



New Hampshire

Department of Education

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

**NEW HAMPSHIRE STATE PLAN
2020-2023**



**U. S. Department of Education
Office of Career, Technical, and Adult Education**

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

NARRATIVE DESCRIPTIONS

A. Plan Development and Consultation

1. Describe how the State plan was developed in consultation with the stakeholders and in accordance with the procedures in section 122(c)(2) of Perkins V. See Text Box 1 for the statutory requirements for State plan consultation under section 122(c)(1) of Perkins V.
 - NH DOE held six regional listening sessions. Four of these were held in person, at regional Career and Technical Education secondary locations, and at an industry partner's location. In addition, NH DOE held two virtual state-wide listening sessions, using video conferencing.
 - Stakeholder groups invited to the listening sessions: CTE professionals, parents of current and former CTE students, CTE students, representatives of advocacy groups and other organization representing special populations, program advisory committee (PAC) members representing local and state level employers, and state legislators.
 - NH DOE met with smaller consulting groups, including: the state advisory committee for CTE, business and industry advocacy organizations, the Community College System of NH (CCSNH), and representatives of special populations, including representatives of underrepresented groups (in this case, ELL immigrant populations, military families, people with disabilities, and incarcerated individuals).
 - NH DOE consulted with the Office of the Governor in the course of developing the Plan.
 - NH DOE analyzed stakeholder input and determined priorities and strategies to enhance the size, scope, and quality of CTE for New Hampshire, based on this input.

2. Consistent with section 122(e)(1) of Perkins V, each eligible agency must develop the portion of the State plan relating to the amount and uses of any funds proposed to be reserved for adult career and technical education, postsecondary career and technical education, and secondary career and technical education after consultation with the State agencies identified in section 122(e)(1)(A)-(C) of the Act. If a State agency, other than the eligible agency, finds a portion of the final State plan objectionable, the eligible agency must provide a copy of such objections and a description of its response in the final plan submitted to the Secretary. (Section 122(e)(2) of Perkins V)
 - N/A

3. Describe opportunities for the public to comment in person and in writing on the State plan. (Section 122(d)(14) of Perkins V)

NH DOE ran a series of six listening sessions, to provide stakeholders with the opportunity to offer input on the development of the state plan, including input on the program quality core indicator of performance. Four of these listening sessions were held in locations around the State of New Hampshire, in order to provide the greatest range of opportunities for geographically diverse stakeholder input. In addition, NH DOE offered two virtual listening sessions, using a teleconferencing platform. The NH State Plan was posted to the New Hampshire Department of Education's website for public comment, with an email contact provided to submit public comments, for 60 days. Through this email contact, the NH DOE received three suggestions from the general public.

B. Program Administration and Implementation

1. **State's Vision for Education and Workforce Development** –Provide a summary of State-supported workforce development activities (including education and training) in the State, including the degree to which the State's career and technical education programs and programs of study are aligned with and address the education and skill needs of the employers in the State identified by the State workforce development board. (Section 122(d)(1) of Perkins V)

Workforce development activities are executed in New Hampshire by the Department of Business and Economic Affairs (BEA), the Department of Employment Security (NHES), the Department of Education (NH DOE), the Community College System of New Hampshire (CCSNH), and the Department of Health and Human Services (NH DHHS). The State Workforce Innovation Board (SWIB) has oversight of these activities, and includes representation (the Commissioner, or designee) from each of the New Hampshire state agencies listed.

The State of New Hampshire ensures alignment of Career and Technical Education program and program of studies with employment needs identified by the SWIB in two ways. First, the five primary employment sectors in the state (Advanced Manufacturing, Construction, Health Care Hospitality, Information Technology) are given priority when planning for any state level initiatives. Second, the New Hampshire Department of Education uses employment information collected and disseminated by NHES to determine the continued alignment of CTE programs and programs of study to in-demand occupations and employment sectors. Career and Technical Education providers proposing any new programs or programs of study approved to use Perkins funds must demonstrate capacity to meet the education and skill needs identified by the SWIB. In addition, NH DOE conducts routine program monitoring of all CTE programs in the state. Such monitoring includes review of program level data including analysis of trends for core indicators of performance, and on-site visits to select regional CTE centers determined by a risk assessment process.

- a. Describe the State's strategic vision and set of goals for preparing an educated and skilled workforce (including special populations) and for meeting the skilled workforce needs of employers, including in existing and emerging in-demand industry sectors and occupations as identified by the State, and how the State's career and technical education programs will help to meet these goals. (Section 122(d)(2) of Perkins V)

The State of New Hampshire's most recent WIOA Combined State Plan includes a vision and goals statement, articulating the priorities for workforce development in New Hampshire:

In order to prepare the New Hampshire workforce and meet the needs of employers within our state, the New Hampshire State Workforce Innovation Board has adopted a strategic vision for the workforce development system, a mission statement to define our work, and aggressive, yet realistic goals for the next four years. The vision of the New Hampshire State Workforce Innovation Board is to serve as a catalyst to establish a secure and sustainable workforce that can meet current and future skilled labor needs and provide a competitive advantage for New Hampshire businesses. Our mission is to promote life—long learning by partnering with businesses, agencies, and organizations to bring the state's education, employment and training programs together into a workforce development system that will provide the means for residents of New Hampshire to gain sufficient skills, education, employment and financial independence. As we work toward this vision, we will strive to provide a workforce development system that:

- is demand—driven and takes a sector—based approach.
- engages business as a true partner with the public workforce system.
- provides well—defined and easily accessible career pathways with multiple entry and exit points that promote and result in stackable credentials.
- offers a client—centric system for individual customers and business customers to access services that address their unique needs in a seamless way.
- leverages supportive services from multiple partners to eliminate barriers facing New Hampshire's citizens.
- operates based on collaboration and trust among partners.
- promotes accountability and fiscal responsibility.

