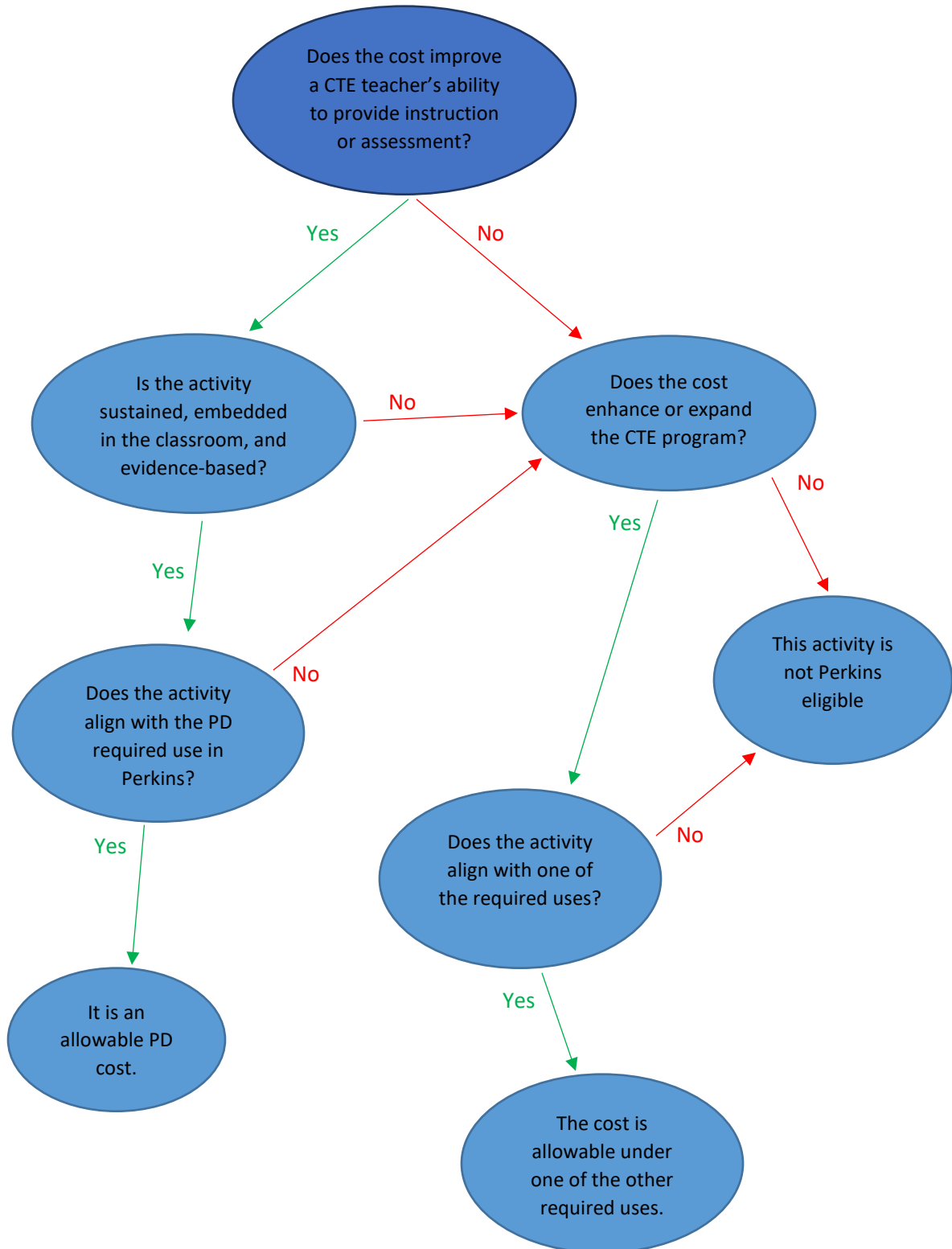
Examples of PD Costs in Perkins:

- Paying for the registration costs for a CTE teacher registering for a course in assessment strategies, not specifically part of a degree program, and for mileage for that teacher to attend the classes in the course
- Paying for costs associated with a CTE center contracting with a contracted service provider to share strategies for integrating math and English/language arts academic content into CTE programs at the center
- Paying for instructional mentors' stipends, to work with new CTE teachers over the course of their first three years of teaching
- Paying for costs associated with a CTE pre-engineering teacher to become trained in Project Lead the Way curriculum
- Paying for institutional memberships in organizations which provide ongoing, sustained PD opportunities connected to CTE teachers PD needs, as well as needs identified in the comprehensive needs assessment process

Examples of Allowable Non-PD Costs in Perkins:

