

**STATE OF NEW HAMPSHIRE**

**TRANSITION PLAN FOR 2007-2008**

**CARL D. PERKINS ACT OF 2006**

Bureau of Career Development  
New Hampshire Department of Education

May 2007

## **Executive Summary**

### **State Transition Plan for Implementing the Carl D. Perkins Act of 2006**

The reauthorized Carl D. Perkins Act gives New Hampshire an opportunity to follow the child when students in career and technical education move from elementary school to postsecondary education, or as they transition into the workforce. Approximately \$6.3 million from the new Perkins Act will be used to create a system that follows students from middle school to baccalaureate institutions, starting with career exploration and ending with rigorous, technical instruction for students about to enter the workforce.

The State Transition Plan covers the initial year of the Perkins Act, starting July 1, 2007. A five-year plan will be required next year to cover the remaining years that the Perkins Act is reauthorized. The Transition Plan focuses on two key elements of the reauthorized Act: performance accountability and career pathway plans of study.

Accountability—Performance accountability has become more stringent under the reauthorized Act. Previously, state-level accountability was a statutory requirement, but no such accountability extended to schools and colleges at the local level. The new Act extends accountability to the local level, with the imposition of required sanctions if local grantees cannot meet their performance goals.

In total, secondary schools and postsecondary colleges are accountable for performance in 14 areas. For career and technical education at the secondary level, the Plan describes seven performance accountabilities. Three of the secondary accountabilities under the Perkins Act align with the following accountabilities required under the No Child Left Behind Act: English and Language Arts, Mathematics, and Graduation Rates.

As the accountabilities become more stringent, the quality of performance data becomes more important. During the transition year, New Hampshire will research and identify methodologies for gathering performance data that are valid, reliable, and complete. The plan also describes a timeline for specifying accountabilities and setting performance baselines during the transition year.

Career Pathway Plans of Study—New Hampshire will implement an approach toward career and technical education that brings key stakeholders in each program area together, to create a system that provides more support for career planning and improves access to instruction. Documents describing these systems will be known as Career Pathway Plans of Studies. The Transition Plan proposes three activities that will be central to building these systems:

- The new systems will link secondary schools and postsecondary institutions much more closely, to help students make seamless transitions between both levels of education.
- Career guidance will take a more important role, particularly in helping students understand the importance of postsecondary education and the need for academic rigor while in high school.
- Stronger links will be built between education and business and industry. Schools and colleges will become accountable for students earning credentials from employers and/or receiving licenses from state-level agencies. Also, employers will oversee career and technical education programs to a greater extent than in the past.

The Transition Plan proposes to have each secondary career and technical education center develop at least one career and technical education system, as described above, with the intention that each center work on a unique program area (e.g., finance, culinary, pre-engineering, etc). A critical element will be professional development for educators. The professional development will be extensive, spanning days of training.

As a document, the plan is organized around requirements defined by the US Department of Education. Only some of these requirements need to be addressed in the Transition Plan, whereas all requirements need to be addressed in the subsequent five-year plan. Portions of Parts B and C of the Plan cannot be provided at this time because the information necessary to generate these parts of the Plan has not yet been provided by the US Department of Education.

## **Statement of Non-Discrimination**

The New Hampshire Department of Education does not discriminate on the basis of race, color, religion, marital status, national/ethnic origin, age, sex, sexual orientation, or disability in its programs, activities and employment practices.

The following person has been designated to handle inquiries regarding the nondiscrimination policies:

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**PART A:**

**STATE TRANSITION PLAN NARRATIVE**

## **I. Planning, Coordination, and Collaboration Prior to Plan Submission.**

This section need not be addressed in this State Transition Plan document.

## **II. Program Administration**

### **A. Statutory Requirements**

- 1. You must prepare and submit to the Secretary a State plan for a 6-year period; or  
You may prepare and submit a transition plan for the first year of operation of programs under the Act [Sec. 122(a)(1)]**

This document is New Hampshire's State Transition Plan for the first year of operation of programs under the Act [Sec. 122(a)(1)].

- 2. You must describe the career and technical education activities to be assisted that are designed to meet or exceed the State adjusted levels of performance, including a description of –**

New Hampshire has built a solid foundation for expanding and updating programs of study as required in the reauthorized Perkins Act. Tech Prep took the lead in developing articulation agreements in New Hampshire. These agreements have evolved into Memoranda of Understanding (MOU) that go beyond the narrower, more traditional agreements and address such issues as dual-credit opportunities. Career Clusters have been introduced statewide. Technical assistance on implementing the clusters has become a joint activity of the basic CTE programs and Tech Prep. Tech Prep has also taken the lead in developing a career guidance document to be used as a guidance tool with students. This document informs students about secondary and postsecondary educational requirements along a career pathway, including rigorous academic courses that secondary students will need to complete to meet postsecondary entry requirements. Taken together, these accomplishments set the stage for New Hampshire making

good use of funds granted under the authority of the Perkins Act of 2006.

- (a) The career and technical education programs of study, that may be adopted by local educational agencies and postsecondary institutions to be offered as an option to students (and their parents as appropriate) when planning for and completing future coursework, for career and technical content areas that--**

A template, based on the national career clusters model, has been created for designing programs of study, known as Career Pathway Plans of Study (CPPOS) in New Hampshire. Once a CPPOS is designed, the template will be used to create guidance documents that outline courses to be taken while in high school, the colleges that have programs related to the CPPOS, and other career information. The guidance documents will be distributed so that schools can download and edit the documents as needed to support the efforts of guidance, parents, and students in their career planning process. A copy of the template is provided as Attachment C.

During the transition year, existing guidance documents will be updated and expanded for wider use. Once updated, these documents will be available on the New Hampshire Department of Education website. Regional professional development for guidance and CTE educators will be offered, along with ongoing technical assistance. When developed, the guidance documents will be used to help student make informed educational and career decisions.

- i. Incorporate secondary education and postsecondary education elements;**

During the transition year, the template will be used by secondary and postsecondary staff to design articulations. Secondary applications for the transition year will require applicants to partner with a postsecondary counterpart to have at least one complete

CPPOS by the end of the year. Where applicants already have CPPOS's in place, proper documentation of the program will be required as part of the 2007-2008 application. Where CPPOS's do not yet exist at a secondary center, State staff will provide technical assistance to design and implement a complete CPPOS by the end of the transition year. These documents will map sequences of instruction that start at the seventh grade and end at the baccalaureate level. These documents will then become the basis for replicating CPPOS's across the state.

**ii. Include coherent and rigorous content, aligned with challenging academic standards, and relevant career and technical content in a coordinated, non-duplicative progression of courses that align secondary education with postsecondary education to adequately prepare students to succeed in postsecondary education;**

The guidance documents show the rigor, standards, and sequence of instruction needed for CPPOS's in New Hampshire. The State will continue working with secondary CTE centers and postsecondary colleges, both sub-baccalaureate and baccalaureate, to develop CPPOS's that contain the necessary requirements for students to successfully complete, without duplication, instruction that leads to certification or a degree. Once secondary and postsecondary educators have ensured that their programs meet the educational requirements of CPPS's, business and industry will be brought in to validate whether these programs also meet their standards.

New Hampshire will stress four areas of activity to ensure that the content of CPPOS's meets high standards:

- Linking CPPOS's to high school redesign activities;
- Reviewing, and changing if necessary, the academic content of secondary CTE programs to meet state academic standards;

- Creating more dual-credit opportunities for secondary students;
- Exploring options for creating program advisory committees with oversight of programs at statewide or regional levels.

**iii. May include the opportunity for secondary education students to participate in dual or concurrent enrollment programs or other ways to acquire postsecondary education credits; and**

New Hampshire Community Technical Colleges will offer the Running Start program. This initiative allows high school students to enroll in college, credit-bearing courses at a significant reduction in tuition. College courses will be offered during the day at high schools throughout New Hampshire. This dual-credit program meets high school requirements and satisfies college credits. These college credits can be used to continue at the community college level or may be transferred to other colleges.

**iv. Lead to an industry-recognized credential or certificate at the postsecondary level, or an associate or baccalaureate degree;**

Current guidance documents outline available postsecondary certifications, diplomas, or degrees that can be earned at a number of colleges related to a secondary student's career plans. During the transition year, a team will research existing industry recognized credentials to determine which will be added as another set of CPPOS outcomes.