The vision outlined above incorporates five goals, to shape strategic planning:

- 1.) Create a demand-driven workforce development system that bases strategies, services, and investments on a data-informed approach, with a focus on sector strategies.
- 2.) Offer flexible training and education opportunities that are aligned to business needs, including the development of career pathways and apprenticeships for all populations, including youth and persons with disabilities to prepare for employment.
- 3.) Increase awareness of services available through the talent development system to support businesses and individuals.
- 4.) Streamline access to employment and work-and-learn opportunities.

5.) Expand communication and collaboration among partner agencies and programs.

- b. Describe the State's strategy for any joint planning, alignment, coordination, and leveraging of funds between the State's career and technical education programs and programs of study with the State's workforce development system, to achieve the strategic vision and goals described in section 122(d)(2) of Perkins V, including the core programs defined in section 3 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3102) and the elements related to system alignment under section 102(b)(2)(B) of such Act (29 U.S.C. 3112(b)(2)(B)); and for programs carried out under this title with other Federal programs, which may include programs funded under the Elementary and Secondary Education Act of 1965 and the Higher Education Act of 1965. (Section 122(d)(3) of Perkins V)

The New Hampshire Department of Education's primary office for CTE is the Bureau of Career Development. This bureau works closely with the Bureau of Adult Education, the Bureau of WIOA Youth Programs, and the Community College System of New Hampshire (CCSNH), to identify opportunities for collaborative planning and braided funding. An example of this is the continually expanding apprenticeship work with the Bureau of Career Development and CCSNH. In this work, the Bureau of Career Development partners with CCSNH to identify ways to expand work-based learning opportunities for students in secondary CTE programs at employers working with CCSNH and the U.S. Department of Labor Office of Apprenticeship in New Hampshire.

- c. Describe how the eligible agency will use State leadership funds made available under section 112(a)(2) of Perkins V for purposes under section 124 of the Act. See Text Box 2 for the required uses of State leadership funds under section 124(a) of Perkins V. (Section 122(d)(7) of Perkins V)
- d.(1) conduct State leadership activities to improve career and technical education, which shall include support for—
- e.(A) preparation for non-traditional fields in current and emerging professions, programs for special populations, and other activities that expose students, including special populations, to high-skill, high-wage, and in-demand occupations;

In order to improve career and technical education, the State of New Hampshire will conduct State leadership activities, including:

- Non-Trad: Grant programs to eligible subrecipients, funding projects including equipment, work-based learning, and career development/exploration activities to prepare for non-traditional fields in current and emerging occupations and industries. Provide transportation to events for students to inform and inspire concerning career pathways in fields and occupations non-traditional by gender.

- Special Pops: Identify evidence-based practices to improve equitable access to high quality CTE; build state-wide career development and exploration system tailored to meet specific needs of special populations.
 - Facilitate education and industry partnerships to expand work based learning opportunities for members of special pops, including expanding apprenticeships; implement strategies, including the use of the NH DOE's mobile classroom to educate, inform, and provide awareness of high skill, high wage, in-demand occupations and sectors.
- d. (B) individuals in State institutions, such as State correctional institutions, including juvenile justice facilities, and educational institutions that serve individuals with disabilities;
- Grant program to support CTE programming at adult and juvenile correctional facilities, using formula to distribute funds proportionally.
- e. (C) recruiting, preparing, or retaining career and technical education teachers, faculty, specialized instructional support personnel, or paraprofessionals, such as preservice, professional development, or leadership development programs;
- Coordinate with agencies working with underrepresented populations, such as immigrants and the military.
 - Prep/induction/preservice: In conjunction with the Community College System of NH (CCSNH), NH DOE will offer a three-year teacher preparation program for CTE teachers. This will be a cohort-based program, in which CTE teachers working under an educational intern's certification will work through a set of courses addressing authentic problems of practice, incorporating the essential skills and knowledge required to effectively deliver CTE to high school students. NH DOE will use State Leadership funds from Perkins to fully fund the program, in order to offer it to new NH CTE educators at no cost to them, in order to ensure teacher quality will enhance the ongoing size, scope, and quality of secondary level CTE programs.
 - Partner with state CTE administrators' group to develop and support a sustainable leadership program for CTE.
 - Provide state led PD opportunities for the full spectrum of CTE professionals. Support PD initiatives through project funding.
- f. (D) technical assistance for eligible recipients
Fund staff positions to provide on-demand, nimble and responsive technical assistance to eligible recipients.
- g. (2) report on the effectiveness of such use of funds in achieving the goals described in section 122(d)(2) and the State determined levels of performance described in section 113(b)(3)(A), and reducing disparities or performance gaps as described in section 113(b)(3)(C)(ii)(II).