- Paying for airfare, hotel, meals, and registration for a CTE building/construction teacher to attend a national meeting about new techniques in construction (required use 3, High Skills, High Wage, or In-Demand Industry Sectors or Occupations)
- Paying for mileage for a health science teacher to attend curriculum development meetings in conjunction with sector partnership initiative members for health occupations (required use 5 (B) Implement CTE to Increase Local Levels of Performance)
- Paying for to have an automotive program NATEF/ASE certified to be a certified training site (required use 3, High Skills, High Wage, or In-Demand Industry Sectors or Occupations)
- Paying for airfare, hotel, meals, and registration for a CTSO advisor to accompany CTE students to a national competition (required use 5 (O) "supporting career and technical student organizations, including student preparation for and participation in technical skills competitions…"
- Paying for institutional memberships in organizations which provide up-to-date information about all aspects of an industry, for a given CTE program or programs (required use 3, High Skills, High Wage, or In-Demand Industry Sectors or Occupations)

Appendix FF: New Hampshire uses two major descriptors of CTE students for accountability, at the State and Federal levels, Concentrators and Completers.

In this guidance document, we will define the two descriptors and provide explanations of how data to report data on each to NH DoE. The following definitions section provides simplified versions of definitions found in Perkins V and NH RSA 188:E(5).

Definitions

Concentrator: A student who has completed two courses in a CTE program.

Course: A semester-length CTE learning experience. This includes formal courses as well as semester length work based learning (WBL) experiences, such as apprenticeships.

Completer: A student who has demonstrated **proficiency** of **all** NH CTE program competencies within a single program. Students who have demonstrated mastery of CTE program competencies will have also demonstrated proficiency, and most students will have mastered some competencies and will be proficient in some competencies.

Program: A CTE learning experience designed to prepare students for careers and occupations aligned with local, regional, and State of New Hampshire labor market needs, comprised of a sequence of courses including all NH CTE competencies specific to the career pathways included with the NH approved Classification of Instructional Programs code (CIP) for the program, and an opportunity to earn an industry recognized credential (IRC), and an opportunity to earn college credit while in high school through either an articulation agreement or dual enrollment agreement with an institution of higher education (IHE), such as a college in the Community College System of New Hampshire (CCSNH).

Reporting for Accountability

There are two separate accountability reporting requirements for CTE programs in New Hampshire: Perkins and State of New Hampshire.

Perkins

Perkins accountability is only concerned with **concentrators**. Each Perkins Core Indicator of Performance reported to the Office of Career Technical and Adult Education (OCTAE) at the US Department of Education annually is based on concentrator data. Perkins outlines the requirements for concentrators and the Core Indicators of Performance in Section 113 (2).

Appendix GG: New Hampshire RSA 188-E:4-a, quoted in full below, outlines the requirement for a designated CTE region in New Hampshire to have an advisory committee (Regional Advisory Committee, or RAC). The purpose of this technical advisory is to provide non-regulatory guidance for composition, purpose and function, as well as recommendations for how to best run an effective RAC.

188-E:4-a Advisory Committees. –

I. Each designated region shall have a regional advisory committee consisting of representatives from each sending district and the receiving district. Appointees from each district shall represent a reasonable balance of the career cluster areas in the region's approved career and technical education programs. Each regional advisory committee shall have at least 7 members representative of the districts and career and technical education areas and at least one member shall be a certified high school counselor.

II. The regional advisory committee shall advise the receiving district school board on matters related to career and technical education but shall have no legal authority with respect to such board's responsibility.

III. Each regional career and technical education center shall have active program advisory committees representing each approved career and technical education program established at the center. Said program advisory committees shall advise the regional advisory committee on matters relating to their particular approved career and technical education program but shall have no legal authority with respect to the regional advisory committee's responsibility.

Purpose: Regional advisory committees advise, inform, and inspire the provision of high-quality CTE programs of study within New Hampshire CTE regions. Access to CTE, the correct mix of programs offered, and ensuring CTE learners connect with employers to meet the needs of each are all essential elements of the collaborative work done by RACs.

