Cover Page

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1. Eligible Agency (State Board) Submitting Plan on Behalf of State:
   Agency Name: New Hampshire State Board of Education

2. Lead individuals completing this plan:
   Select the lead individuals completing the plan. If additional individuals without accounts will be completing the plan, return to the Submit Your Report page and click "Request Access" to submit a request for additional user accounts.
   1. A. Please select the individual responsible for the narrative descriptions in this plan:
      
      [Heather Gage]

   2. B. Please select the individual responsible for the budget in this plan:
      
      [Heather Gage]

   3. C. Please select the lead individual who may be contacted to answer questions about this plan:
      
      [Heather Gage]

3. Type of Perkins V State Plan Submission: ☑️ 1-Year Transition Plan (FY 2019 only) ☐ State Plan (FY 2019-2023)
4. Submission of Perkins V State Plan as part of a Workforce Innovation and Opportunities Act (WIOA) combined State Plan: ☑️ Yes ☐ No
5. Governor’s Joint Signatory Authority of the Perkins V State Plan:
   Date Governor was sent State Plan for signature:

   If the Governor has provided a letter that he or she is jointly signing the State Plan for submission to the Department, please upload the letter.
Strengthening Career and Technical Education for the 21st Century Act (Perkins V)

NEW HAMPSHIRE STATE PLAN
Transition Year 2019-20

Submission: May 24, 2019
I. COVER PAGE

A. State Name: New Hampshire

B. Eligible Agency (State Board) Submitting Plan on Behalf of State: New Hampshire State Board of Education

C. Person at, or officially designated by, the eligible agency, identified in Item B above, who is responsible for answering questions regarding this plan. This is also the person designated as the “authorized representative” for the agency.

1. Name: Heather Gage
2. Official Position Title: Director, Division of Learner Support
3. Agency: New Hampshire Department of Education, Division of Learner Support
4. Telephone: (603) 271-5992 5. Email: Heather.Gage@doe.nh.gov

D. Individual serving as the State Director for Career and Technical Education:

☐ Check here if this individual is the same person identified in Item C above and then proceed to Item E below.

1. Name: Eric Frauwirth
2. Official Position Title: Administrator, Bureau of Career Development
3. Agency: New Hampshire Department of Education, Division of Learner Support
4. Telephone: (603) 271-3867 5. Email: Eric.Frauwirth@doe.nh.gov

E. Type of Perkins V State Plan Submission - FY 2019 (Check one):

✓ 1-Year Transition Plan (FY2019 only) – if an eligible agency selects this option, it will need only to further complete Items G and J.
☐ State Plan (FY 2019-23) – if an eligible agency selects this option, it will complete Items G, I, and J
F. Type of Perkins V State Plan Submission - Subsequent Years (Check one): ¹

☐ State Plan (FY 2020-23)
☐ State Plan Revisions (Please indicate year of submission: _________________________)

G. Submitting Perkins V State Plan as Part of a Workforce Innovation and Opportunities Act (WIOA) Combined State Plan – FY 2019 (Check one):

☐ Yes
☑ No (NH will align its Perkins State Plan with the WIOA Combined State Plan by updating the Perkins section of the WIOA Combined State Plan after NH’s full Perkins State Plan is approved.)

H. Submitting Perkins V State Plan as Part of a Workforce Innovation and Opportunities Act (WIOA) Combined State Plan – Subsequent Years (Check one): ²

☐ Yes (If yes, please indicate year of submission: _________________________)
☐ No

I. Governor’s Signatory Authority of the Perkins V State Plan (Fill in text box and then check one box below): ³

Date Governor was sent State Plan for signature:

☐ The Governor has provided a letter that he or she is jointly signing the State plan for submission to the Department.
☐ The Governor has not provided a letter that he or she is jointly signing the State plan for submission to the Department.

¹ Item F will only appear to the user in the Perkins V State Plan Portal in subsequent years (FY 2020-23).
² Item H will only appear to the user in the Perkins V State Plan Portal in subsequent years (FY 2020-23).
³ Item I is required in FY 2019 only for States that choose to submit a full Perkins V State plan, covering FY 2019-23.
J. By signing this document, the eligible entity, through its authorized representative, agrees:

1. To the assurances, certifications, and other forms enclosed in its State plan submission; and
2. That, to the best of my knowledge and belief, all information and data included in this State plan submission are true and correct.

<table>
<thead>
<tr>
<th>Authorized Representative Identified in Item C Above (Printed Name):</th>
<th>Telephone:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Heather Gage</td>
<td>603.271.5992</td>
</tr>
</tbody>
</table>

<table>
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<tr>
<th>Signature of Authorized Representative:</th>
<th>Date:</th>
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<tbody>
<tr>
<td>[Signature]</td>
<td>May 24, 2019</td>
</tr>
</tbody>
</table>
II. NARRATIVE DESCRIPTIONS

A. Plan Development and Consultation — SECTION A IS NOT REQUIRED FOR THIS TRANSITION PLAN.

1. Describe how the State plan was developed in consultation with the stakeholders and in accordance with the procedures in section 122(c)(2) of Perkins V. See Text Box 1 for the statutory requirements for State plan consultation under section 122(c)(1) of Perkins V.