**(b) How you, in consultation with eligible recipients, will develop and implement the career and technical programs of study described in (a) above;**

In the 2007-2008 application for Perkins support, secondary applicants will be required to demonstrate whether their students have at least one opportunity to enroll in a CPPOS. To determine whether a CPPOS

exists at the time of the application, secondary applicants will assess the status of their current programs. Applicants will need to do the following:

- Determine whether their programs lead to careers that require high skills, offer high wages, or are in high demand;
- Assess how well secondary and postsecondary programs articulate, including opportunities for earning dual credits;
- Consult with Tech Prep staff for coordination with key stakeholders.

If, after the assessment, a secondary CTE center cannot demonstrate an opportunity for students to enroll in a CPPOS, the eligible agency will provide technical assistance to bring existing programs up to the CPPOS standards. Tech Prep staff will help coordinate discussions between secondary schools and postsecondary institutions. Education consultants will be assigned to provide assistance around designing programs using the career clusters scheme. This assistance will include the drafting of an articulation agreement/MOU and the establishment of dual-credit opportunities for students. If needed, the technical assistance will help local secondary centers and colleges access information on high-skill, high-wage, or high-demand career opportunities.

By the end of the transition year, all centers statewide will offer at least one CPPOS opportunity. As new programs are created and approved by the eligible agency, a document will be created to illustrate the CPPOS, for use by students, their parents, and guidance counselors. This document will be posted on the Department's website for all to use.

**(c) How you will support eligible recipients in developing and implementing articulation agreements between secondary education and postsecondary education institutions;**

The New Hampshire Department of Education, in partnership with the New Hampshire Community Technical College System, will offer mini-

institutes that bring together business representatives, secondary instructors, and postsecondary faculty to review and design programs that are clearly aligned. Programs designed in these institutes will increase opportunities for secondary students to gain dual credit.

For secondary and postsecondary program areas that exist in multiple centers across the state, additional opportunities exist for expanding the number and scope of articulation agreements. In Automotive Technology, for example, state-level work will concentrate on developing statewide articulation agreements. The State will work with one career center on one program to pilot a craft committee model that focuses on both the college program and the CTE program instead of each maintaining a separate advisory committee.

**(d) How programs at the secondary level will make available information about career and technical programs of study offered by eligible recipients;**

New Hampshire will concentrate on increasing familiarity with the CPPOS's among two key groups:

- Students in middle schools and their parents, and
- School-based personnel such as instructors and guidance counselors.

The secondary years are often too late for students to begin thinking about their careers. The eligible agency will work with middle school students to inform and prepare them for high school and for postsecondary and higher education. The New Hampshire Department of Education is currently examining models of middle school career development that will be used to help students with planning a rigorous high school program. The transition year will be an opportunity to put the most promising models into practice.

Intensive professional development on the CPPS template will be

provided for instructors and guidance staff in a series of trainings. This training will reach a broad audience of educators from grade 7 through 16. New Hampshire's template will be introduced and school personnel will learn how to use the materials with students and families.

- (e) The secondary and postsecondary career and technical education programs to be carried out, including programs that will be carried out by you, to develop, improve, and expand access to appropriate technology in career and technical education programs;**

Tech Prep consortia will continue their research and development role by identifying new and emerging technologies that secondary and postsecondary schools could incorporate into their programs. Current program designs at the local and national level will be analyzed for inclusion of new and emerging technologies. Curricula that use state-of-the-art technology will be available for schools to upgrade, modify, or build their local programs.

- (f) The criteria that you will use to approve eligible recipients for funds under the Act, including criteria to assess the extent to which the local plan will—**

Programs that meet rigorous standards will be approved for support under the Perkins Act. To become eligible recipients, secondary CTE centers will be required to offer at least five approved CTE programs, satisfy State-board standards for programs, and meet state-level statutory/regulatory requirements for eligibility to receive State support. All of these requirements are included in the New Program Checklist, which contains 26 criteria that must be satisfied before a program gains approval.

- i. Promote continuous improvement in academic achievement;**

Continuous improvement in students' academic performance will be

rewarded or sanctioned as part of the annual process of granting funds to eligible recipients. Applications for funding will focus on the extent to which performance exceeds, meets, or falls short of the goals for each indicator. Reserve funds will be used as an incentive to reward performance that exceeds performance goals.

The College Board's placement test, Accuplacer, will be used to encourage secondary students to enroll in academic courses that require academic rigor. Results from these tests will be used as a guidance tool with secondary students to inform newly enrolled students of how well their academic performance meets postsecondary entry requirements and what needs more attention to meet these entry requirements. Use of this assessment was piloted during School Year 2005-2006 and will be expanded during the transition year. If Accuplacer results will encourage students to raise their academic expectations and goals, academic attainment will continue to improve.

**ii. Promote continuous improvement of technical skill attainment; and**

As with all indicators, secondary performance on technical skill attainment will be rewarded or sanctioned as part of the annual process of granting funds to eligible recipients. With adequate funding, the technical skills attainment of students attending each secondary school will annually be measured against performance goals. Wherever performance is less than 90% of the statewide goal, the applicant will need to submit a Performance Improvement Plan, and a portion of the eligible recipient's allocation must fund the improvement plan activities. Reserve funds will be used as an incentive to reward centers that exceed statewide performance goals by the largest margins.

Programs at the postsecondary level will be routinely reviewed to

ensure that the programs are financially viable and meet a market need. Program reviews examine curriculum and faculty, program enrollment and retention, and number of graduates. Standards established by the Commission for Institutions of Higher Education and standards prescribed by individual program accrediting bodies will be used as guidance.

New associate degree programs will be considered for approval by the Board of Trustees of the New Hampshire Community Technical College System. After a request is submitted, a clear and specific process begins. The process is outlined in the Board of Trustees policy manual, Academic Section (see <http://www.nhctc.edu/documents/>).

**iii. Identify and address current or emerging occupational opportunities;**

A report of current and emerging occupations where employment is projected to be in high demand is published annually by New Hampshire Employment Security and the Department of Resources and Economic Development. In addition, this information is disaggregated by labor market regions throughout the State. This information, in conjunction with the information gathered and shared by Program Advisory Committees, should provide a foundation of information which can be analyzed to identify emerging occupations. Local plans will describe how the programs offered at each center will meet projected labor market growth.

**(g) How programs at the secondary level will prepare career and technical education students, including special populations, to graduate from secondary school with a diploma;**

The eligible agency will provide, through the annual application for secondary Perkins funds, an opportunity for centers to support career

exploration in middle schools. This should give students a better understanding of their interests and technical and academic requirements before high school, so that they can successfully complete high school and be prepared for the rigors of postsecondary education.

**(h) How such programs will prepare career and technical education students, including special populations, academically and technically for opportunities in postsecondary education or entry into high-skill, high-wage, or high-demand occupations in current or emerging occupations, and how participating students will be made aware of such opportunities;**

Tech Prep funds have always been used for the research and design of new technologies/programs for New Hampshire schools. In the past, two-thirds of the efforts of the Tech Prep consortia focused on high school program development. Under the Transition Plan, the Tech Prep consortia will be assigned new career areas, based on the national career clusters model. Each consortium will be responsible for working closely with the secondary centers to implement career clusters. Tech Prep staff will specifically be charged with identifying and designing new CPPOS's that are academically rigorous and that lead to careers in high-skill, high-wage, or high-demand occupations. Once programs are identified and designed, the Tech Prep consortia will work with secondary CTE centers to build or modify their programs with the new designs.

The CPPOS template will recommend academic courses for students to take for career success. Relevant documents and guidance will be available on the web. Schools will receive technical assistance on modifying CPPOS's for local use with students. The New Hampshire Department of Education will link the web-based information on CPPOS's to the colleges that articulate with secondary programs. For example, the guidance documents currently tell students which colleges in New Hampshire offer the programs, and on the web they will be able

to click on the link and go directly to that college program.

New Hampshire has a long-term goal of transforming all CTE programs into fully functioning CPPOS's. During the transition year, all secondary CTE centers must document that they are part of at least one CPPOS in order to gain funds. Every year thereafter, eligible secondary recipients will be required to submit plans to expand their articulated programs into CPPOS's. By the end of the five year state Program Improvement grant, all CTE programs in New Hampshire will have become CPPOS's.

The New Hampshire Department of Education has just completed the redesign of competencies for all CTE programs. If new programs are developed, they will also be required to identify the competencies that are aligned with national and local standards. During the transition year, the New Hampshire Department of Education will work with employers and the community college system to validate the competencies and adjust as needed. Also, the New Hampshire Department of Education will cross-walk the competencies with academic grade-span expectations at the high school level that are part of the New Hampshire Educational Improvement and Assessment Program (NHEIAP).