Representation: A reasonable balance of representatives includes a mix of employers, representing the mix of CTE programs available in the area. Special attention should be paid to businesses employing a range of occupations with jobs for CTE program completers from the region. Large employers, including but not limited to: municipalities and towns, school districts, hospitals, wholesale and distribution centers, and manufacturing, finance, and health care industry partners can provide important input on a range of employment pipeline creation needs, as they employ skilled and knowledgeable workers across the various sectors and CTE career clusters. Also consider drawing on local economic development entities, such as: chambers of commerce, industry and trade associations, State, County, and local economic development offices, and community organizations. If CTE centers within the region include trades programs such as Plumbing, Electrical, HVAC, or Building/Construction, any large scale apprenticeship programs for such trades ought to be represented. In addition to the industry partner representation, there are seven members required by statute. These members must represent the sending districts for the region, and at least one school counselor must be a member of the RAC. District representation should include district level decision makers or direct reports to such decision makers. Superintendents, Assistant Superintendents, Principals, Assistant Principals, Directors of School Counseling, Special Education Directors, and CTE Directors are all appropriate representatives. Work Based Learning (WBL) coordinators and counselors, or Extended Learning Opportunity (ELO) coordinators are also valuable additions to a RAC. While not required, it is also a good idea to include representation from any post-secondary partners in the region, especially from Community College of New Hampshire (CCSNH) colleges. Post-secondary partners can help to ensure there are seamless programs of study in place within regions, allowing learners to progress from high school CTE to post-secondary CTE (including apprenticeship opportunities).

Frequently Asked Questions:

Q: How many times a year does a RAC have to meet?

A: There is no set amount of times per year set in laws or rules for RACs to meet. Historically, most regions have met twice a year, once in the Fall, and once in the Spring. If the meetings are attended by the proper mix of required and recommended attendees, and the RAC addresses essential items of business, this twice a year meeting norm would be sufficient. In the case of preparing for a Perkins Application (four year plan for CTE at Regional CTE Centers within the region) or when putting together information for CTE center or space renovations, it may be helpful to convene the RAC (or working groups/subcommittees) more often.

Q: Are there any other RAC requirements?

A: Yes. CTE Regional agreements establish things like numbers of CTE students from each sending district, calendar and schedule alignment among sending and receiving districts, and other items related to the provision of CTE within a region. The signatories of a regional agreement are the school board chairs of each sending district, the receiving district, and Commissioner of Education for New Hampshire. While the RAC members do not sign the regional agreement, the RAC must be a key set of advisors to make recommendations for the regional agreement.

Q: What role does the RAC play in new program approval?

A: The RAC helps to determine the proper mix of programs for a CTE center, and in the case of a region with multiple CTE centers, the proper mix of CTE programs within the region. Program Advisory Committees (PACs) make recommendations that inform a new program application, and RACs should be made aware of any such recommendations. New program applications should align with the results of the Comprehensive Needs Assessment (CNA) that Perkins requires be conducted every two years.

Q: The Bureau of Career Development asks to see RAC minutes during their annual monitoring visit, as part of the whole center review. How come?

A: The BCD asks for RAC minutes as way to determine the required representatives outlined in statute are part of the RAC, but more importantly, in order to identify ways we can provide technical assistance or other support to ensure the RAC for your region is meeting your needs as you work to provide high-quality CTE to young people across our state.

Appendix HH: Regional CTE Agreement (RCTEA) Template

This agreement outlines processes and procedures by which Career and Technical Education (CTE) will be provided to students served by (NH Regional CTE Center, located in Receiving District). The signatories agree to abide by the processes and procedures outlined in this agreement. The terms agreed to by signatories shall remain in place for four years, or until such time as the agreement is amended and agreed to by all the signatories.

This agreement is between (sending districts) and (receiving districts). (Include a statement to include any districts that are both sending and receiving districts). Students residing in (sending districts) will participate in CTE in regional programs located in the regional CTE center or centers within the region, unless the student wishes to enroll in a CTE program not offered within the region, in which case the student may enroll in the CTE program in the region and Regional CTE Center offering the program.

The method by which the region determines how the region apportions available openings for students in CTE programs within the region, for both the sending and receiving district is as follows…(include a description of the methods used to determine the number or proportion of CTE program or center-wide openings for students within a region, along with any processes or requirements for apportioning openings agreed used within the region).

Signing this agreement affirms that no more than ten total instructional days following Labor Day on the calendars of sending and receiving districts are out of alignment with each other. (A waiver request, outlining the process by which the region will bring calendars into alignment is included as Appendix A of this agreement, if applicable).

The method(s) by which sending districts determine evidence for students having demonstrated competency in CTE program experiences at regional CTE centers is sufficient to award full or partial graduation credit are as follows… (for example, review of evidence including but not limited to student work by qualified reviewers as determined by sending districts…)

Appendix A: Calendar Alignment Waiver Request

Region (number) requests (amount of time) to complete a process to bring the calendars of sending and receiving districts into alignment so that no more than ten instructional days following Labor Day are out of alignment. The process will include the actions, person(s) responsible, and anticipated completion dates outlined in the table found below.

Action	Person or Persons Responsible	Anticipated Completion Date
(example) Collective Bargaining Agreement Calendar Provisions negotiated	School Board(s) of (districts) and district administrators, collective bargaining unit	February 31, 2025