NH DoE will submit data and narrative information to report on the effectiveness of such of funds as part of the Consolidated Annual Report (CAR) to US ED. NH DOE will conduct detailed analysis of any disparities or performance gaps, identify root causes, and form theories of action to address such gaps. Decisions about prioritizing funding, and for program monitoring and ongoing technical assistance for subrecipients will be informed by this process.

2. **Implementing Career and Technical Education Programs and Programs of Study**

- a. Describe the career and technical education programs or programs of study that will be supported, developed, or improved at the State level, including descriptions of the programs of study to be developed at the State level and made available for adoption by eligible recipients. (Section 122(d)(4)(A) of Perkins V)**

New Hampshire's regional career and technical education (CTE) centers offer programs of study in each of 16 Career Clusters. These programs are located in 25 regions of the state, along with two regional agricultural programs. The programs include:

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

Each CTE program in a regional CTE center must be a program of study, as defined in Perkins Sec. 3(41) a-f. As such, New Hampshire CTE programs must be a non-duplicative sequence of courses, incorporating challenging State academic standards, aligned with local and state industry employment needs, with multiple entry and exit points incorporating credentialing; and culminating in the attainment of a recognized postsecondary credential.

The Community College System of New Hampshire (CCSNH) offers CTE programs at the postsecondary level across seven Community Colleges. CCSNH programs fall in one of eight academic focus areas (AFAs). These include: Arts; Humanities; Communications and Design; Business, Health Sciences and Services; Hospitality and Culinary; Industry and Transportation Social, Educational and Behavioral Sciences; STEM and Advanced Manufacturing.

The State of New Hampshire supports these programs of study by acting as a pass-through agency to distribute state and federal funds to sub-recipients offering such programs, providing technical assistance to sub-recipients, coordinating

activities for to support existing programs, and developing new programs of study at the local level.

- b. Describe the process and criteria to be used for approving locally developed programs of study or career pathways, including how such programs address State workforce development and education needs and the criteria to assess the extent to which the local application under section 132 will—**
- i. promote continuous improvement in academic achievement and technical skill attainment;**
 - ii. expand access to career and technical education for special populations; and**
 - iii. support the inclusion of employability skills in programs of study and career pathways. (Section 122(d)(4)(B) of Perkins V)**

The New Hampshire Department of Education's (NH DOE) Bureau of Career Development regularly reviews new programs. New Hampshire requires all programs in regional CTE centers to be programs of study, consisting of a non-duplicative sequence of courses with secondary and post-secondary elements and culminating in a post-secondary credential. The post-secondary elements must include articulation agreements or dual-enrollment agreements, to ensure students in CTE programs have the opportunity to continue with their program of study after graduating from high school.

In order to ensure alignment with local and state labor market and economic development needs, the new program approval process includes certain requirements for regional CTE centers. One requirement is an analysis of the occupations and careers in the region and State of New Hampshire a student completing the program would be prepared to enter upon completing a secondary program, or after a postsecondary education or training experience such as a CCSNH program or apprenticeship with an employer. In order to better support subrecipients in this process, NH DOE entered into a contract to provide access to Jobs Eq, a web platform for compiling labor market data, including real-time information about job openings and extended projections, tailored by region.

Each program of study has a series of program competencies. Program competencies incorporate skills and applied knowledge gained by students while in CTE programs. Program competencies for each program of study in New Hampshire include competencies for essential communication and mathematics, along with technical skills needed for careers. Continuous improvement is integral to competency-based education, as students must demonstrate progress toward mastery of concepts and skills at multiple points throughout their programs of study.

Expanding access to CTE programs for learners who are members of special populations is an ongoing, iterative process for New Hampshire. Some of the work to expand access takes the form of policy and procedures. One example of this is the review of application materials for regional CTE centers as part of the Methods of

Administration (M.O.A) process, through the Office of Civil Rights (OCR). Ensuring application materials do not limit participation of special population member learners removes a barrier to access at the initial stages of a learner's CTE program experience. The Community College System of New Hampshire provides direct assistance to students from special populations, including single parents and low-income students, through assistance programs.

Participation in and sponsorship of various events throughout the year are essential activities supported by the New Hampshire Department of Education to support the expansion of access to CTE programs for learners who are members of special populations. These events include Girls Technology Day, Construction Career Days, and the New Hampshire CTE Educators' Summer Conference. During the first two events, learners gain information about the range of CTE programs available at the secondary and postsecondary levels in New Hampshire. At the Summer Conference, New Hampshire CTE educators, administrators, and state leaders learn from subject area experts on ways to better provide high quality CTE to learners. Learning needs specific to members of special populations are an important focus for workshops offered during the Summer Conference, and are part of a larger focus on equity embedded throughout technical assistance and professional development opportunities offered by the New Hampshire Department of Education.

