

Consolidated Annual Report, Program Year 2016 - 2017

New Hampshire

Step 3: Use of Funds: Part A

1. During the reporting year, did your state use Perkins funds to develop valid and reliable assessments of technical skills?

No

2. During the reporting year, did your state use Perkins funds to develop or enhance data systems to collect and analyze data on secondary and postsecondary academic and employment outcomes?

No

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New Hampshire

Step 3: Use of Funds: Part B

1. During the reporting year, how did your state assess the career and technical education programs funded under Perkins IV?

The Career Development Bureau of the New Hampshire Department of Education used a variety of methods to assess Perkins-funded CTE programs. We conducted on-site monitoring visits at three secondary-level regional CTE centers. The teams conducting these visits included NH State D.O.E staff, NH CTE administrators, and NH CTE teachers. The visiting teams interviewed teachers about their programs and examined data and documentation for Perkins Performance measures. NH CTE centers submit reports three times a year to the Career Development Bureau, reporting on student data related to enrollment and technical skill attainment, including progress toward mastery for program-level competencies. The Career Development Bureau also monitors Perkins-funded activities through regular checks on spending in those activities (tied to Required Uses as defined in Perkins) through a state Grants Management System (GMS).

2. During the reporting year, how did your state develop, approve, or expand the use of technology in career and technical education?

Each of the regional Career and Technical Education centers, as well as the Community College System of NH consortium, included activities to support the expanded use of technology in CTE in their annual grant applications for Perkins.

3. During the reporting year, what professional development programs did your state offer, including providing comprehensive professional development (including initial teacher preparation) for career and technical education teachers, faculty, administrators, and career guidance and academic counselors at the secondary and postsecondary levels? On what topics?

New Hampshire offered a range of career development opportunities during the reporting year. The Career Development Bureau ran a pilot program to introduce high depth of knowledge, complex performance tasks which were curriculum embedded and which assessed multiple program competencies. The program was part of New Hampshire's Performance Assessment for Competency Education (PACE) project, and included 20 teachers from Automotive and Health Science programs from NH CTE secondary-level schools. The Career Development Bureau also ran the first-ever statewide CTE instructor conference. This two-day conference included workshops on career pathway development, equity in career and technical education, and assessment strategies for CTE, among other topics. 150 CTE instructors attended the conference.

4. During the reporting year, how did your state provide preparation for non-traditional fields in current and emerging professions, and other activities that expose students, including special populations, to high skill, high wage occupations?

The Career Development Bureau of the NH Department of Education supported preparation for entry into non-traditional fields for students, including special populations using two main approaches: First, New Hampshire supported this through approving Perkins funds to sub-recipients to carry out activities under the related Required Use in Perkins. Second, New Hampshire took part in collaborative planning for, and participation in, major events designed to expose students to high skill, high wage occupations which are non-traditional for certain genders. These included: Girls Technology Day and Construction Careers Day, both of which attracted hundreds of students to take part in informative activities which incorporated authentic experiences with the occupations into educational experiences. In addition, the Career Development Bureau contracted with NAPE, a national organization promoting equity in education to provide the opportunity for CTE teachers from New Hampshire to engage in action research projects in order to address concerns related to providing preparation for non-traditional fields.

5. During the reporting year, how did your state provide support for programs for special populations that lead to high skill, high wage and high demand occupations?

New Hampshire primarily supported programs for special populations by providing Perkins funds to sub-recipients, including the regional CTE centers at the secondary level and the Community College System of New Hampshire consortium at the post-secondary level. These sub-recipients included activities in their Perkins grant applications which directly supported services for special populations within programs leading to high skill, high wage, or high demand occupations.

6. During the reporting year, how did your state offer technical assistance for eligible recipients?

The Career Development Bureau of the New Hampshire Department of Education offers technical assistance in three ways: 1.) Ongoing email communication with Education Consultants and/or the State Director for CTE and regional CTE directors and the Community College System's central office 2.) Telephone conversations with Education Consultants and/or the State Director for CTE and regional CTE directors and the Community College System's central office. 3.) On-site technical assistance visits by Education Consultants.

Technical assistance is available whenever requested, and whenever needed. Findings during monitoring visits will initiate technical assistance visits in order to address improvement plan concerns, but the Career Development Bureau takes a proactive approach to technical assistance, providing it when requested, and at regular intervals as needs emerge, as identified by the Career Development Bureau.

7. Serving individuals in state institutions

Part I: State Correctional Institutions

Amount of Perkins funds used for CTE programs in state correctional institutions:

38794.22

Number of students participating in Perkins CTE programs in state correctional institutions:

100

Describe the CTE services and activities carried out in state correctional institutions.

The State of New Hampshire funded activities for individuals in state institutions through a competitive grant process. Activities offered by grantees (correctional facilities) included: the ServSafe Employee Starter Certificate class, The ServSafe Managers Certificate class, a Renovate, Repair, & Paint Lead-Removal class, and an OSHA 10 Certificate class. The purpose of these activities is to give incarcerated individuals the opportunity to earn industry-recognized credentials to enhance their employability upon release.