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

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

B. Program Administration and Implementation

1. State’s Vision for Education and Workforce Development — SECTION B.1. IS NOT REQUIRED FOR THIS TRANSITION PLAN.

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

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

(1) IN GENERAL.—The eligible agency shall—

(A) develop the State plan in consultation with—

(i) representatives of secondary and postsecondary career and technical education programs, including eligible recipients and representatives of 2-year minority serving institutions and historically Black colleges and universities and tribally controlled colleges or universities in States where such institutions are in existence, adult career and technical education providers, and charter school representatives in States where such schools are in existence, which shall include teachers, faculty, school leaders, specialized instructional support personnel, career and academic guidance counselors, and paraprofessionals;

(ii) interested community representatives, including parents, students, and community organizations;

(iii) representatives of the State workforce development board established under section 101 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3111) (referred to in this section as the ‘‘State board’’);

(iv) members and representatives of special populations;

(v) representatives of business and industry (including representatives of small business), which shall include representatives of industry and sector partnerships in the State, as appropriate, and representatives of labor organizations in the State;

(vi) representatives of agencies serving out-of-school youth, homeless children and youth, and at-risk youth, including the State Coordinator for Education of Homeless Children and Youths established or designated under section 722(d)(3) of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11432(d)(3));

(vii) representatives of Indian Tribes and Tribal organizations located in, or providing services in, the State; and

(viii) individuals with disabilities; and

(B) consult the Governor of the State, and the heads of other State agencies with authority for career and technical education programs that are not the eligible agency, with respect to the development of the State plan.

(2) ACTIVITIES AND PROCEDURES.—The eligible agency shall develop effective activities and procedures, including access to information needed to use such procedures, to allow the individuals and entities described in paragraph (1) to participate in State and local decisions that relate to development of the State plan.

(3) CONSULTATION WITH THE GOVERNOR.—The consultation described in paragraph (1)(B) shall include meetings of officials from the eligible agency and the Governor’s office and shall occur—

(A) during the development of such plan; and

(B) prior to submission of the plan to the Secretary.

(Section 122(c)(1) of Perkins V)
c. Describe the State’s strategy for any joint planning, alignment, coordination, and leveraging of funds between the State's career and technical education programs and programs of study with the State's workforce development system, to achieve the strategic vision and goals described in section 122(d)(2) of Perkins V, including the core programs defined in section 3 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3102) and the elements related to system alignment under section 102(b)(2)(B) of such Act (29 U.S.C. 3112(b)(2)(B)); and for programs carried out under this title with other Federal programs, which may include programs funded under the Elementary and Secondary Education Act of 1965 and the Higher Education Act of 1965. (Section 122(d)(3) of Perkins V)

d. Describe how the eligible agency will use State leadership funds made available under section 112(a)(2) of Perkins V for purposes under section 124 of the Act. See Text Box 2 for the required uses of State leadership funds under section 124(a) of Perkins V. (Section 122(d)(7) of Perkins V)

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**Text Box 2: Required Uses of State Leadership Funds**

(a) GENERAL AUTHORITY.—
From amounts reserved under section 112(a)(2), each eligible agency shall—

1. conduct State leadership activities to improve career and technical education, which shall include support for—
   (A) preparation for non-traditional fields in current and emerging professions, programs for special populations, and other activities that expose students, including special populations, to high-skill, high-wage, and in-demand occupations;
   (B) individuals in State institutions, such as State correctional institutions, including juvenile justice facilities, and educational institutions that serve individuals with disabilities;
   (C) recruiting, preparing, or retaining career and technical education teachers, faculty, specialized instructional support personnel, or paraprofessionals, such as preservice, professional development, or leadership development programs; and
   (D) technical assistance for eligible recipients; and

2. report on the effectiveness of such use of funds in achieving the goals described in section 122(d)(2) and the State determined levels of performance described in section 113(b)(3)(A), and reducing disparities or performance gaps as described in section 113(b)(3)(C)(ii)(II).
2. Implementing Career and Technical Education Programs and Programs of Study

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

New Hampshire’s regional CTE centers offer programs of study in each of 16 Career Clusters. These programs are located in 25 centers organized into regions of the state, along with two agricultural subcenters. There are 68 programs across the 16 Career Clusters.

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

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

The State of New Hampshire supports these programs of study by acting as a pass-through agency to distribute state and federal funds to sub-recipients offering such programs, providing technical assistance to sub-recipients, coordinating activities to support existing programs, and developing new programs of study at the local level.

   b. Describe the process and criteria to be used for approving locally developed programs of study or career pathways, including how such programs address State workforce development and education needs and the criteria to assess the extent to which the local application under section 132 will—

   i. promote continuous improvement in academic achievement and technical skill attainment;
   ii. expand access to career and technical education for special populations; and
   iii. support the inclusion of employability skills in programs of study and career pathways. (Section 122(d)(4)(B) of Perkins V)

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

In order to ensure alignment with local and state labor market and economic development needs, the new program approval process includes certain requirements for regional CTE centers. One requirement is an analysis of labor market projections in the region and the State of New Hampshire. Students completing the proposed CTE program must be prepared to enter post-secondary programs or training experiences such as a CCSNH program or apprenticeship or employment.

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

Expanding access to CTE programs for learners who are members of special populations is an ongoing, iterative process for New Hampshire. Some of the work to expand access takes the form of policy and procedures. One example of this is the review of application materials for regional CTE centers as part of the Methods of Administration (M.O.A) process, through the Office of Civil Rights (OCR). Ensuring application materials do not limit participation of special population member learners removes a barrier to access at the initial stages of a learner’s CTE program experience. The Community College System of New Hampshire provides direct assistance to students from special populations, including single parents and low-income students, through assistance programs.

