



New Hampshire

# Department of Education

Bureau of Career Development

## Reserve Grants Request for Applications

Relevant Legislation: Strengthening Career and Technical Education for the 21<sup>st</sup> 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 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](mailto:Diane.R.Lewis@doe.nh.gov). All applications must be received prior to 4pm on Monday, September 30 (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](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 will 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 will 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.

## Application Prompts

### Section 1: Summary of Proposal

- a. Provide an overview of your project.
- b. 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).
- c. If applicable, explain how it addresses Competitive Preference Priority 1: Sustainability of Project through Employer Match (up to 10 points).
- d. 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

- a. 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

- a. 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**

- a. 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**

<b>Grant Application Budget</b>				
<b>Budget Item</b>	<b>Cost Per Unit</b>	<b>Number of Units</b>	<b>Total</b>	<b>Justification</b>
<b>Total Budget:</b>			\$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
<p>Alignment to Absolute Priority to Industry Recognized Credential (IRC) Element 1 (up to 6 points)</p> <p><b>Assessment</b> (may be nationally recognized, recognized by a statewide industry association, or locally-created)</p>	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	
<p>Alignment to Absolute Priority to IRC Element 2 (up to 6 points)</p> <p><b>Competencies</b></p>	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	
<p>Alignment to Absolute Priority to IRC Element 3 (up to 6 points)</p> <p><b>Market Currency</b></p>	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)  <b>Portability</b>	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)  <b>Stackability</b>	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)  <b>Transparency</b>	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	
<p>Alignment to Competitive Preference Priority 1 (up to 10 points)</p> <p><b>Sustainability of Project through Employer Match</b></p>	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	
<p>Alignment to Competitive Preference Priority 2 (up to 4 points)</p> <p><b>Alignment of Project to Work Based Learning</b></p>	4 Points Alignment to priority is clear, and strongly evident throughout project proposal	3 Points Alignment to priority is clear	2 Points Alignment to priority not explicitly stated, but reviewer can determine alignment	0 points No alignment to priority	
<p><b>Clearly Identified Deliverables and/or Performance Metrics</b> (up to 15 points)</p>	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	10 Points Products, deliverables, and/or outcomes, including any performance metrics from the project are described, and have a connection to project implementation plan activities	5 Points Outcomes are described, but are unclear or are not explicitly connected to project implementation plan activities	0 Points No products, deliverables, or performance metrics	

	20 Points	10 Points	5 Points	0 Points	
<b>Clearly Stated Implementation Plan</b> (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	
<b>Complete and Clear Budget</b> (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 outcomes	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 \_\_\_\_\_