Local CTE centers will be able, through data collection, to determine the enrollment and completion of students in the special population categories. In addition, publications and recruitment activities will promote images of successful adults representing special populations. The New Hampshire Department of Education will urge secondary centers to have equity committees whose task is to ensure that **all** students, including members of special populations, are well informed, encouraged, and supported in their career choices. Where data indicates that special populations are disproportional, either entering or not entering particular programs, local recipients will be required to identify and address why this is so. Technical assistance is available from the State if desired.

The New Hampshire Department of Education, together with the secondary CTE centers, is currently piloting an academic evaluation outside of the NHEIAP. The New England Common Assessment Program (NECAP), the assessments meeting accountability requirements under the No Child Left Behind (NCLB) Act, tests students at the beginning of the eleventh grade. Unfortunately, the academic gains of students in CTE programs cannot be documented or measured. Because of this circumstance, Accuplacer is currently being piloted as an alternative means of assessing students' academic gains. The focus of the pilot is to inform students early enough in their high school career of their levels of math and reading comprehension so that they can choose courses accordingly. For example, if a student learns through the evaluation that they need more algebraic concepts to be accepted into the college program, they will have time to add that class to their schedule while in high school and decrease their need for remediation. By using Accuplacer to give students information about academic requirements at later steps in their instruction, students will put more effort into their academic studies, and overall data on performance will show the academic gains that students make while in CTE programs.

**(i) How funds will be used to improve or develop new career and technical education courses—**

New Hampshire will have three methods of ensuring high quality programming at the local recipient level which will determine eligibility for receipt of Perkins support. First, applications for new program approval will require that all approved programs meet the State's standards for academic performance. Second, monitoring will be conducted twice a year with each recipient to ensure that funds are being used as approved in the recipient's plan and that the recipient is complying with state and federal statutes. Third, center/program evaluations will be conducted with each secondary recipient every five

years. All three of these methods will be reviewed and revised during the transition year to meet new requirements contained in Perkins IV.

- i. At the secondary level that are aligned with rigorous and challenging academic content standards and student academic achievement standards adopted by the State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as amended;**

During the transition year, the Career Development Bureau will collaborate with the curriculum and instruction staff in the School Improvement Bureau of the New Hampshire Department of Education who manage NCLB activities in New Hampshire. Crosswalks will be developed to determine whether the technical core competencies for each CTE program meet standards for grade level expectations for English language arts, math, and science.

Applications for new CTE programs will require that all competencies for proposed programs meet state academic standards. Approval of a new program will only be granted once the applicant demonstrates that the grade span expectations for New Hampshire have been adequately addressed. In cases where proposed new programs do not exhibit an alignment with State academic standards, applicants will need to modify the proposed program's curriculum or competencies. When a program is found to not meet academic standards after implementation, either in the monitoring or center/program evaluations, the State will require corrective action plans to strengthen the academic content of secondary CTE instruction.

- ii. At the postsecondary level that are relevant and challenging; and**

The relevance and challenge of postsecondary programs will be

addressed as part of the process for approving programs at this level. This process will be modified to ensure that postsecondary programs are relevant and challenging and that they provide opportunities to enter careers that offer high wages, require high skills, or are in high demand. The eligible agency, through its application, mid-year reports, and final reports, will monitor how existing or new programs are relevant and provide academic and technical rigor.

**iii. That leads to employment in high-skill, high-wage, or high-demand occupations;**

The New Programs Checklist will be updated during the transition year to require high occupational demand as another way that new programs will be based on trends and projections in the labor market. Secondary CTE center directors recommended the following provisional definitions of high skill, high wage, and high demand:

High Skill: Careers where program completers attain licenses, business and industry credentials, and certificates and diplomas at the postsecondary level;

High Wage: Occupations with earning potential that meets or exceeds a livable wage in New Hampshire; or

High Demand: Careers with long-term projected demand that exceeds the statewide average in terms of number of annual openings.

All of these definitions will be specified more during the transition year

**(j) How you will facilitate and coordinate communications on best practices among successful recipients of tech prep program grants under Title II and other eligible recipients to improve program quality and student achievement;**

Tech Prep staff will take the lead in facilitating and coordinating

communications on best practices. They will coordinate with the Marketing Committee within the Career Development Bureau of the New Hampshire Department of Education. As in the past, the Tech Prep staff will disseminate information on best practices, but the dissemination will be more systematic than in the past. Promising practices will be accessible on the Department's web site. A model template will be designed for schools to post promising practices on the web site. The template will provide a format for making relevant information easy to find and understand.

**(k) How funds will be used effectively to link academic and career and technical education at the secondary level and at the postsecondary level in a manner that increases student academic and career and technical achievement; and**

At the secondary level, funds will be used to align the technical core competencies of CTE programs with the grade span expectations for math, language arts, and science, as assessed in the NECAP. Crosswalks will be developed to determine alignment between state academic standards and CTE program competencies.

New Hampshire will strengthen the academic component of CTE instruction. A method of evaluating secondary student academic performance is currently being piloted. The pilot calls for giving the Accuplacer test at the beginning of the junior year so students can use the information to choose academic courses to minimize the need for remediation at the college level.

The Accuplacer exam will be administered a second time during spring of the senior year to inform students whether their CTE and academic skills have improved enough to meet postsecondary entry standards. An effort will be made during the transition year to encourage colleges to use results from the second Accuplacer exam. In the end, Accuplacer may not be the specific assessment used for guidance purposes, but the

objective will remain--to guide students to recognize the path they need to take along the way to a successful career

Postsecondary programs require links between students' academic attainment and progress in gaining technical skills. The minimum number of credits for all Associate Degrees is 64 credits, with a maximum of 68 credits. When needed, remedial study will be taken in addition to the collegiate-level requirements of the degree program. Whenever possible, remedial instruction will be pursued concurrently with technical training.

All Associate Degrees in eligible CTE programs will have a general education core. The general education core consists of courses drawn from the sciences, the social sciences, and the humanities and other instruction that prepares the student for life experiences. General education courses will fall into the following areas:

- English Composition, Literature, and Communication,
- Science,
- Math,
- Humanities/Fine Arts/Foreign Language,
- Liberal Arts electives.

A professional certificate requires completion of a minimum of 32 semester hours of credit, with a maximum of 36 semester hours, to develop skills in an occupational field. A professional certificate also consists of a minimum of 12 credits in General Education and is designed to facilitate transfer into an Associate Degree, if the student decides to continue.

Funds are currently being used to support a position for the postsecondary consortium, whose function it is to help with gathering data, managing projects, and collaborating with secondary centers in developing articulation agreements. During the transition year, these funds and the staff it supports will bring high school and postsecondary

educators together to review and upgrade postsecondary curriculum to meet local and national standards.

**(I) How you will report on the integration of coherent and rigorous content aligned with challenging academic standards in career and technical education programs in order to adequately evaluate the extent of such integration. [Sec. 122(c)(1)(A)-(L)]**

New Hampshire will work across all academic and CTE programs to design course competencies that meet national and local standards. When possible, national standards will be used as the basis for core competency reporting. Programs that can/will lead to industry recognized credentials will be identified. Where credentialing assessments by business and industry are available, they will be reviewed to determine whether they are also sufficient to evaluate program outcomes. The extent to which core technical competencies meet state academic standards will be evaluated by determining the proportion of CTE program competencies that align with academic standards.

**3. You must describe how comprehensive professional development (including initial teacher preparation and activities that support recruitment) for career and technical teachers, faculty, administrators, and career guidance and academic counselors will be provided, especially professional development that—**

This section need not be addressed in this State Transition Plan document.

**(a) Promotes the integration of coherent and rigorous academic content standards and career and technical education curricula, including through opportunities for academic and career and technical teachers to jointly develop and implement curricula and pedagogical strategies;**

This section need not be addressed in this State Transition Plan document.

**(b) Increases the percentage of teachers that meet teacher certification or licensing requirements;**

This section need not be addressed in this State Transition Plan document.

**(c) Is high quality, sustained, intensive, and focused on instruction, and increases the academic knowledge and understanding of industry standards, as appropriate, of career and technical education teachers;**

This section need not be addressed in this State Transition Plan document.

**(d) Encourages applied learning that contributes to the academic and career and technical knowledge of the student;**

This section need not be addressed in this State Transition Plan document.

**(e) Provides the knowledge and skills needed to work with and improve instruction for special populations; and**

This section need not be addressed in this State Transition Plan document.

**(f) Promotes integration with professional development activities that the State carries out under Title II of the Elementary and Secondary Education Act of 1965, as amended, and Title II of the Higher Education Act of 1965, as amended. [Sec. 122(c)(2)(A)-(G)]**

This section need not be addressed in this State Transition Plan document.