Participation in and sponsorship of various events throughout the year are essential activities supported by the New Hampshire Department of Education to support the expansion of access to CTE programs for learners who are members of special populations. These events include Girls Technology Day, Construction Career Days, and the New Hampshire CTE Educators’ Summer Conference. During the first two events, learners gain information about the range of CTE programs available at the secondary and postsecondary levels in New Hampshire. At the Summer Conference, New Hampshire CTE educators, administrators, and state leaders learn from subject area experts on ways to better provide high quality CTE to learners. Learning needs specific to members of special populations are an important focus for workshops offered during the Summer Conference, and are part of a larger focus on equity embedded throughout technical assistance and professional development opportunities offered by the New Hampshire Department of Education.
Employability skills live in two primary places in programs of study in New Hampshire CTE programs. First, the program competencies attained by each student, and reported to the New Hampshire Department of Education by regional CTE centers include specific competencies and skills related to the needs of employers. Effective communication and time management skills are two of the most important employability skill competencies embedded in the program competencies. Work based learning (WBL) is another area where learners learn and apply employability skills in New Hampshire CTE programs. Through a continuum of WBL opportunities, from job shadows to apprenticeships, learners in New Hampshire CTE programs who take part in such opportunities gain experience and knowledge of authentic employability skills required by local employers.

c. Describe how the eligible agency will—

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

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

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

THE REMAINDER OF SECTION B.2.c. IS NOT REQUIRED FOR THIS TRANSITION PLAN

ii. facilitate collaboration among eligible recipients in the development and coordination of career and technical education programs and programs of study and career pathways that include multiple entry and exit points;

iii. use State, regional, or local labor market data to determine alignment of eligible recipients' programs of study to the needs of the State, regional, or local economy, including in-demand industry sectors and occupations identified by the State board, and to align career and technical education with such needs, as appropriate;

iv. ensure equal access to approved career and technical education programs of study and activities assisted under this Act for special populations;

v. coordinate with the State board to support the local development of career pathways and articulate processes by which career pathways will be developed by local workforce development boards, as appropriate;

vi. support effective and meaningful collaboration between secondary schools, postsecondary institutions, and employers to provide students with experience in, and understanding of, all aspects of an industry, which may include work-based learning such as internships, mentorships, simulated work environments, and other hands-on or inquiry-based learning activities; and

vii. improve outcomes and reduce performance gaps for CTE concentrators, including those who are members of special populations. (Section 122(d)(4)(C) of Perkins V)

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

The New Hampshire Department of Education approves new CTE programs and approves funding for activities through annual Perkins grant applications submitted by regional CTE centers. Every CTE program in New Hampshire must include opportunities for students to continue with their program of studies after graduating from high school. CCSNH offers a “Running Start” dual/concurrent enrollment program, allowing high school students to earn college credit for work completed in high school courses. Many CTE programs in regional CTE centers are “Running Start” courses. Career and Technical Education programs which are not designated “Running Start” courses must have active articulation agreements with postsecondary institutions, so students can continue with their program of studies after graduating from high school. The New Hampshire Department of Education will continue to work closely with CCSNH to expand “Running Start” offerings for CTE.
New Hampshire has led the nation in competency-based education (CBE). Career and Technical Education’s contribution to CBE has primarily been in the areas of competency development for CTE program courses and in the introduction of systems of assessment and reporting for CBE in CTE. Administrators and CTE professionals in regional CTE centers have worked to develop effective ways to track student competency attainment and to report it to parents. The New Hampshire Department of Education collects student competency attainment data from each regional CTE center annually.

SECTIONS B.2.e, f, and g ARE NOT REQUIRED FOR THIS TRANSITION PLAN.

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

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

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

h. Provide the eligible agency’s definition for “size, scope, and quality” that will be used to make funds available to eligible recipients pursuant to section 135(b) of Perkins V.

Size, Scope, and Quality are defined as follows:

**Size**

Centers and colleges must maintain a minimum enrollment of eight students per each course in an approved CTE program. Resources, including equipment, must be adequate to meet the needs of all students participating in each program.

Evaluation of Size encompasses several categories:

1) Space
   a. Is the program large enough to support regional enrollments?
   b. Is there a classroom?
   c. Are there lab facilities?
   d. Are these spaces large enough to meet the needs of the program as noted in Ed. 306.17?
   e. Are these spaces accessible for students with special needs?
2) Equipment
   a. Department of Educations the program possess all necessary equipment?
   b. Department of Educations the equipment meet industry needs?
   c. Is equipment maintenance provided regularly to ensure equipment meets industry standards for safety?

3) Technology
   a. Are students instructed in the use and application of program-related technology?
   b. Is technology used effectively for maximum student benefit?
   c. Are students exposed to and familiar with the use of technology both in class and at worksites?
   d. Is technology used to allow for distance learning?

Scope
The Strengthening Career and Technical Education for the 21st Century Act (Perkins V) calls for states to offer “career and technical programs of study.” At a minimum, these plans of study (POS) must:

- Incorporate and align secondary and postsecondary education elements;
- Include academic and CTE content in a coordinated, non-duplicative progression of courses;

In New Hampshire, these are referred to as “plans of study” to avoid confusion with the traditional use of “program of studies” to refer to a school’s course guide. Incorporate and align secondary and postsecondary education elements; include academic and CTE content in a coordinated, non-duplicative progression of courses; offer the opportunity, where appropriate, for secondary students to acquire postsecondary credits; and lead to an industry-recognized credential or certificate at the postsecondary level, or an associate or baccalaureate degree.

Quality
Program quality is a combination of acceptable size and scope, as can be evaluated by numerous program quality rubrics. New Hampshire has adopted an abbreviated and modified version of the program quality rubrics developed by the National Dissemination Center for Career and Technical Education at the Ohio State University. The New Hampshire Department of Education monitors programs in Regional Career and Technical Education centers at the secondary level, and at Community College System of New Hampshire campuses on a regular basis, using a risk-based assessment system to determine subrecipients most likely to require a visit.