Employability skills live in two primary places in programs of study in New Hampshire CTE programs. First, the program competencies attained by each student, and reported to the New Hampshire Department of Education by regional CTE centers include specific competencies and skills related to the needs of employers. Effective communication and time management skills are two of the most important employability skill competencies embedded in the program competencies. Work based learning (WBL) is another area where learners learn and apply employability skills in New Hampshire CTE programs. Through a continuum of WBL opportunities, from job shadows to apprenticeships, learners in New Hampshire CTE programs who take part in such opportunities gain experience and knowledge of authentic employability skills required by local employers.

- c. **Describe how the eligible agency will—**
- i. **make information on approved programs of study and career pathways (including career exploration, work-based learning opportunities, early college high schools, and dual or concurrent enrollment program opportunities) and guidance and advisement resources, available to students (and parents, as appropriate), representatives of secondary and postsecondary education, and special populations, and to the extent practicable, provide that information and those resources in a language students, parents, and educators can understand;**

The New Hampshire Department of Education (NHDOE) shares information on approved programs of study and career pathways in a number of ways. First, NHDOE posts information about all things related to CTE on the

NHDOE website. This website includes links to resources created by the Department, CTE professionals in New Hampshire, and national experts. The State Director of Career and Technical Education sends out “Dear Directors” letters periodically. These letters, reserved for policy announcements, provide detailed information to CTE Directors at the regional CTE centers. Regional CTE center directors then share that information to local stakeholders, including: CTE professionals, industry partners, local government representatives, parents, and students. In addition, Education Consultants from the Bureau of Career Development and the State Director for Career and Technical Education give frequent presentations to a variety of audiences, including industry partners, CTE professionals, and members of the New Hampshire State Legislature, Community College System of New Hampshire leadership, faculty, and staff, and representatives of community organizations, among others. Staff at NHDOE makes every effort to ensure materials aimed at parents, students, and educators do not include excessive jargon and are easy to understand.

The Community College System of New Hampshire also maintains a website. This website includes links to each of the colleges included in the CCSNH system. The websites maintained by these community colleges have detailed information about programs of study; work based learning opportunities such as internships, and supports for members of special populations, along with other information related to CTE programs and programs of study.

- ii. facilitate collaboration among eligible recipients in the development and coordination of career and technical education programs and programs of study and career pathways that include multiple entry and exit points;
 - NH DOE will work to consolidate local program advisory boards for secondary and postsecondary programs into regional advisory boards for programs, with a single regional advisory for secondary and postsecondary programs within a CTE region. This will expand the number of industry partners informing programs of study and career pathways in each region.
 - NH DOE will use funds held in reserve from the state allocation to make grants to eligible subrecipients. Such grants will have as a condition collaboration and sharing among multiple recipients to foster innovation and provide the opportunity for statewide expansion of CTE.
- iii. use State, regional, or local labor market data to determine alignment of eligible recipients’ programs of study to the needs of the State, regional, or local economy, including in-demand industry sectors and occupations identified by the State board, and to align career and technical education with such needs, as appropriate;
 - Analysis of labor market needs at the local, state, and national levels is integral to the new program approval process used by NHDOE and CCSNH.

- NH DOE used State leadership Perkins funds to invest in Jobs Eq, a web-based labor market data compilation and analysis tool. This platform will provide real-time data to guide decision making.
- iv. ensure equal access to approved career and technical education programs of study and activities assisted under this Act for special populations;
 - NH DOE will contract with an external consultant to examine the present model for CTE, and provide recommendations to ensure equitable access for learners across the state, including members of special populations.
 - v. coordinate with the State board to support the local development of career pathways and articulate processes by which career pathways will be developed by local workforce development boards, as appropriate;
 - NH has adopted a sector partnership strategy, identifying 5 primary industry sectors: Hospitality, Advanced Manufacturing, Construction, Health Care, and Information Technology. As a result of the sector partnership initiative agencies including the NH DOE and others have begun ongoing dialogues and collaborative projects with members of these industry sectors.
 - vi. support effective and meaningful collaboration between secondary schools, postsecondary institutions, and employers to provide students with experience in, and understanding of, all aspects of an industry, which may include work-based learning such as internships, mentorships, simulated work environments, and other hands-on or inquiry-based learning activities; and
 - Expansion, refinement, and elevation of work based learning across the state are a key focus of New Hampshire's state plan for CTE. Through work based learning, New Hampshire CTE students will experience, in authentic and simulated work environments, the skills and knowledge necessary to fully and deeply understand all aspects of an industry, and to build relationships within such industries. The State of New Hampshire recently passed a law, including up to 50% tax benefit for industry partners donating to public schools. Such donations include physical property, money, and time. NH DOE will actively promote this new benefit to employers, to incentivize increased participation.
 - vii. improve outcomes and reduce performance gaps for CTE concentrators, including those who are members of special populations. (Section 122(d)(4)(C) of Perkins V)

The New Hampshire Department of Education will conduct in-depth annual reviews of performance data on core indicators of performance, with a special focus on the performance of CTE concentrators who are members of special populations. Upon completing this annual review, the New Hampshire Department of Education will identify any gaps in performance and utilize a root-cause analysis to determine underlying causes for those gaps. This analysis will inform state leadership activities and will allow the New Hampshire Department of Education to provide targeted technical assistance to subrecipients, allowing them more opportunities to effectively leverage Federal funds to address such performance gaps.