**4. You must describe efforts that your agency and eligible recipients will make to improve—**

This section need not be addressed in this State Transition Plan document.

- (a) the recruitment and retention of career and technical education teachers, faculty, and career guidance and academic counselors, including individuals in groups underrepresented in the teaching profession; and**

This section need not be addressed in this State Transition Plan document.

- (b) the transition to teaching from business and industry, including small business. [Sec. 122(c)(3)(A)-(B)]**

This section need not be addressed in this State Transition Plan document.

**5. You must describe efforts that your agency and eligible recipients will make to improve the transition of sub baccalaureate career and technical education students into baccalaureate degree programs at institutions of higher education. [Sec. 122(c)(4)]**

This section need not be addressed in this State Transition Plan document.

**6. You must describe how you 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 career and technical education**

**programs in your State. [Sec. 122(c)(5)]**

This section need not be addressed in this State Transition Plan document.

**7. You must describe efforts that your agency and eligible recipients will make to—**

This section need not be addressed in this State Transition Plan document.

**(a) Improve the academic and technical skills of students participating in career and technical education programs, including by strengthening the academic and career and technical components of career and technical education programs through the integration of academics with career and technical education to ensure learning in—**

This section need not be addressed in this State Transition Plan document.

**i. The core academic subjects (as defined in section 9101 of the Elementary and Secondary Education Act of 1965, as amended); and**

This section need not be addressed in this State Transition Plan document.

**ii. Career and technical education subjects;**

This section need not be addressed in this State Transition Plan document.

**(b) Provide students with strong experience in, and understanding of, all aspects of an industry; and**

This section need not be addressed in this State Transition Plan document.

- (c) Ensure that students who participate in career and technical education programs are taught to the same challenging academic proficiencies as taught to all other students. [Sec. 122(c)(7)(A)-(C)]**

This section need not be addressed in this State Transition Plan document.

- 8. You must describe how you will provide local educational agencies, area career and technical education schools, and eligible institutions in the State with technical assistance. [Sec. 122(c)(15)]**

The Career Development Bureau within the New Hampshire Department of Education will offer technical assistance on a regular basis to all eligible recipients. Assistance will be provided through two means:

- Recipient-based assistance—Department staff will serve as liaisons to provide technical assistance to each grant recipient, of which there are 28 secondary centers, one postsecondary consortium, and state institution(s) funded with State Leadership funds. Liaison responsibilities will include reviewing and approving annual applications for funding, assisting with new program development, and responding to issues that arise through various accountability mechanisms. Mid-year reports, final reports, and monitoring visit records will also be regularly reviewed by the liaisons.
- Cluster-based assistance—Each educational consultant will be assigned the responsibility of facilitating the development of CPPOS's within the career clusters model. This will involve development of competencies, articulation agreements, and more generally, linkages between secondary schools and postsecondary institutions. The consultants will work with the five Tech Prep directors to create programs in new and emerging occupational areas.

In the event that technical assistance is needed for larger statewide issues, the Bureau will provide workshops, training, and conferences.

- 9. You must describe how career and technical education in your State relates to your State's and region's occupational opportunities. [Sec. 122(c)(16)]**

This section need not be addressed in this State Transition Plan document.

- 10. You must describe the methods you propose for the joint planning and coordination of programs carried out under this legislation with other Federal education programs. [Sec. 122(c)(17)]**

This section need not be addressed in this State Transition Plan document.

- 11. You must describe the procedures you will develop to ensure coordination and non-duplication among programs listed in sections 112(b)(8) and 121(c) of the Workforce Investment Act (Public Law 105-220) concerning the provision of services for postsecondary students and school dropouts. [Sec. 122(c)(20)]**

This section need not be addressed in this State Transition Plan document.

## **B. Other Department Requirements**

- 1. You must submit a copy of your local applications or plans for secondary and postsecondary eligible recipients, which will meet the requirements in section 134(b) of the Act.**

The secondary application is provided in Attachment A, and the postsecondary application appears in Attachment B.

- 2. You must provide a description of your State's governance structure for vocational and technical education, including the approximate**

**number of recipients at both secondary and postsecondary levels.**

The eligible agency for New Hampshire is the State Department of Education. As is illustrated in Attachment D, ultimate authority for CTE in New Hampshire rests with the Governor and Executive Council. They appoint members of the New Hampshire State Board of Education as well as the commissioner of education. The State Board and the commissioner oversee CTE activities and have granted administrative oversight functions to the Division of Career Technology and Adult Learning.

The Bureau of Career Development within the Division has immediate administrative supervision of Perkins-funded activities, as well as other CTE functions. The State Director of CTE in New Hampshire will administer the Bureau and supervise a staff of 13 education consultants and administrative and support staff. As the chart indicates, the Bureau will grant funds to four types of eligible recipients: regional secondary CTE centers, a single statewide postsecondary consortium, Tech Prep consortia, and state institutions.

**3. You must provide a description of the role of postsecondary career and technical education in the one-stop career center delivery system established by Title I of WIA.**

This section need not be addressed in this State Transition Plan document.

### **III. Provision of Services for Special Populations**

#### **A. Statutory Requirements**

**1. You must describe your program strategies for special populations listed in Section 3(29) of the Act, including a description of how individuals who are members of the special populations—**

**(a) Will be provided with equal access to activities assisted under the Act.**

New Hampshire will require eligible recipients to provide **equal** access to activities under the Act. The recommended method is to continue using equity committees established for this purpose, following guidance developed by the State (see Attachment E, Special Populations Guidance). If applicants seek an alternative to the equity committee, they may submit plans to accomplish the same activities as the equity committees through other means, including details such as personnel responsibilities for implementing the plans and stated equity based activities that will be accomplished.

The plans submitted by eligible recipients will be reviewed by CTE consultants prior to approval. During the semi-annual monitoring visits grantees will be reviewed to determine whether the plan for special populations services is being carried out. The monitoring guide used for the monitoring visits will be revised by bureau staff to include review of equity activities.

**(b) Will not be discriminated against on the basis of their status as members of special populations; and**

In each application for funds, applicants will be required to provide a copy of the nondiscrimination statement that is used by the applicant's

school, college, or district. Recommended language for such statements is provided in Attachment E.

In addition to the recommended nondiscrimination statement, a number of reviews and monitoring visits will be conducted to prevent discrimination against students in special populations. These reviews will include the following:

- Each equity committee's activities, as part of the yearly monitoring visits.
- Grantee reports on their equity committee's activities which are then reviewed by each recipient's state liaison and the Career Development Bureau's equity consultant.
- Safe school data regarding number of complaints and an on-site review of specific centers through the Office for Civil Rights monitoring process.
- Performance data disaggregated by special populations to identify where performance improvements are needed. Where data indicate poor performance by special populations enrolled in CTE programs, local recipients must address the need in their application for funding.

A major aspect of this process that will change with the new legislation is the inclusion of the three categories of protected populations identified by the NCLB Act which are not covered under the reauthorized Perkins Act, which are sex, race, and migrant status. New Hampshire will adjust data and reporting systems to include these additional categories in the transition year and in all future years.

- (c) Will be provided with programs designed to enable the special populations to meet or exceed State adjusted levels of performance, and how you will prepare special populations for further learning and for high-skill, high-wage, or high-demand occupations. [Sec. 122(c)(9)(A)-(C)]**

For the past two years, New Hampshire has included in the application for Perkins funding a requirement that each recipient address how they will offer programs that lead to high-skill, high-wage occupations. This will continue during the transition year, with the added option that programs may lead to high-demand occupations.

The new program approval process will be modified by the monitoring staff within the Bureau of Career Development during the transition year to include investigation and verification of whether proposed programs represent a career opportunity in high-wage, high-skill, or high-demand occupations.

To ensure that *all* students can access programs that lead to careers with high skills, high wages, or that are in high demand, local recipients will be reviewed for the performance of their special population students. The career development bureau will report on how students from each of the special populations perform on the indicators. Each local recipient will use disaggregated data to identify poorly performing special-populations subgroups and generate remediation plans, where needed, to ensure that students in special populations are meeting or exceeding the state (or local) performance goals.

- 2. You must describe how you will adequately address the needs of students in alternative education programs, if you have such programs. [Sec. 122(c)(14)]**

This section need not be addressed in this State Transition Plan document.

- 3. You must describe how funds will be used to promote preparation for high-skill, high-wage, or high-demand occupations and non-traditional fields. [Sec. 122(c)(18)]**

This section need not be addressed in this State Transition Plan document.

- 4. You must describe how funds will be used to serve individuals in State correctional institutions. [Sec. 122(c)(19)]**

This section need not be addressed in this State Transition Plan document.