3. Meeting the Needs of Special Populations
   a. Describe the eligible agency’s program strategies for special populations, including a description of how individuals who are members of special populations—
i. will be provided with equal access to activities assisted under this Act;
ii. will not be discriminated against on the basis of status as a member of a special population;

SECTION B.3.a.iii IS NOT REQUIRED FOR THIS TRANSITION PLAN.

iii. will be provided with programs designed to enable individuals who are members of special populations to meet or exceed State determined levels of performance described in section 113, and prepare special populations for further learning and for high-skill, high-wage, or in-demand industry sectors or occupations;

iv. will be provided with appropriate accommodations; and

SECTION B.3.a.v IS NOT REQUIRED FOR THIS TRANSITION PLAN.

v. will be provided instruction and work-based learning opportunities in integrated settings that support competitive, integrated employment. (Section 122(d)(9) of Perkins V)

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

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

In addition, the New Hampshire Department of Education will work to develop templates for Comprehensive Needs Assessments, as described in Section 134 of the Act. As part of the template development and dissemination, the New Hampshire Department of Education will provide technical assistance to subrecipients in order to better inform the comprehensive needs assessment process and to give subrecipients promising practices for the identification of needs specific to members of special populations in CTE programs.
Text Box 3: Statutory Requirements for Comprehensive Local Needs Assessment

(c) COMPREHENSIVE NEEDS ASSESSMENT.—
(1) IN GENERAL.—To be eligible to receive financial assistance under this part, an eligible recipient shall—
   (A) conduct a comprehensive local needs assessment related to career and technical education and include the results of the needs assessment in the local application submitted under subsection (a); and
   (B) not less than once every 2 years, update such comprehensive local needs assessment.

(2) REQUIREMENTS.—The comprehensive local needs assessment described in paragraph (1) shall include each of the following:
   (A) An evaluation of the performance of the students served by the eligible recipient with respect to State determined and local levels of performance established pursuant to section 113, including an evaluation of performance for special populations and each subgroup described in section 1111(h)(1)(C)(ii) of the Elementary and Secondary Education Act of 1965.
   (B) A description of how career and technical education programs offered by the eligible recipient are—(i) sufficient in size, scope, and quality to meet the needs of all students served by the eligible recipient; and (ii)(I) aligned to State, regional, Tribal, or local in-demand industry sectors or occupations identified by the State workforce development board described in section 101 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3111) (referred to in this section as the “State board”) or local workforce development board, including career pathways, where appropriate; or (II) designed to meet local education or economic needs not identified by State boards or local workforce development boards.
   (C) An evaluation of progress toward the implementation of career and technical education programs and programs of study.
   (D) A description of how the eligible recipient will improve recruitment, retention, and training of career and technical education teachers, faculty, specialized instructional support personnel, paraprofessionals, and career guidance and academic counselors, including individuals in groups underrepresented in such professions.
   (E) A description of progress toward implementation of equal access to high-quality career and technical education courses and programs of study for all students, including—(i) strategies to overcome barriers that result in lower rates of access to, or performance gaps in, the courses and programs for special populations; (ii) providing programs that are designed to enable special populations to meet the local levels of performance; and (iii) providing activities to prepare special populations for high-skill, high-wage, or in-demand industry sectors or occupations in competitive, integrated settings that will lead to self-sufficiency.

(Section 134(c) of Perkins V)
SECTION B.4 IS NOT REQUIRED IN THIS TRANSITION PLAN.

4. Preparing Teachers and Faculty

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

C. Fiscal Responsibility

1. Describe the criteria and process for how the eligible agency will approve eligible recipients for funds under this Act, including how—

   a. each eligible recipient will promote academic achievement;
   b. each eligible recipient will promote skill attainment, including skill attainment that leads to a recognized postsecondary credential; and

   c. each eligible recipient will ensure the local needs assessment under section 134 takes into consideration local economic and education needs, including, where appropriate, in-demand industry sectors and occupations. (Section 122(d)(5) of Perkins V)

The New Hampshire Department of Education’s Bureau of Career Development (NH DOE BCD) has a process in place to approve eligible secondary and postsecondary recipients for funds under the Act. This process includes selective criteria and procedures to ensure eligible recipients’ applications for funds meet the requirements and intent of the Act. Currently, applications for funds submitted by recipients must include the six required uses and 20 permissive uses of funds listed in Section 135 of the Perkins Act of 2006. This will continue with the six required uses listed in Section 135 of the Strengthening Career and Technical Education. In addition, application criteria listed in Section 134 of both iterations of the Act are requirements for applications submitted for funds by recipients.

The Bureau of Career Development uses a state-wide Grants Management System (GMS). This web-based system allows recipients to upload their annual applications for funds, along with any supporting documentation such as budgets. When a recipient submits an annual application to GMS, a staff member at the NH DOE BCD reviews each application to verify it is complete, and includes activities and budget items corresponding to each of the required uses. This process ensures the eligible agency can determine whether or not the eligible recipients are promoting and implementing academic achievement, skill attainment, and evaluations, such as the local needs assessment under Section 134 of the Act.
After the initial review to determine an application’s completeness, the Bureau of Career Development (BCD) reviews applications to determine allowability of activities within the applications submitted by each eligible recipient. The reviewers use a three-pronged test to determine whether or not to approve an activity: is the activity allowable, is the activity reasonable, and is the activity allocable to the grant. If any part of the activity needs to be revised, in order to make it approvable, the BCD returns the entire grant to the eligible recipient, using the GMS system. The BCD may offer technical assistance to eligible recipients at any point during this part of the process.

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

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

The New Hampshire Department of Education, through funds received through the allotment made under section 111 of the Act, will distribute such funds to Career and Technical Education (CTE) programs at the secondary level and at the post-secondary level. The secondary/post-secondary split, for the purposes of the current transition plan, is as follows:

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

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

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

The preliminary secondary CTE Center allocation for next year is $3,739,544.61. This does not include the carryover from last year’s allocation. This allocation is distributed to all local CTE Centers by calculating each school district’s share based on the following formula; 30 percent to relevant ages 5 to 17 and 70 percent to relevant ages 5-17 who are identified as Families in Poverty, based on 2017 US Census Bureau’s Small Area Income and Poverty Estimates (SAIPE) data.