Part II: State Institutions Serving Individuals with Disabilities

Amount of Perkins funds used for CTE programs in state institutions serving individuals with disabilities:

0

Number of students participating of Perkins CTE programs in institutions serving individuals with disabilities:

0

Describe the CTE services and activities carried out in institutions serving individuals with disabilities.

The State of New Hampshire did not use Perkins funds for CTE programs in state institutions serving individuals with disabilities.

8. During the reporting year, did your state use Perkins funds to support public charter schools operating career and technical education programs?

No

9. During the reporting year, did your state use Perkins funds to support family and consumer sciences programs?

No

10. During the reporting year, did your state use Perkins funds to award incentive grants to eligible recipients for exemplary performance or for use for innovative initiatives under Sec. 135(c)(19) of Perkins IV?

No

The State of New Hampshire, through the Career Development Bureau of the New Hampshire Department of Education, awarded incentive grants to eligible recipients during the reporting year. These grants were used for activities, including equipment purchases and direct services to students, to extend and enhance program activities offered through the

11. During the reporting year, did your state use Perkins funds to provide career and technical education programs for adults and school dropouts to complete their secondary school education?

No

13P. During the reporting year, did your state use Perkins funds to provide assistance to individuals who have participated in Perkins assisted services and activities in continuing their education or training or finding appropriate jobs?

No

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Step 3: Use of Funds: Part C

1. During the reporting year, how did your state provide support for career and technical education programs that improve the academic and career and technical skills of students through the integration of academics with career and technical education?

The Career Development Bureau of the New Hampshire Department of Education supports the integration of academics with career and technical education by approving elements of the Perkins grant applications by sub-recipients which support such integration. In addition, the development of high-quality, complex performance tasks through the PACE project for CTE programs supports the integration of academics with career and technical education, as the specific reading, writing, science, and math skills and knowledge needed to complete work on the performance tasks created are explicitly identified during the process. The Career Development Bureau also identifies the essential academic skills to integrate within CTE programs as part of both the new programs review process and the program competency review process.

2. During the reporting year, how did your state support partnerships among local educational agencies, institutions of higher education, adult education providers, and, as appropriate, other entities, such as employers, labor organizations, intermediaries, parents, and local partnerships, to enable students to achieve state academic standards, and career and technical skills.

The Career Development Bureau of the NH Department of Education continues to support such partnerships by maintaining relationships with members of regional advisory committees (RACs), which include representation from LEAs, IHE's, and employers. These RACs provide advice, expertise, and guidance for secondary-level regional CTE centers. Program advisory committees (PACs) also exist to serve a similar function- to provide advice, expertise, and guidance for individual CTE programs within secondary-level regional CTE centers, as well as for individual CTE programs at the 7 community colleges in the Community College System of NH consortium. In addition, staff from the Career Development Bureau take part in state-level activities such as the Sector Partnership Initiative, which provides numerous opportunities to connect various stakeholder groups and sustain partnerships between and among LEAs, IHEs, community organizations, and employers/industry partners.

3. During the reporting year, did your state use Perkins funds to improve career guidance and academic counseling programs?

No

4. During the reporting year, did your state use Perkins funds to establish agreements, including articulation agreements, between secondary school and postsecondary career and technical education programs to provide postsecondary education and training opportunities for students?

No

5. During the reporting year, did your state use Perkins funds to support initiatives to facilitate the transition of sub baccalaureate career and technical education students into baccalaureate programs?

No

6. During the reporting year, did your state use Perkins funds to support career and technical student organizations?

Yes

The Career Development Bureau of the New Hampshire Department of Education used Perkins funds to support CTSOs in two ways: by approving activities in the grant applications of secondary-level sub-recipients supporting CTSO activities and by granting CTSO support grants to eligible state-level chapters of CTSOs.

7. During the reporting year, did your state use Perkins funds to support career and technical education programs that offer experience in, and understanding of, all aspects of an industry for which students are preparing to enter?

Yes

The Career Development Bureau of the NH Department of Education approved activities to support CTE programs that offer experience in, and understanding of, all aspects of an industry for which students are preparing to enter, in the Perkins grant applications submitted by sub-recipients.

8. During the reporting year, did your state use Perkins funds to support partnerships between education and business, or business intermediaries, including cooperative education and adjunct faculty arrangements at the secondary and postsecondary levels?

No

9. During the reporting year, did your state use Perkins funds to support the improvement or development of new career and technical education courses and initiatives, including career clusters, career academies, and distance education?

No

10. During the reporting year, did your state use Perkins funds to provide activities to support entrepreneurship education and training?

No

11. During the reporting year, did your state use Perkins funds to improve the recruitment and retention of career and technical education teachers, faculty, administrators, or career guidance and academic counselors, and the transition to teaching from business and industry, including small business?

No

12. During the reporting year, did your state use Perkins funds to support occupational and employment information resources?

No