- 5. You must describe how you will require each applicant for funds to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs as contained in section 427(b) of the General Education Provisions Act as amended.**

This section need not be addressed in this State Transition Plan document.

## **B. Other Department Requirements**

There are no other Department requirements for this section of the State plan narrative.

## IV. Accountability and Evaluation

### A. Statutory Requirements

- 1. You must describe procedures you will use to obtain input from eligible recipients in establishing measurement definitions and approaches for the core indicators of performance for career and technical education students at the secondary and postsecondary levels, as well as for any other additional indicators of performance identified by the eligible agency. [Sec. 113(b)(1)(A)-(B), sec. 113(b)(2)(A)-(C)]**

Eligible recipients are included in planning discussions from the beginning of the process. In fact, input is already in process and will continue during the transition year. Representatives from the eligible recipients will participate in a series of meetings to address definitions for core indicators of performance and the approaches to gathering the information. Once recommendations are developed and refined by the eligible recipients, drafts of the recommendations will be distributed throughout the entire state CTE system for review and comments. All input from eligible recipients will then be reviewed and considered for final implementation by the State.

- 2. You must describe the procedures you will use to obtain input from eligible recipients in establishing a State adjusted level of performance for each of the core indicators of performance for career and technical education students at the secondary and postsecondary levels, as well as State levels of performance for any additional indicators of performance identified by the eligible agency. [Sec. 122(c)(10)(A), sec. 113(b)(3)(B)]**

The input to be solicited from eligible recipients at the secondary level will depend on the indicator and the availability of trend information.

#### Secondary Indicators:

- Little input will be sought on the three secondary measures based on

the NECAP assessments required by NCLB since revisions of these performance goals are non-negotiable.

- Input on secondary Technical Skills Attainment is already underway and will continue during the transition year, if adequate funding is secured. Estimated, three-year trends will provide the starting point for discussions with recipients. A committee representing secondary recipients will review these trends along with information on alternative approaches and assessment vendors. Recommendations will then be proposed to the state eligible agency.
- Non-traditional performance indicators will also have baselines. Eligible recipients will be invited to provide input on these two measures. Any recommendations from recipients, however, will need to address the fact that the three years of trends for these two indicators already exist and that these trends will be used for setting a baseline.
- Student Placement will also have trends going back three years. Eligible recipients will be consulted on methods of gathering this information and the effects this will have on the state performance goal. At issue is whether placement information will be obtained through data matches or follow-up surveys. After their reviews, the secondary recipients will again offer recommendations to the state eligible agency.

Postsecondary Indicators:

Input on postsecondary indicators will be obtained through a simpler process than secondary input because there is only one eligible recipient. Input and recommendations will be received by the State prior to negotiations over the Final Agreed Upon Performance Levels with the Office of Vocational and Adult Education (OVAE) in the US Department of Education.

- 3. You must identify, on the forms in Part C of this guide, the valid and reliable measurement definitions and approaches that you will use for each of the core indicators of performance for career and technical education students at the secondary and postsecondary/adult levels, as**

well as any additional indicators of performance identified by the eligible agency, that are valid and reliable. You must describe how your proposed definitions and measures are valid and reliable. [Sec. 113(b)(2)(A)-(B)]

Section 113(b) of the Act describes the measures that a State must use for student attainment of challenging academic content standards and student academic achievement standards in reading/language arts and mathematics (1S1 and 1S2, respectively) and student graduation rates (4S1). Based on our non-regulatory guidance, we have prepopulated the measurement definitions on the Final Agreed Upon Performance Levels (FAUPL) form for your convenience. You do not need to describe how these definitions and measures are valid and reliable in your State plan narrative. A State that chooses to propose other student definitions and measurement approaches in its new State plan would have to describe how its proposed definitions and measures would be valid and reliable. (The Secretary is considering whether to issue regulations requiring a State to agree to use the student definitions and measurement approaches for the core indicators of performance for academic attainment in reading/language arts and mathematics and graduation rates as contained in the guidance document. If the Secretary decides to regulate on these issues and adopts final rules, a State may be required to amend its State plan.

Definitions and approaches are presented in the Final Agreed Upon Performance Levels provided in Part C: Accountability Forms II, FAUPL.

- 4. You must describe how, in the course of developing core indicators of performance and additional indicators of performance, you will align the indicators, to the greatest extent possible, so that information substantially similar to that gathered for other State and Federal programs, or for any other purpose, is used to meet the Act's accountability requirements. [Sec. 113(b)(2)(F)]**

The State will link the CTE database with the state database that is in place and used for reporting NECAP results in compliance with NCLB, wherever possible. If Free and Reduced Lunch information is available, the State will attempt to align with data from that database. All avenues to link databases to retrieve information already reported to the State for other Federal programs will be researched and used wherever possible.

- 5. On the forms provided in Part C of this guide, you must provide, for the first two years covered by the State plan (July 1, 2007 – June 30, 2008 and July 1, 2008 – June 30, 2009), performance levels for each of the core indicators of performance, except that States submitting one-year Transition Plans are only required to submit performance levels for part of the indicators as discussed above. For performance levels that are required, the States’ performance levels, at a minimum, must be expressed in a percentage or numerical form, so as to be objective, quantifiable, and measurable; and require the State to continually make progress toward improving the performance of career and technical education students. [Sec. 113(b)(3)(A)(i)-(ii)]**

**Section 113(b)(2) of the Perkins Act requires a State to develop valid and reliable core indicators of performance, to propose performance levels in its State plan, and to reach agreement with the Department on “adjusted performance levels” for each of the core indicators. In so doing, the Perkins Act prescribes the measures that a State must use for some of the core indicators.**

New Hampshire will use AMO’s (see Part C, Accountability Forms II, FAUPL)

- a. Section 113(b)(2)(A)(i) of the Perkins Act requires a State to measure career and technical education students’ attainment of “challenging academic content standards” and “student academic achievement standards” that a State adopted pursuant to section 1111(b)(1) of the ESEA. The Perkins Act further requires a State**

use its State's academic assessments (i.e. the State's reading/language arts and mathematics tests) implemented under section 1111(b)(3) of the ESEA to measure career and technical education students' attainment of these State standards. Thus, a State's core indicators must include career and technical education students' proficiency in reading/language arts and mathematics as measured under 1111(b)(1) and (3) of the ESEA. Accordingly, under the Perkins Act, a State must report the number or percent of its career and technical education students who score at the proficient level or above on the State's assessments in reading/language arts and mathematics administered under the ESEA to measure the academic proficiency of secondary career and technical education students against the ESEA standards.

To measure attainment of these standards, a State must develop and reach agreement with the Department on "adjusted performance levels," which constitute the State's performance targets for a program year. Permissible targets (i.e. "adjusted performance levels") would be a State's "annual measurable objectives" (AMOs) from its State's ESEA accountability workbook. (To ensure that a State's schools are making "adequate yearly progress" (AYP) as required under section 1111(b)(2)(A) of the ESEA, section 1111(b)(2)(G) of the ESEA requires a State to establish Statewide AMOs, which identify a single minimum percentage of students who are required to meet or exceed the proficient level on the State's academic assessments each year.) Under the Perkins Act, a State may propose different performance levels (targets) instead of its AMOs as discussed below.

New Hampshire will use the AMO's approved under NCLB.

- b. Section 113(b)(2)(A)(iv) of the Perkins Act requires a State to identify a core indicator to measure for its career and technical**

education students at the secondary level “student graduation rates (as described in section 1111 (b)(2)(C)(vi) of the [ESEA]).” Thus, a State must report the number or percent of its career and technical education students whom the State includes as graduated in its graduation rate described under the ESEA. To ensure that a State’s schools are making AYP as required under section 1111(b)(2)(A) of the ESEA, some States have established Statewide targets for graduation rates under section 1111(b)(2)(C)(vi), and others States have defined AYP only to require improvement in the graduation rate each year.

The Department strongly encourages your State to reach agreement on “adjusted performance levels” required under section 113 of the Perkins Act for the core indicators discussed in (a) and (b) above that are the same as your State’s AMOs or targets that your State adopted to ensure that your State’s schools are making AYP as required under section 1111(b)(2) of the ESEA. However, as noted above, your State may not have established targets for graduation rates under the ESEA, or your State may wish to propose performance levels for these core indicators that are different from your State’s targets. If so, your State must provide baseline data using your State’s most recent year’s achievement data or graduation rate under the ESEA, propose performance levels, and reach agreement with the Department on “adjusted performance levels.” (The Secretary is considering whether to issue regulations requiring a State to agree to “adjusted performance levels” under the Perkins Act that are the same as the State’s AMOs or targets for graduation rate under the ESEA. If the Secretary decides to regulate on this issue and adopts final rules, a State may be required to amend its State plan.)