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

The post-secondary CTE allocation for next year is $964,285.09 and does not include the carryover from last year’s allocation. The post-secondary allocation is based on the number of 2018 Pell grant recipients from each college, as described in Section 135(a-2) of the Act.

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

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

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

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

The state does not intend to submit a waiver for the 2019-20 school year.

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

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

The state does not intend to submit a waiver for the 2019-20 school year.

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

The NH DOE will reserve 10 percent of its local formula distribution to award competitive innovative grants to eligible agencies in accordance with Sec. 112(c)(1). The competitive grant award application will be distributed by September of 2019 and will include the following priority areas:

1. Create career-driven advising. Projects funded in this focus area may include projects which:
   • Support the need for expanded career-driven advising within CTE regions and CTE centers. This could include career exploration programs, individualized student career plans, awareness of and development for new career academies, and programs to make direct connections between learners and industry partners.
   • Support improved coordination between secondary and postsecondary CTE programs in New Hampshire.

2. Establish mechanisms to efficiently scale business and industry engagement. Projects funded in this focus area may include projects which:
   • Establish efficiencies in business and industry engagement. This could include initiatives to create new models for students to access a broader range of employment choices, programs to create models for guided paths to employment, and programs with access to industry and enhanced learner skill and interest alignment embedded in the design.
• Support more efficient engagement of industry with program advisory committees (PACs).
• Support expanded work-based learning opportunities for students.

3. Increase awareness of and engagement with all CTE influencers. Projects funded in this focus area may include projects which:
   • Increase awareness among families and parents of middle grade and high school aged learners of the benefits of CTE, and which promote CTE as a strong educational option for all learners. This could include communications or marketing initiatives or campaigns supported by industry, and initiatives to share consistent marketing messages with a range of audiences new to CTE.
   • Inspire families and learners to interact with CTE programs and career planning in innovative ways, incorporating evidence-based practices to enhance efficacy.
   • Enhance connections with influential community members to amplify support for CTE at the local, regional, and state level.

4. Integrate core academic courses into CTE programs. Projects funded in this focus area must include projects which:
   • Integrates at least one rigorous core academic course within at least one CTE program.
   • Collaborates with other regional career and technical education centers which include plans to pilot implementation of the core course and CTE alignment program design.
   • Collaborates with representatives from the NH Community College System to ensure that the course(s) developed are transferable and rigorous.
   • Allows for the replication of successful programs throughout the state.

5. Redesign the recruitment and retention model around a career in CTE to support and enhance learning outcomes for students in CTE programs. Projects funded in this focus area may include projects which:
   • Promote CTE as a dynamic and rewarding career in education. This could include innovative marketing or promotional programs that increase awareness of the value of a career working as a CTE professional (CTE Directors, Administrators, Teachers, Career Counselors, and School Counselors).
   • Support the transition of industry professionals to the teaching profession. This could include innovative orientation or induction and professional development programs to guide new teachers through the transition from industry to education.
   • Support the success and ongoing professional development of newly hired CTE teachers with a focus always on personalized learning for students.

9. Provide the State’s fiscal effort per student, or aggregate expenditures for the State, that will establish the baseline for the Secretary’s annual determination on whether the State has maintained its fiscal effort, and indicate whether the baseline is a continuing level or new level. If the baseline is new, please provide the fiscal effort per student, or aggregate expenditures for the State, for the preceding fiscal year. (Section 211(b)(1)(D) of Perkins V)
The NH DOE’s expected fiscal effort in aggregate expenditures for school year 2018-19 will be $8,901,299. This will be confirmed by June 30, 2019 at the end of our state’s fiscal year.

The state will use the ability of Section 211(b)(1)(D) of Perkins V to establishing a new level of fiscal effort by reducing its required expenditures by five percent for school year 2019-20. The new baseline for New Hampshire’s MOE in aggregate expenditures will be $8,456,234.05.

D. Accountability for Results – SECTION D IS NOT REQUIRED IN THIS TRANSITION PLAN

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

Include any other measure(s) of student success in career and technical education that are statewide, valid, and reliable, and comparable across the State. (Section 113(b)(2)(A)(iv)(II) of Perkins V) Please note that inclusion of “other” program quality measure(s) are optional for States.

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

2. Provide on the form in Section V.B, for each year covered by the State plan beginning in FY 2020, State determined performance levels or each of the secondary and postsecondary core indicators, with the levels of performance being the same for all CTE concentrators in the State. (Section 113(b)(3)(A)(i)(I) of Perkins V)
Text Box 4: Statutory Definition of CTE Concentrator

The term ‘CTE concentrator’ means—
(A) at the secondary school level, a student served by an eligible recipient who has completed at least 2 courses* in a single career and technical education program or program of study; and
(B) at the postsecondary level, a student enrolled in an eligible recipient who has—
   (i) earned at least 12 credits within a career and technical education program or program of study; or
   (ii) completed such a program if the program encompasses fewer than 12 credits or the equivalent in total. (Section 3(12) of Perkins V)

* This means that once a student completes 2 courses in a single CTE program or program of study, they are counted as a CTE concentrator.

(Section 3(12) of Perkins V)
3. Describe the procedure the eligible agency adopted for determining State determined levels of performance described in section 113 of Perkins V, which at a minimum shall include—
   a. a description of the process for public comment under section 113(b)(3)(B) of Perkins V as part of the development of the State determined levels of performance. (See Text Box 5 for the statutory requirements for consultation on State determined performance levels under section 113(b)(3)(B) of Perkins V);
   b. an explanation for the State determined levels of performance; and
   c. a description of how the State determined levels of performance set by the eligible agency align with the levels, goals and objectives other Federal and State laws, (Section 122(d)(10) of Perkins V).