- d. **Describe how the eligible agency, if it chooses to do so, will include the opportunity for secondary school students to participate in dual or concurrent enrollment programs, early college high school, or competency-based education. (Section 122(d)(4)(D) of Perkins V)**

The New Hampshire Department of Education approves new CTE programs and approves funding for activities through annual Perkins grant applications submitted by regional CTE centers. Every CTE program in New Hampshire must include opportunities for students to continue with their program of studies after graduating from high school. CCSNH offers a “Running Start” dual/concurrent enrollment program, allowing high school students to earn college credit for work completed in high school courses. Many CTE programs in regional CTE centers are “Running Start” courses. Career and Technical Education programs which are not designated “Running Start” courses must have active articulation agreements with postsecondary institutions, so students can continue with their program of studies after graduating from high school. The New Hampshire Department of Education will continue to work closely with CCSNH to expand “Running Start” offerings for CTE.

New Hampshire has led the nation in competency-based education (CBE). Career and Technical Education’s contribution to CBE has primarily been in the areas of competency development for CTE program courses and in the introduction of systems of assessment and reporting for CBE in CTE. Administrators and CTE professionals in regional CTE centers have worked to develop effective ways to track student competency attainment and to report it to parents. The New Hampshire Department of Education collects student competency attainment data from each regional CTE center annually.

- e. Describe how the eligible agency will involve parents, academic and career and technical education teachers, administrators, faculty, career guidance and academic counselors, local business (including small businesses), labor organizations, and representatives of Indian Tribes and Tribal organizations, as appropriate, in the planning, development, implementation, and evaluation of its career and technical education programs. (Section 122(d)(12) of Perkins V)

The New Hampshire Department of Education invited stakeholders to a number of listening sessions to provide input on the development of the State Plan for Career and Technical education. In addition, parents, students, academic and CTE teachers, counselors, employers, and other stakeholders are an integral part of several processes involved in the planning, development, implementation and evaluation of Career and Technical Education programs in New Hampshire. One important way such

stakeholders are involved is participation in the state-level advisory board for CTE. This board shapes policy related to CTE by reporting to the New Hampshire State Legislature and making recommendations for laws, regulations, and policies for CTE for consideration by the legislature and the Governor. Another key way for stakeholders to inform CTE practices in the State of New Hampshire is through participation in Program Advisory Committees (PACs) for CTE programs at regional secondary CTE programs and at programs in the Community College System of New Hampshire (CCSNH) campuses. Program Advisory Committees must include representatives from local employers, students from the program, and representatives from post-secondary partners in programs of study associated with the program. Finally, stakeholders are included in the program monitoring process to evaluate CTE programs offered at regional CTE centers and CCNSNH campuses. They provide input through focus group sessions run during the course of on-site monitoring visits. In addition, CTE teachers, career and academic counselors, and CTE administrators are invited to take part in on-site monitoring visits as part of the monitoring and program evaluation team.

- f. Include a copy of the local application template that the eligible agency will require eligible recipients to submit pursuant to section 134(b) of Perkins V.

Please See Appendix A, on Page 23.

- g. Include a copy of the comprehensive local needs assessment template and/or guidelines that the eligible agency will require of eligible recipients to meet the requirements of section 134(c) of Perkins V. See Text Box 3 for the requirements of the comprehensive local needs assessment under section 134(c) of Perkins V.

Please See Appendix B, beginning on Page 28.

- h. Provide the eligible agency's definition for "size, scope, and quality" that will be used to make funds available to eligible recipients pursuant to section 135(b) of Perkins V.
 1. Size: Program has adequate supplies and equipment for every participant to practice skills and applied learning in order to work toward mastery of program competencies. Program can accommodate the maximum number of interested participants, after consideration of safety and evidence based instructional needs.
 2. Scope: Program incorporates secondary and post-secondary elements, allowing a student to progress through a program of study culminating in a recognized post-secondary credential upon completion of the program of study.
 3. Quality: Program provides every participant with rigorous, challenging academic and technical skill attainment enabling them to attain the skills and knowledge needed to enter into high wage, or high skill, or in-demand employment sectors and occupations.

Meeting the Needs of Special Populations

- a. **Describe the eligible agency's program strategies for special populations, including a description of how individuals who are members of special populations—**
 - i. **will be provided with equal access to activities assisted under this Act;**
 - ii. **will not be discriminated against on the basis of status as a member of a special population;**
 - iii. will be provided with programs designed to enable individuals who are members of special populations to meet or exceed State determined levels of performance described in section 113, and prepare special populations for further learning and for high-skill, high-wage, or in-demand industry sectors or occupations;
 - iv. **will be provided with appropriate accommodations; and**
 - v. will be provided instruction and work-based learning opportunities in integrated settings that support competitive, integrated employment. (Section 122(d)(9) of Perkins V)

The New Hampshire Department of Education will work with all subrecipients of Perkins funds to ensure that individuals who are members of special populations have equal access to CTE programs, activities within such programs, appropriate accommodations, and instruction, assessment of learning, and work-based learning opportunities in settings leading to employment in high skill, or high wage, or in-demand occupations.