New Hampshire will use the AMO’s approved under NCLB.

## **6. You must describe your process for reaching agreement on local**

**adjusted levels of performance if an eligible recipient does not accept the State adjusted levels of performance under section 113(b)(3) of the Act and ensuring that the established performance levels will require the eligible recipient to continually make progress toward improving the performance of career and technical education students. [Sec. 113(b)(4)(A)(i)(II); sec. 122(c)(10)(B)]**

Once State levels of performance have been established, each eligible recipient will have the opportunity to accept the State adjusted levels of performance or negotiate with the State for a lower level of performance on one or more core indicators. This process will take place every two years and will parallel the process that states follow in negotiating with the Secretary.

An eligible recipient will submit a request to negotiate, in writing, to the State Director of Career and Technical Education. The request must clearly state reasons for not accepting the State levels of performance, how performance will be affected, and how the performance will be improved in subsequent years. The State Director will then take into consideration the reasons for the request, the impact of the change on the State levels of performance, and what plan the eligible recipient has for improving performance.

The plan for improving performance will require the applicant to give a two-year timeline for bringing performance up to the performance goal(s) for the second year. The first-year goal(s) covered by the plan may remain unchanged from the previous year. The goal(s) for the second year, however, will not be lower than the goal(s) that would be set without any change in the goals for year one of the improvement plan.

After reviewing the improvement plan, the State Director will decide whether to approve or deny the request. If the request is denied by the State Director of Career and Technical Education, the eligible recipient may appeal to the Division Director of Adult Learning and Rehabilitation, and

ultimately to the Commissioner of Education. At no time will the negotiations continue into the time period which would negatively impact the preparation of Federal reports.

- 7. You must describe the objective criteria and methods you will use to allow an eligible recipient to request revisions to its local adjusted levels of performance if unanticipated circumstances arise with respect to an eligible recipient. [Sec. 113(b)(4)(A)(vi)]**

If unanticipated circumstances that may adversely affect performance arise, recipients may submit a request, in writing, to the State Director of CTE, to waive existing goals and open negotiations for a new performance goal. Included in that waiver request will be the rationale for the request, that is, what circumstances necessitated the request, what plans are in place to ensure this is a unique experience and not the start of a trend, and proposed new goal levels with a rationale that explains why the recipient believes it can meet the new levels. The state director of CTE will have the discretion to either grant or deny the request for revision.

Outside of steps that the eligible recipient must take in seeking a waiver, an additional criterion will be the impact of the request on the state's ability to meet its negotiated adjusted level of performance with OVAE.

The State Director of CTE will issue a policy bulletin informing the local recipients of the availability of the waiver process, time lines, and criteria for submission/approval/rejection.

- 8. You must describe how you will report data relating to students participating in career and technical education programs in order to adequately measure the progress of the students, including special populations and students participating in tech prep programs, if applicable, and how you will ensure that the data reported to you from local educational agencies and eligible institutions, and the data that**

**you report to the Secretary, are complete, accurate, and reliable. [Sec. 122(c)(13); sec 205].**

The Follow the Child initiative in New Hampshire focuses on the need to measure the educational progress of each student. Data gathered on CTE students' performance will support this initiative and provide a rich source of information for following the progress of each CTE student. A new data collection system is planned which will link the CTE database with that used to store NECAP results required by NCLB. This linkage will eliminate a tremendous amount of duplication of data entry and will assure that each student's data is accurate as reported by NHEIAP for accountability in the NCLB system. Updates to data will be maintained by the NHEIAP system. Academic attainment will be provided through this system as well as graduation rates. In addition, performance data on special populations will be gleaned from the NHEIAP system, which will eliminate the need for CTE personnel to make these duplicative identifications.

Data relating to students participating in career and technical education programs will be collected three times a year. The first submission of data will be done in October, with the second semester reported in March. Final data submission will be performed in June at the end of the school year cycle. Monitoring visits of each CTE center will occur twice yearly. During the second semester, monitoring visits will include a verification of enrollments reported, including a sampling of identified special populations. A sampling of programs at each CTE center will have curricula reviewed to assure alignment with program competencies.

New Hampshire plans on collaborating with other states to generate performance data that is valid, reliable, and complete. Vermont will join New Hampshire to work on the Academic Attainment and the Technical Skills Attainment indicators. Because both states are part of a multi-state consortium that uses a common academic assessment, both states will investigate ways to make best use of this information. Both states will also partner in finding the best options for assessing students' technical attainment. Other states will also be invited to participate in either of these

common projects during the transition year.

**9. You must describe how your State plans to enter into an agreement with each consortium receiving a grant under Perkins IV to meet a minimum level of performance for each of the performance indicators described in section 113(b) and 203(e) of the Act. [Sec. 204(e)(1)]**

The state will look at the performance data to determine the baseline for each indicator. Goals for continuous improvement will then be set for the next two years and presented to the local recipient. Each local recipient will review them relative to their specific data (using the same criteria used to establish the state base line, only restricted to the local level). If a local recipient's data indicate they will meet or exceed the provisional goal, their local goal will either be equal to or appropriately greater than the state goal. If a local recipient's data indicate they will be unable to meet the state's provisional goal, they may negotiate a new performance target for the following two years.

Negotiations over changes in performance goals will be qualified by the effect such changes may have on the State's overall ability to meet the state-level goals. During negotiations, the state will recalculate the impact of changed goals on overall state performance. Changes in performance goals will only be accepted after determining that the State's accountability to the US Department of Education will not be compromised because of changes in local performance goals.

**10. You must describe how you will annually evaluate the effectiveness of career and technical education programs, and describe, to the extent practicable, how you are coordinating those programs with other Federal programs to ensure nonduplication. [Sec. 122(c)(8)]**

Performance data gathered from each local recipient will be used to annually evaluate the effectiveness of career and technical education

programs. Final Reports will require recipients to address whether the planned activities, which are related to program improvement, benefited performance or not. If the activities do not bring performance up, an explanation will be required, especially if the local recipient intends to continue with the same or similar activity. If program improvement cannot be demonstrated, the activity will not be approved. One new quantitative measure of program effectiveness will be the use of Accuplacer assessments to ensure the math and English skills taught in the programs meet the academic standards being set by the NHEIAP.

The New Hampshire Department of Education annually determines which districts are in need of improvement based on NECAP results, as approved by the US Department of Education for accountability purposes under NCLB. If a district is deemed in “need of improvement”, an Improvement Plan must be submitted for review by New Hampshire Department of Education. If a district is found in need of improvement, and that district contains a CTE center, CTE performance improvements will be included in the Improvement Plans. If on the other hand, performance indicates a need for improvement, but the district within which it dwells is not deemed in need of improvement, the center will submit its own corrective action plans through the annual application process.

## **B. Other Department Requirements**

- 1. Except as noted above with respect the States submitting one-year transition Plans, you must provide all the information requested on the forms provided in Part C of this guide to report accountability data annually to the Secretary under section 113(c)(1)-(2), including:**
  - (a) The student definitions that you will use for the secondary core indicators of performance and the postsecondary/adult core indicators of performance;**

See Part C. Accountability Forms II, FAUPL.

- (b) Baseline data for the core indicators of performance under section 113(b)(2) using data from the most-recently completed program year; except that, for the indicators for which your State must use your State's standards, assessment, and graduation rates adopted under Title I of the ESEA, if your State chooses to use its AMOs and targets under the ESEA, you will not need to submit baseline data; and**

See Part C. Accountability Forms for definitions and performance goals.

- (c) Proposed performance levels as discussed above, except that, for the indicators for which your State must use your State's standards, assessments, and graduation rates adopted under Title I of the ESEA, if your State chooses to use its AMOs and targets under the ESEA, you will only have to confirm this information with your Regional Accountability Specialist. Upon your request, the Regional Accountability Specialist will pre-populate the forms in Part C with your State's AMOs and targets for the 2007-08 and 2008-09 program years and send the forms for you to finish completing.**

See Part C. Accountability Forms II, FAUPL.

- 2. You must identify the program areas for which the State has technical skill assessments, the estimated percentage of CTE students who take technical skill assessments, and the State's plan for increasing the coverage of programs and students reported in future program years.**

New Hampshire will carefully research assessment options for measuring secondary students' attainment of technical skills during the transition year. Currently, New Hampshire does not have any statewide assessments of technical skills. The range of research options includes business and industry credentials, third-party assessments, and state-level assessment

systems.