As part of the procedures for determining State determined levels of performance, describe the process that will be used to establish a baseline for those levels.

4. Provide a written response to the comments regarding State determined performance levels received during the public comment period pursuant to section 113(b)(3)(B) of Perkins V. (Section 113(b)(3)(B)(iii) of Perkins V).

As part of the written response, include a description of any the changes made to the State determined performance levels as a result of stakeholder feedback.

5. Describe how the eligible agency will address disparities or gaps in performance as described in section 113(b)(3)(C)(ii)(II) of Perkins V in each of the plan years, and if no meaningful progress has been achieved prior to the third program year, a description of the additional actions the eligible agency will take to eliminate these disparities or gaps. (Section 122(d)(11) of Perkins V)
(B) PUBLIC COMMENT.—
   (i) IN GENERAL.—Each eligible agency shall develop the levels of performance under subparagraph (A) in consultation with the stakeholders identified in section 122(c)(1)(A).
   (ii) WRITTEN COMMENTS.—Not less than 60 days prior to submission of the State plan, the eligible agency shall provide such stakeholders with the opportunity to provide written comments to the eligible agency, which shall be included in the State plan, regarding how the levels of performance described under subparagraph (A)—
      (I) meet the requirements of the law;
      (II) support the improvement of performance of all CTE concentrators, including subgroups of students, as described in section 1111(h)(1)(C)(ii) of the Elementary and Secondary Education Act of 1965, and special populations, as described in section 3(48); and
      (III) support the needs of the local education and business community.
   (iii) ELIGIBLE AGENCY RESPONSE.—Each eligible agency shall provide, in the State plan, a written response to the comments provided by stakeholders under clause (ii).

(Section 113(b)(3)(B) of Perkins V)
III. ASSURANCES, CERTIFICATIONS, AND OTHER FORMS

A. Statutory Assurances

✓ The eligible agency assures that:

1. It made the State plan publicly available for public comment\(^4\) for a period of not less than 30 days, by electronic means and in an easily accessible format, prior to submission to the Secretary for approval and such public comments were taken into account in the development of this State plan. (Section 122(a)(4) of Perkins V)

2. It will use the funds to promote preparation for high-skill, high-wage, or in-demand industry sectors or occupations and non-traditional fields, as identified by the State. (Section 122(d)(13)(C) of Perkins V)

3. It will provide local educational agencies, area career and technical education schools, and eligible institutions in the State with technical assistance, including technical assistance on how to close gaps in student participation and performance in career and technical education programs. (section 122(d)(13)(E) of Perkins V)

4. It will comply with the requirements of this Act and the provisions of the State plan, including the provision of a financial audit of funds received under this Act, which may be included as part of an audit of other Federal or State programs. (Section 122(d)(13)(A) of Perkins V)

5. None of the funds expended under this 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. (Section 122(d)(13)(B) of Perkins V)

6. It will use the funds provided under this Act to implement career and technical education programs and programs of study for individuals in State correctional institutions, including juvenile justice facilities. (Section 122 (d)(13)(D) of Perkins V)

\(^4\) An eligible agency that submits a 1-Year Transition Plan in FY 2019 is not required to hold a public comment period on the 1-Year Transition Plan. Such agency must assure that it meets this public comment requirement prior to submitting its Perkins V State Plan in FY 2020.
B. EDGAR Certifications

✔ By submitting a Perkins V State Plan, consistent with 34 CFR 76.104, the eligible agency certifies that:

1. It is eligible to submit the Perkins State plan.
2. It has authority under State law to perform the functions of the State under the Perkins program(s).
3. It legally may carry out each provision of the plan.
4. All provisions of the plan are consistent with State law.
5. A State officer, specified by title in Item C on the Cover Page, has authority under State law to receive, hold, and disburse Federal funds made available under the plan.
6. The State officer who submits the plan, specified by title in Item C on the Cover Page, has authority to submit the plan.
7. The entity has adopted or otherwise formally approved the plan.
8. The plan is the basis for State operation and administration of the Perkins program.

C. Other Forms

✔ The eligible agency certifies and assures compliance with the following enclosed forms:

1. Assurances for Non-Construction Programs (SF 424B) Form (OMB Control No. 0348-0040) - https://www2.ed.gov/fund/grant/apply/appforms/sf424b.pdf
IV. BUDGET

A. Instructions

1. On the form in Item IV.B below, provide a budget for the upcoming fiscal year. As you prepare your budget, refer to the statutory descriptions and assurances in Section II.C and Section III.A, respectively, of this guide.

2. In completing the budget form, provide--

   Line 1: The total amount of funds allocated to the eligible agency under section 112(a) of Perkins V. *This amount should correspond to the amount of funds noted in the Department’s program memorandum with estimated State allocations for the fiscal year.*

   Line 2: The amount of funds made available to carry out the administration of the State plan under section 112(a)(3). *The percent should equal not more than 5 percent of the funds allocated to the eligible agency as noted on Line 1, or $250,000, whichever is greater.*

   Line 3: The amount of funds made available to carry out State leadership activities under section 112(a)(2) of Perkins V. *The percent should equal not more than 10 percent of the funds allocated to the eligible agency as noted on Line 1.*

   Line 4: The percent and amount of funds made available to serve individuals in State institutions, such as: (a) correctional institutions; (b) juvenile justice facilities; and (c) educational institutions that serve individuals with disabilities pursuant to section 112(a)(2)(A) of Perkins V. *The percent of funds should equal not more than 2 percent of the funds allocated to the eligible agency as noted on Line 1.*

   Line 5: The amount of funds to be made available for services that prepare individuals for non-traditional fields pursuant to section 112(a)(2)(B) of Perkins V. *The amount of funds should be not less than $60,000 and not more than $150,000.*