Using resources and input from national experts in equity for CTE programming, the New Hampshire Department of Education will design and put into practice supports, technical assistance, and resources to provide subrecipients with the skills and knowledge necessary to provide CTE to members of special populations in manner allowing them to succeed within such programs.

In addition, the New Hampshire Department of Education will work to develop templates for Comprehensive Needs Assessments, as described in Section 134 of the Act. As part of the template development and dissemination, the New Hampshire Department of Education will provide technical assistance to subrecipients in order to better inform the comprehensive needs assessment process and to give subrecipients promising practices for the identification of needs specific to members of special populations in CTE programs.

Preparing Teachers and Faculty

- a. Describe how the eligible agency will support the recruitment and preparation of teachers, including special education teachers, faculty, school principals, administrators, specialized instructional support personnel, and paraprofessionals to provide career and technical education instruction, leadership, and support, including professional development that provides the knowledge and skills needed to work with and improve instruction for special populations. (Section 122(d)(6) of Perkins V)

The New Hampshire Department of Education is partnering with two community colleges in the Community College System of New Hampshire (CCSNH), White Mountains Community College and New Hampshire Technical Institute (NHTI) to develop an Alternative credentialing program for inducting new teachers into the profession of teaching CTE courses and programs. Course content related to meeting the specific needs of special populations will also be available to in-service CTE teachers and administrators who have demonstrated a need to gain skills and knowledge to better support the learning needs of members of special populations. In addition, the New Hampshire Department of Education will identify opportunities to design and offer professional development opportunities to provide the knowledge and skills needed to work with and improve instruction for special populations.

C. Fiscal Responsibility

1. **Describe the criteria and process for how the eligible agency will approve eligible recipients for funds under this Act, including how—**
 - a. **each eligible recipient will promote academic achievement;**
 - b. **each eligible recipient will promote skill attainment, including skill attainment that leads to a recognized postsecondary credential; and**
 - c. **each eligible recipient will ensure the local needs assessment under section 134 takes into consideration local economic and education needs, including, where appropriate, in-demand industry sectors and occupations. (Section 122(d)(5) of Perkins V)**

The New Hampshire Department of Education's Bureau of Career Development (NH DOE BCD) has a process in place to approve eligible secondary and postsecondary recipients for funds under the Act. This process includes selective criteria and procedures to ensure eligible recipients' applications for funds meet the requirements and intent of the Act. Currently, applications for funds submitted by recipients must include activities for each of the required uses of funds listed in Section 135 of the Strengthening Career and Technical Education Act. In addition, application criteria listed in Section 134 of both iterations of the Act are requirements for applications submitted for funds by recipients.

The Bureau of Career Development uses a state-wide Grants Management System (GMS). This web-based system allows recipients to upload their annual

applications for funds, along with any supporting documentation such as budgets. When a recipient submits an annual application to GMS, a staff member at the NH DOE BCD reviews each application to verify it is complete, and includes activities and budget items corresponding to each of the required uses. This process ensures the eligible agency can determine whether or not the eligible recipients are promoting and implementing academic achievement, skill attainment, and evaluations, such as the local needs assessment under Section 134 of the Act.

After the initial review to determine an application's completeness, the Bureau of Career Development (BCD) reviews applications to determine allowability of activities within the applications submitted by each eligible recipient. The reviewers use a three-pronged test to determine whether or not to approve an activity: is the activity allowable, is the activity reasonable, and is the activity allocable to the grant. If any part of the activity needs to be revised, in order to make it approvable, the BCD returns the entire grant to the eligible recipient, using the GMS system. The BCD may offer technical assistance to eligible recipients at any point during this part of the process.

The New Hampshire Department of Education's Bureau of Career Development, along with the New Hampshire Department of Education's Bureau of Federal Compliance engages in routine monitoring of eligible recipients. This monitoring is based on risk, and includes fiscal and program monitoring. In the course of such monitoring, one key element is verifying the eligibility for Perkins funding of Career and Technical Education (CTE) programs. In order to qualify as a Perkins-funded program in New Hampshire, a CTE program must use up-to-date labor market information and input on course content provided by advisory committees composed of local industry partners, to demonstrate the program meets local economic and education needs. Monitoring also ensures eligible recipients have controls in place, such as inventory systems aligned with requirements outlined in Uniform Grant Guidance, to effectively track the use of funds awarded under the Act.

2. **Describe how funds received by the eligible agency through the allotment made under section 111 of the Act will be distributed—**
 - a. **among career and technical education at the secondary level, or career and technical education at the postsecondary and adult level, or both, including how such distribution will most effectively provide students with the skills needed to succeed in the workplace; and**
 - b. **among any consortia that may be formed among secondary schools and eligible institutions, and how funds will be distributed among the members of the consortia, including the rationale for such distribution and how it will most effectively provide students with the skills needed to succeed in the workplace. (Section 122(d)(8) of Perkins V)**

The New Hampshire Department of Education, through funds received through the allotment made under section 111 of the Act, will distribute such funds to Career and Technical Education (CTE) programs at the secondary level and at the post-secondary

level. The secondary/post-secondary split, for the purposes of the current transition plan, is as follows:

- 79.5% of the allocation goes to programs at the secondary level.
- 20.5% of the allocation goes to programs at the post-secondary level.