Two criteria will be used in selecting the best assessment options. First, options will be weighed to determine whether the assessments meet acceptable standards for validity, reliability, and completeness. Second, the costs of each option will be closely reviewed.

This second criterion—costs--will be particularly critical because of concerns about the expense of the tests and how much expense there will be in customizing the assessments to meet New Hampshire standards. The State will collaborate with other states in researching assessment options, particularly with states that currently partner with New Hampshire on the NECAP assessments used to measure performance accountabilities required by NCLB.

The postsecondary consortium in New Hampshire will not be in a position to use technical skills assessments conducted by national industry credentialing examinations or state licensing tests for the following reasons:

- If data from industry recognized, technical skills assessments, detail on demographic subgroups of students or special populations would not be permitted. The testing agencies generally decline to provide this information, much less individually identifiable information on program completers.
- The industry recognized assessments and state licensing examinations are voluntary to graduates of programs. Determining the appropriate denominator and numerator that would capture meaningful data would be impossible to gather since neither of these data elements are required of students taking these tests.
- Industry recognized skill assessments and state licensing exams are not generally part of a college program. Industry standards and state-level licensing requirements are consulted and each program is reviewed annually to determine for relevance to the workforce. Degree programs, however, will not require passage of these assessments as a

condition of graduation. Moreover, many of the graduates who eventually take these examinations do so after finishing their postsecondary programs. At this point students have left the college program and identification of these graduates cannot be included in the denominator for industry or state assessments.

Postsecondary colleges in New Hampshire will also not be in the position to use technical skills assessments conducted by marketable and portable third-party organizations for the following reasons:

- The paucity of information on graduates who take industry credentialing tests or state licensing examinations will preclude any reliable, complimentary identification of the population for which postsecondary colleges are accountable (i.e., the denominator for CAR reporting purposes).
- To pursue the alternative of assessing all students about whom there will be no information on industry credentialing tests or state licensing exams is needlessly redundant and an expense. If data on these assessments are provided by agencies conducting the tests were to be available, even with disaggregated “counts” on subgroups, the likelihood of double counting students would undermine the reliability of test results.

## V. Tech Prep Programs

### A. Statutory Requirements

1. **You must describe the competitive basis or formula you will use to award grants to tech-prep consortia. [Sec. 203(a)(1)]**

New Hampshire will maintain 100% of all Title II funds for Tech Prep programs and not merge some or all Title II funds with the Title I funds. Funds will be granted on a formula basis among three to five consortia. Funds will be distributed on the basis of negotiated assignments and work. Prior to the grant period, each consortium will negotiate with the Career Development Bureau the work that the consortium will complete during the grant period. Consortium responsibilities will include the development of programs within career clusters, promotion of best practices, and working relationships with staff within the New Hampshire Department of Education.

2. **You must describe how you will give special consideration to applications that address the areas identified in section 204(d) of the Act. [Sec. 204(d)(1)-(6)]**

This section need not be addressed in this State Transition Plan document.

3. **You must describe how you will ensure an equitable distribution of assistance between urban and rural consortium participants. [Sec. 204(f)]**

This section need not be addressed in this State Transition Plan document.

4. **You must describe how your agency will ensure that each funded tech prep program—**

**(a) Is carried out under an articulation agreement between the**

**participants in the consortium, as defined in section 3(4) of the Act;**

This section need not be addressed in this State Transition Plan document.

**(b) Consists of a program of study that meets the requirements of section 203(c)(2)(A)-(G) of the Act;**

This section need not be addressed in this State Transition Plan document.

**(c) Includes the development of tech prep programs for secondary and postsecondary education that meet the requirements of section 203(c)(3)(A)-(D) of the Act;**

This section need not be addressed in this State Transition Plan document.

**(d) Includes in-service professional development for teachers, faculty, and administrators that meets the requirements of section 203(c)(4)(A)-(F) of the Act.**

This section need not be addressed in this State Transition Plan document.

**(e) Includes professional development programs for counselors that meet the requirements of section 203(c)(5)(A)-(F) of the Act;**

This section need not be addressed in this State Transition Plan document.

**(f) Provides equal access to the full range of technical preparation programs (including preapprenticeship programs) to individuals who are members of special populations, including the development**

**of tech-prep program services appropriate to the needs of special populations [Sec. 203(c)(6)];**

This section need not be addressed in this State Transition Plan document.

**(g) Provides for preparatory services that assist participants in tech-prep programs [Sec. 203(c)(7)]; and**

This section need not be addressed in this State Transition Plan document.

**(h) Coordinates with activities under Title I. [Sec. 203(c)(8)]**

This section need not be addressed in this State Transition Plan document.

**5. You must describe how your State plans to enter into an agreement with each consortium receiving a grant under Perkins IV to meet a minimum level of performance for each of the performance indicators described in sections 113(b) and 203(e) of the Act. [Sec. 204(e)(1)]**

This section need not be addressed in this State Transition Plan document.

## **B. Other Department Requirements**

**1. You must submit a copy of the local application form(s) used to award tech prep funds to consortia and a copy of the technical review criteria used to select winning consortia, if funds are awarded competitively.**

This section need not be addressed in this State Transition Plan document because New Hampshire will grant funds on a formula basis.

## **VI. Financial Requirements**

## **A. Statutory Requirements**

- 1. You must describe how your agency will allocate funds it receives through the allotment made under section 111 of the Act, including any funds that you choose to consolidate under section 202(2) of the Act, will be allocated among career and technical education at the secondary level, or career and technical education at the postsecondary and adult level, or both, including the rationale for such allocation. [Sec. 122(c)(6)(A); Sec. 202(c)]**

New Hampshire will keep Title I and Title II funds separate during the transition year. Secondary allocations will be granted to CTE centers on the basis of allocations made to the individual districts that participate in the center. Allocations are granted to centers rather than individual districts because the individual district allocations are too small to support CTE programs for their students.

All postsecondary funds will be allocated to a single consortium that includes all eligible institutions in New Hampshire. Within the consortium, funds will be distributed in proportion to the number of students receiving Pell grants at each college. Although not required among members of a consortium, the statutory formula for distributing funds among eligible institutions will be used.

- 2. You must provide the specific dollar allocations made available by the eligible agency for career and technical education programs under section 131(a)-(e) of the Act and how these allocations are distributed to local educational agencies, area career and technical education schools, and educational service agencies within the State. [Section 131(g); Sec. 202(c)]**

Eighty five percent of the Title I allocation will be granted to secondary and postsecondary grantees in the following proportion: 79.5% secondary and 20.5% to postsecondary. The secondary allocation dollar amount is

provided in Part B, I., Perkins IV Budget Tables.

- 3. You must provide the specific dollar allocations made available by the eligible agency for career and technical education programs under section 132(a) of the Act and how these allocations are distributed to postsecondary institutions within the state. [Section 122(c)(6)(A); Sec. 202(c)]**

The postsecondary allocation dollar amount is provided in Part B, I., Perkins IV Budget Tables.

- 4. You must describe how your agency will allocate any of those funds among any consortia that will be formed among secondary schools, and how funds will be allocated among the members of the consortia, including the rationale for such allocation. [Sec. 122(c)(6)(B); Sec. 202(c)]**

Funds allotted to the secondary centers will be awarded on the basis of the funding formula prescribed in the Act. The statutory requirement that funds be allocated to local school districts will be used to determine funding for the consortia of districts that are served by the secondary centers. Funds for each district in the consortium will be merged into a total amount that will then be granted to the school district in which the center is located. Allocations will be granted to centers rather than individual districts because the individual district allocations are too small to support the minimal number of five CTE programs.

- 5. You must describe how you agency will allocate any of those funds among any consortia that will be formed among postsecondary institutions, and how funds will be allocated among the members of the consortia, including the rationale for such allocations. [Sec. 122(c)(6)(B); Sec. 202(c)]**

See response to requirement 1 above.