   Line 6: The amount of funds to be made available for the recruitment of special populations to enroll in career and technical education programs pursuant to section 112(a)(2)(C) of Perkins V. *The percent of funds should equal 0.1 percent of the funds made available by the eligible agency for State leadership activities as noted on Line 3, or $50,000, whichever is lesser.*

   Line 7: The percent and amount of funds to be made available to eligible recipients [local education agencies (secondary recipients) and institutions of higher education (postsecondary recipients)] pursuant to section 112(a)(1) of Perkins V. *The percent of funds should be not less than 85 percent of the funds allocated to the eligible agency as noted on Line 1.*
Line 8: The percent and amount, if any, of funds to be reserved and made available to eligible recipients under section 112(c) of Perkins V. *The percent of funds should be not more than 15 percent of the 85 percent of funds noted on Line 7.*

Line 9: The percent and amount, if any, of funds to be reserved and made available to secondary recipients under section 112(c) of Perkins V.

Line 10: The percentage and amount, if any, of funds to be reserved and made available to postsecondary recipients under section 112(c) of Perkins V.

Line 11: The percent and amount of funds to be made available to eligible recipients under section 112(a)(1) of Perkins V. *The percent and amount of funds should represent the funds remaining after subtracting any reserve as noted on Line 8.*

Line 12: The percent and amount of funds to be distributed to secondary recipients under the allocation formula described in section 131 of Perkins V.

Line 13: The percent and amount of funds to be distributed to postsecondary recipients under the allocation formula described in section 132 of Perkins V.

Line 14: The amount of funds to be made available for the State administration match requirement under section 112(b) of Perkins. *The amount of funds shall be provided from non-Federal sources and on a dollar-for-dollar basis.*
## B: Budget Form

**State Name:** New Hampshire  
**Fiscal Year (FY):** 19

<table>
<thead>
<tr>
<th>Line Number</th>
<th>Budget Item</th>
<th>Percent of Funds</th>
<th>Amount of Funds</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Total Perkins V Allocation</td>
<td>Not applicable</td>
<td>$6,148,797.00</td>
</tr>
<tr>
<td>2</td>
<td>State Administration</td>
<td>5%</td>
<td>$307,439.85</td>
</tr>
<tr>
<td>3</td>
<td>State Leadership</td>
<td>10%</td>
<td>$614,879.70</td>
</tr>
<tr>
<td>4</td>
<td>• Individuals in State Institutions</td>
<td>1%</td>
<td>$61,487.97</td>
</tr>
<tr>
<td>4a</td>
<td>− Correctional Institutions</td>
<td>Not required</td>
<td>$</td>
</tr>
<tr>
<td>4b</td>
<td>− Juvenile Justice Facilities</td>
<td>Not required</td>
<td>$</td>
</tr>
<tr>
<td>4c</td>
<td>− Institutions that Serve Individuals with Disabilities</td>
<td>Not required</td>
<td>$</td>
</tr>
<tr>
<td>5</td>
<td>• Non-traditional Training and Employment</td>
<td>Not applicable</td>
<td>$60,000.00</td>
</tr>
<tr>
<td>6</td>
<td>• Special Populations Recruitment</td>
<td>0.1%</td>
<td>$6,148.80</td>
</tr>
<tr>
<td>7</td>
<td>Local Formula Distribution</td>
<td>85%</td>
<td>$5,226,477.45</td>
</tr>
<tr>
<td>8</td>
<td>• Reserve</td>
<td>10%</td>
<td>$522,647.75</td>
</tr>
<tr>
<td>9</td>
<td>− Secondary Recipients</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>− Postsecondary Recipients</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>• Allocation to Eligible Recipients</td>
<td>90%</td>
<td>$4,703,829.70</td>
</tr>
<tr>
<td>12</td>
<td>− Secondary Recipients</td>
<td>79.5%</td>
<td>$3,739,544.61</td>
</tr>
<tr>
<td>13</td>
<td>− Postsecondary Recipients</td>
<td>20.5%</td>
<td>$964,285.09</td>
</tr>
<tr>
<td>14</td>
<td>State Match <em>(from non-federal funds)</em></td>
<td>Not applicable</td>
<td>$307,439.85</td>
</tr>
</tbody>
</table>
V. STATE DETERMINED PERFORMANCE LEVELS (SDPL)

SECTION V IS NOT REQUIRED IN THIS TRANSITION PLAN

A. Instructions

1. On the form in Item V.B below, provide State determined performance levels (SDPLs), covering FY 2020-23, for each of the secondary and postsecondary core indicators of performance for all CTE concentrators in the State described in section 113(b) of Perkins V. See Table 7 below. In preparing your SDPLs, refer to your narrative descriptions in Section II.D of this guide.

2. In completing the SDPL form, provide—

   Column 2: Baseline level
   Columns 3-6: State determined levels of performance for each year covered by the State plan, beginning for FY 2020, expressed in percentage or numeric form and that meets the requirements of section 113(b)(3)(A)(III) of Perkins V. See Text Box 6 for the statutory requirements for setting State determined levels of performance under section 113(b)(3)(A)(iii) of Perkins V.

3. Revise, as applicable, the State determined levels of performance for any of the core indicators of performance—

   i. Prior to the third program year covered by the State plan for the subsequent program years covered by the State plan pursuant to section 113(b)(3)(A)(ii); and/or
   ii. Should unanticipated circumstances arise in a State or changes occur related to improvement in data or measurement approaches pursuant to section 113(b)(3)(A)(iii).