The reason for this distribution of funds between secondary and post-secondary programs is to provide the greatest opportunity for access for the largest number of students, in an effort to induct learners into a career pathway, moving through secondary and post-secondary experiences, culminating in a credential of value. The concentration of funds ensures learners at the secondary level gain essential skills and knowledge to enable them to focus on occupation specific career pathway development at the post-secondary level.

3. **For the upcoming program year, provide the specific dollar allocations made available by the eligible agency for career and technical education programs and programs of study under section 131(a)-(e) of the Act and describe how these allocations are distributed to local educational agencies, areas career and technical education schools and educational service agencies within the State. (Section 131(g) of Perkins V)**

The preliminary secondary CTE Center allocation for next year is \$3,739,544.61 (2019-2020 allocation numbers used for the purpose of this draft. When final allocations for 2020-2021 are released, they will be substituted in this plan). This does not include the carryover from last year's allocation. This allocation is distributed to all local CTE Centers by calculating each school districts share based on the following formula; 30 percent to relevant ages 5 to 17 and 70 percent to relevant ages 5-17 who are in Families in Poverty, based on 2017 US Census Bureau SAIPE, Small Area Income and Poverty Estimates data.

4. **For the upcoming program year, provide the specific dollar allocations made available by the eligible agency for career and technical education programs and programs of study under section 132(a) of the Act and describe how these allocations are distributed to eligible institutions and consortia of eligible institutions within the State.**

The post-secondary CTE allocation for next year is \$964,285.09 and does not include the carryover from last year's allocation. The post-secondary allocation is based on the number of Pell grant recipients from each college, as described in Section 135(a-2) of the Act.(2019-2020 allocation numbers used for the purpose of this draft. When final allocations for 2020-2021 are released, they will be substituted in this plan).

5. **Describe how the eligible agency will adjust the data used to make the allocations to reflect any changes in school district boundaries that may have occurred since the population and/or enrollment data was collected, and include local education agencies without geographical boundaries, such as charter schools and secondary schools funded by the Bureau of Indian Education. (Section 131(a)(3) of Perkins V)**

Should a sending school for a regional Career and Technical Education Center (secondary) request a change to another region, the New Hampshire Department of Education would adjust the allocation for the region to which that sending school had moved as well as for the region from which the sending school had moved, in order to adjust for the demographic shift and resulting change in the allocation formula.

6. **If the eligible agency will submit an application for a waiver to the secondary allocation formula described in section 131(a)—**
 - a. **include a proposal for such an alternative formula; and**
 - b. **describe how the waiver demonstrates that a proposed alternative formula more effectively targets funds on the basis of poverty (as defined by the Office of Management and Budget and revised annually in accordance with section 673(2) of the Community Services Block Grant Act (42 U.S.C. 9902(2)) to local educational agencies with the State. (Section 131(b) of Perkins V)**

Also indicate if this is a waiver request for which you received approval under the prior Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV).

The state does not intend to submit a waiver.

7. **If the eligible agency will submit an application for a waiver to the postsecondary allocation formula described in section 132(a)—**
 - a. **include a proposal for such an alternative formula; and**
 - b. **describe how the formula does not result in a distribution of funds to the eligible institutions or consortia with the State that have the highest numbers of economically disadvantaged individuals and that an alternative formula will result in such a distribution. (Section 132(b) of Perkins V)**

Also indicate if this is a waiver request for which you received approval under the prior Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV).

The state does not intend to submit a waiver.

8. **If the eligible agency will award reserve funds to eligible recipients under section 112(c) of Perkins V, describe the process and criteria for awarding those funds.**

The New Hampshire Department of Education will reserve 10 percent of its local formula distribution to award competitive innovative grants to eligible agencies in accordance with Sec. 112(c)(1). The NH DOE has two main kinds of Reserve Innovation Grants:

- 1.) Grants offered to fund specific projects identified by NH DOE as areas of need for eligible applicants. These include:
 - State-Level Pathway Program Development, including curriculum development and assessment design
 - Equipment Repair and Replacement
 - Integrating Academic subject matter into credit-bearing CTE programs at the secondary level.

- 2.) Innovation Grants. The NH DOE issues an RFP, requesting proposals from subrecipients incorporating innovative projects in CTE programs at the secondary and post-secondary levels.

D. Accountability for Results

1. Identify and include at least one (1) of the following indicators of career and technical education program quality— **(the indicator chosen by the State of New Hampshire is highlighted below)**
 - a. the percentage of CTE concentrators (See Text Box for the statutory definition of a CTE concentrator under section 3(12) of Perkins V) graduating from high school having attained a recognized postsecondary credential;
 - b. the percentage of CTE concentrators graduating high school having attained postsecondary credits in relevant career and technical education programs and programs of study earned through a dual or concurrent enrollment program or another credit transfer agreement; and/or
 - c. the percentage of CTE concentrators graduating from high school having participated in work-based learning. (Section 113(b)(2)(A)(iv)(I) of Perkins V)

Provide the eligible agency's measurement definition with a numerator and denominator for each of the quality indicator(s) the eligible agency selects to use.