- 6. You must describe how you will adjust the data used to make the allocations to reflect any change in school district boundaries that may have occurred since the population and/or enrollment data was collected, and include local educational agencies without geographical boundaries, such as charter schools and secondary schools funded by the Bureau of Indian Affairs. [Sec. 131(a)(3)]**

Allocations to secondary CTE centers will be made for one of the following reasons:

- The eligible agency will adjust data for making regional allocations when districts change their regional affiliation. In these cases, the district's Perkins funds previously pooled in one region will be transferred to the pool of the new region.
  - When a district divides into two or more separate districts, these new districts will need to become part of a secondary CTE region. In most instances, both new districts will not change regions. When one of the districts aligns with another CTE region, funds allocated to the district will be granted to the new region. Town-level data on youth residence and poverty will be used to allocate funds to the new districts.
- 7. You must provide a description of any proposed alternative allocation formula(s) requiring approval by the Secretary as described in section 131(b) or 132(b) of the Act. At a minimum, you must provide an allocation run for eligible recipients using the required elements outlined in section 131(a) and/or section 132(a)(2) of the Act, together with an allocation run using the proposed alternative formula(s). Also you must include a demonstration that the alternative secondary formula more effectively targets funds on the basis of poverty, as described in section 131(b)(1) of the Act; and/or, in the case of an alternative postsecondary formula, a demonstration that the formula described in section 132(a)(2) of the Act does not result in a distribution of funds to eligible recipients that have the highest numbers of economically disadvantaged individuals and that an alternative formula**

**would result in such a distribution.**

New Hampshire will not seek authorization to use an alternative formula on which to make the secondary allocation.

## **B. Other Department Requirements**

- 1. You must submit a detailed project budget, using the forms provided in Part B of this guide.**

See Part B. I., Perkins IV Budget Tables.

- 2. You must provide a listing of allocations made to consortia (secondary and postsecondary) from funds available under sections 112(a) and (c) of the Act.**

See Part B. II., Secondary Allocations.

- 3. You must describe the secondary and postsecondary formulas used to allocate funds available under section 112(a) of the Act, as required by section 131(a) and 132(a) of the Act.**

Secondary. Perkins funding for each school district will be based on the formula prescribed in Sec. 131(a). Of the portion of the 85% Title I grant that will be allotted to secondary eligible recipients, 30% will be allocated on the basis of the number of student-aged youth residing in a school district and 70% will be allocated on the basis of the number of student-aged youth who reside in the district who live in poverty. Statewide grant-per-youth amounts will be calculated for the overall youth population in the district and for the subgroup of students in poverty. These amounts will then be used to determine each district's allocation.

District funds will then be allocated to the regional career and technology centers in compliance with Sec. 131(e). Each district statewide will be

assigned to a region. Funds allocated to each district within a region will be merged for the purpose of supporting programs at the regional center. When regions have multiple centers, the centers within the region reach an agreement on how to distribute the funds allocated to all sending districts within the region.

Postsecondary. New Hampshire will continue to have a single eligible recipient for postsecondary funds. The consortium includes six colleges and one institute in the New Hampshire Community Technical College System, plus one college within the University of New Hampshire.

**4. You must describe the competitive basis or formula to be used to award reserve funds under section 112(c) of the Act.**

All Reserve funds will be awarded to secondary eligible recipients. These awards will be granted for two purposes: to limit the amounts by which annual grants decrease and to reward positive performance. The first type of award will be granted on a formula basis; recipients become eligible for Reserve funds when their allocations for the coming year decrease more than the pre-determined threshold. The second type of award will be granted on a competitive basis; centers that perform the best on the indicators will receive Incentive Grants.

**5. You must describe the procedures used to rank and determine eligible recipients seeking funding under section 112(c) of the Act.**

The Reserve fund will be used in two ways. First, a portion of the Reserve will be used to reduce decreases in year-to-year allocations for secondary centers that see the largest drops in funding. A maximum will be set for the annual allocation decreases and Reserve funds will be distributed to centers that face reductions greater than the maximum.

Second, funds will be granted on a competitive basis, as an incentive for high performance. Centers will be ranked by positive impact on statewide

performance.

- 6. You must include a description of the procedures used to determine eligible recipients in rural and sparsely populated areas under section 131(c)(2) or 132(a)(4) of the Act.**

Procedures used to determine eligible recipients in rural and sparsely populated areas will be the same as those for determining recipients in other areas. The eligible recipient status will be designated by the Commissioner of Education once contiguous school districts reach agreement to form a secondary CTE region in compliance with state statutes. The process of identifying and designating eligible recipients will be the same regardless of the population density within the region.

## VII. EDGAR Certifications and Other Assurances

### A. EDGAR Certifications

#### 1. You must provide a written and signed certification that—

- (a) **The plan is submitted by the State agency that is eligible to submit the plan. [34 CFR 76.104(a)(1)]** *[Note: The term ‘eligible agency’ means a State board designated or created consistent with State law as the sole State agency responsible for the administration, or the supervision of the administration, of career and technical education in the State. See Sec. 3(12).]*

EDGAR Certifications sign-off page.

- (b) **The State agency has authority under State law to perform the functions of the State under the program. [34 CFR 76.104(a)(2)]**

EDGAR Certifications sign-off page.

- (c) **The State legally may carry out each provision of the plan. [34 CFR 76.104(a)(3)]**

EDGAR Certifications sign-off page.

- (d) **All provisions of the plan are consistent with State law. [34 CFR 76.104(a)(4)]**

EDGAR Certifications sign-off page.

- (e) **A State officer, Virginia Irwin, Administrator, Career Development Bureau, New Hampshire Department of Education, specified by title in the certification, has authority under State law to receive, hold, and disburse Federal funds made available under the plan. [34 CFR**

**76.104(a)(5)** [*Note: If a State wishes for the Department to continue sending the grant award documents directly to the State director, this individual's title needs to be listed on this portion of the assurance.*]

EDGAR Certifications sign-off page.

- (f) The State officer who submits the plan, specified by title in the certification, has authority to submit the plan. [34 CFR 76.104(a)(6)]**

EDGAR Certifications sign-off page.

- (g) The agency that submits the plan has adopted or otherwise formally approved the plan. [34 CFR 76.104(a)(7)]**

EDGAR Certifications sign-off page.

- (h) The plan is the basis for State operation and administration of the program. [34 CFR 76.104(a)(8)]**

EDGAR Certifications sign-off page.

## **B. Other Assurances**

- 1. You must submit a copy of the State plan to the State office responsible for the Intergovernmental Review Process if your State implements that review process under Executive Order 12372. [See 34 CFR Part 79]**

Assurances sign-off page

- 2. You must provide a complete and signed ED Form 80-0013 for certifications regarding lobbying; [See 34 CFR Part 82. To download ED Form 80-0013, and the SF LLL Form (Disclosure of Lobbying Activities) referred therein, See:**

<http://www.ed.gov/fund/grant/apply/appforms/appforms.html>]

Certification Regarding Lobbying Form

- 3. You must provide a complete and signed Assurance for Non-Construction Programs Form.** [See <http://www.ed.gov/fund/grant/apply/appforms/appforms.html>]

Assurance for Non-Construction Programs Form

- 4. You must provide a signed assurance that you will comply with the requirements 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.** [Sec. 122(c)(11)]

Assurances sign-off page

- 5. You must provide a signed assurance that none of the funds expended 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 organization representing the interests of the acquiring entity or the employees of the acquiring entity, or any affiliate of such an organization.** [Sec. 122(c)(12)]

Assurances sign-off page

- 6. You must provide a signed assurance that your State will waive the minimum allocation as required in section 131(c)(1) in any case in which the local educational agency is located in a rural, sparsely populated area or is a public charter school operating secondary school career and technical education programs and demonstrates that it is unable to enter into a consortium for purposes of providing services under the Act.** [Section 131(c)(2)]

Assurances sign-off page

- 7. You must provide a signed assurance that your State will provide, from non-Federal sources for the costs the eligible agency incurs for the administration of programs under this Act, an amount that is not less than the amount provided by the eligible agency from non-Federal sources for such costs for the preceding fiscal year. [Sec. 323(a)]**

Assurances sign-off page

- 8. You must provide a signed assurance that your State and eligible recipients that use funds under this Act for in-service and preservice career and technical education professional development programs for career and technical education teachers, administrators, and other personnel shall, to the extent practicable, upon written request, permit the participation in such programs of career and technical education secondary school teachers, administrators, and other personnel in nonprofit private schools offering career and technical secondary education programs located in the geographical area served by such eligible agency or eligible recipient. [Sec. 317(a)]**

Assurances sign-off page

- 9. You must provide a signed assurance that, except as prohibited by State or local law, that an eligible recipient may, upon written request, use funds made available under this Act to provide for the meaningful participation, in career and technical education programs and activities receiving funds under this Act, of secondary school students attending nonprofit private schools who reside in the geographical area served by the eligible recipient. [Sec. 317(b)(1)]**

Assurances sign-off page

**10. You must provide a signed assurance that eligible recipients that receive an allotment under this Act will consult, upon written request, in a timely and meaningful manner with representatives of nonprofit private schools in the geographical area served by the eligible recipient regarding the meaningful participation, in career and technical education programs and activities receiving funding under this Act, of secondary school students attending nonprofit private schools. [Sec. 317(b)(2)]**

Assurances sign-off page