Number of CTE concentrators having graduated from high school having participated in work-based learning (numerator) total number of CTE concentrators having graduated from high school (denominator).

2. Provide on the form in Section V.B, for each year covered by the State plan beginning in FY 2020, State determined performance levels or each of the secondary and postsecondary core indicators, with the levels of performance being the same for all CTE concentrators in the State. (Section 113(b)(3)(A)(i)(I) of Perkins V)

3. Describe the procedure the eligible agency adopted for determining State determined levels of performance described in section 113 of Perkins V, which at a minimum shall include—
 - a. a description of the process for public comment under section 113(b)(3)(B) of Perkins V as part of the development of the State determined levels of performance. (See Text Box 5 for the statutory requirements for consultation on State determined performance levels under section 113(b)(3)(B) of Perkins V);

The New Hampshire Department of Education will make the proposed State determined levels of performance available for public comment on the State of New Hampshire Department of Education website.

- b. an explanation for the State determined levels of performance; and

The New Hampshire Department of Education conducted a review of core indicators of performance required by the Carl D. Perkins Act of 2006, considering the performance from the past five years in determining core indicators of performance levels proposed in this State plan. The core indicators of performance that remain in the current iteration of the Act were used as baselines, with new baselines for Science academic attainment and the program quality indicator related to Work-Based Learning determined from other data sources (performance of 11th graders on the New Hampshire State Science assessment and data on schools providing work-based learning gathered as part of the National Governor's Association work on work-based learning in New Hampshire, along with a review of student participation data for secondary CTE programs including industry simulations, respectively).

- c. a description of how the State determined levels of performance set by the eligible agency align with the levels, goals and objectives other Federal and State laws, (Section 122(d)(10) of Perkins V).

Data on student attainment of challenging academic standards is collected at the state level to report as part of ESSA, and college and career ready metrics are also collected by the state for this purpose. The State determined levels of performance are in line with attainment goals set for ESSA.

4. Describe how the eligible agency will address disparities or gaps in performance as described in section 113(b)(3)(C)(ii)(II) of Perkins V in each of the plan years, and if no meaningful progress has been achieved prior to the third program year, a description of the additional actions the eligible agency will take to eliminate these disparities or gaps. (Section 122(d)(11) of Perkins V)

The New Hampshire Department of Education will address disparities or gaps in performance in three major ways:

- a. Target technical assistance for subrecipients and specific programs

- b. Direct subrecipients to target spending in annual application for funds requests to address disparities and/or gaps
- c. Set aside Reserve funds for grants designed to address State-level performance gaps with innovative, evidence-based approaches.

V. STATE DETERMINED PERFORMANCE LEVELS (SDPL)

State Determined Performance Levels (SDPL) Form

State Name: New Hampshire

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	97%	97%	98%	98%	98%
1S2: Extended Graduation Rate	N/A				
2S1: Academic Proficiency in Reading Language Arts	50%	52%	54%	55%	55%
2S2: Academic Proficiency in Mathematics	30%	32%	34%	35%	35%
2S3: Academic Proficiency in Science	30%	32%	34%	35%	35%
3S1: Post-Program Placement	55%	56%	57%	58%	58%
4S1: Non-traditional Program Concentration	24%	24%	25%	26%	26%
5S1: Program Quality – Attained Recognized Postsecondary Credential	N/A				
5S2: Program Quality – Attained Postsecondary Credits	N/A				
5S3: Program Quality – Participated in Work-Based Learning	45%	50%	55%	60%	60%

5S4: Program Quality – Other ¹	N/A				
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
Postsecondary Indicators					
1P1: Postsecondary Retention and Post-Program Placement	73%	73%	74%	74.5%	75%
2P1: Earned Recognized Postsecondary Credential	67%	67%	68%	68.8%	69%
3P1: Non-traditional Program Concentration	20%	20%	20.5%	20.8%	21%

Provide any additional information regarding SDPLs, as necessary:

¹ The Perkins V State Plan Portal will allow an eligible agency to include on this form as many “other” program quality indicators as they choose.

Appendix A: Local Application Template
(Please go to next page)



New Hampshire

Department of Education



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

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.

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.

Appendix B: Comprehensive Needs Assessment Template

(Note: Click on embedded document on the following page to read through the entire CNA template).



New Hampshire

Department of Education



Strengthening CTE for the 21st Century Act (Perkins V)

Comprehensive Needs Assessment 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 in July of 2020, and lasts until June of 2024. The local application for each subrecipient will also go into effect in July of 2020, and will last until June of 2024.
- 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 not collect a physical copy of the CNA summary. This summary will be the first section of the Local Application (4-year plan for CTE for a Perkins sub-recipient).
- Local Applications are due to the Bureau of Career Development by close of business on **May 30, 2020**.