Please note that, pursuant to section 123(a)(5) of Perkins V, an eligible agency may not adjust performance levels for any core indicators that are subject to, and while executing, an improvement plan pursuant to section 123(a) of Perkins V.
Text Box 6: Statutory Requirements for State Determined Performance Levels (SDPLs)

(III) REQUIREMENTS.—Such State determined levels of performance shall, at a minimum—

(aa) be expressed in a percentage or numerical form, so as to be objective, quantifiable, and measurable;

(bb) require the State to continually make meaningful progress toward improving the performance of all career and technical education students, including the subgroups of students described in section 1111(h)(1)(C)(ii) of the Elementary and Secondary Education Act of 1965, and special populations, as described in section 3(48); and

(cc) have been subject to the public comment process described in subparagraph (B), and the eligible agency has provided a written response;

(dd) when being adjusted pursuant to clause (ii), take into account how the levels of performance involved compare with the State levels of performance established for other States, considering factors including the characteristics of actual (as opposed to anticipated) CTE concentrators when the CTE concentrators entered the program, and the services or instruction to be provided;

(ee) when being adjusted pursuant to clause (ii), be higher than the average actual performance of the 2 most recently completed program years, except in the case of unanticipated circumstances that require revisions in accordance with clause (iii); and

(ff) take into account the extent to which the State determined levels of performance advance the eligible agency’s goals, as set forth in the State plan.

(Section 113(b)(3)(A)(III) of Perkins V)
<table>
<thead>
<tr>
<th>Indicator Descriptions</th>
<th>Indicator Codes</th>
<th>Indicator Names</th>
</tr>
</thead>
<tbody>
<tr>
<td>The percentage of CTE concentrators who graduate high school, as measured by the four-year adjusted cohort graduation rate (defined in section 8101 of the Elementary and Secondary Education Act of 1965).</td>
<td>1S1</td>
<td>Four-Year Graduation Rate</td>
</tr>
<tr>
<td>(At the State’s discretion) The percentage of CTE concentrators who graduate high school, as measured by extended-year adjusted cohort graduation rate defined in such section 8101.</td>
<td>1S2</td>
<td>Extended Graduation Rate</td>
</tr>
<tr>
<td>CTE concentrator proficiency in the challenging State academic standards adopted by the State under section1111(b)(1) of the Elementary and Secondary Education Act of 1965, as measured by the academic assessments in reading/language arts as described in section 1111(b)(2) of such Act.</td>
<td>2S1</td>
<td>Academic Proficiency in Reading/Language Arts</td>
</tr>
<tr>
<td>CTE concentrator proficiency in the challenging State academic standards adopted by the State under section1111(b)(1) of the Elementary and Secondary Education Act of 1965, as measured by the academic assessments in mathematics as described in section 1111(b)(2) of such Act.</td>
<td>2S2</td>
<td>Academic Proficiency in Mathematics</td>
</tr>
<tr>
<td>CTE concentrator proficiency in the challenging State academic standards adopted by the State under section1111(b)(1) of the Elementary and Secondary Education Act of 1965, as measured by the academic assessments in science as described in section 1111(b)(2) of such Act.</td>
<td>2S3</td>
<td>Academic Proficiency in Science</td>
</tr>
<tr>
<td>The percentage of CTE concentrators who, in the second quarter after exiting from secondary education, are in postsecondary education or advanced training, military service or a service program that receives assistance under title I of the National and Community Service Act of 1990 (42 U.S.C. 12511 et seq.), are volunteers as described in section 5(a) of the Peace Corps Act (22 U.S.C. 2504(a)), or are employed.</td>
<td>3S1</td>
<td>Post-Program Placement</td>
</tr>
<tr>
<td>Indicator Descriptions</td>
<td>Indicator Codes</td>
<td>Indicator Names</td>
</tr>
<tr>
<td>---------------------------------------------------------------------------------------</td>
<td>-----------------</td>
<td>-----------------------------------------------------</td>
</tr>
<tr>
<td>The percentage of CTE concentrators in career and technical education programs and programs of study that lead to non-traditional fields.</td>
<td>4S1</td>
<td>Non-traditional Program Concentration</td>
</tr>
<tr>
<td>The eligible agency must include at least one program quality indicator—$5S1$, $5S2$, or $5S3$—and may include any other quality measure(s) that are statewide, valid, reliable, and comparable across the State.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The percentage of CTE concentrators graduating from high school having attained a recognized postsecondary credential.</td>
<td>5S1</td>
<td>Program Quality – Attained Recognized Postsecondary Credential</td>
</tr>
<tr>
<td>The percentage of CTE concentrators graduating from high school having attained postsecondary credits in the relevant career and technical education program or program of study earned through a dual or concurrent enrollment or another credit transfer agreement.</td>
<td>5S2</td>
<td>Program Quality – Attained Postsecondary Credits</td>
</tr>
<tr>
<td>The percentage of CTE concentrators graduating from high school having participated in work-based learning.</td>
<td>5S3</td>
<td>Program Quality – Participated in Work-Based Learning</td>
</tr>
<tr>
<td>Other(s) <em>(optional)</em>: The percentage of CTE concentrators achieving on any other measure of student success in career and technical education that is statewide, valid, and reliable, and comparable across the State. Please identify.</td>
<td>$5S4$, $5S5$, $5S6$, …</td>
<td>Program Quality – Other</td>
</tr>
</tbody>
</table>

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This means that a student gets counted under this indicator if individuals from their gender comprise less than 25 percent of the individuals employed in the related occupation or field of work.
<table>
<thead>
<tr>
<th>Indicator Descriptions</th>
<th>Indicator Codes</th>
<th>Indicator Names</th>
</tr>
</thead>
<tbody>
<tr>
<td>The percentage of CTE concentrators who, during the second quarter after program completion, remain enrolled in postsecondary education, are in advanced training, military service, or a service program that receives assistance under title I of the National and Community Service Act of 1990 (42 U.S.C. 12511 et seq.), are volunteers as described in section 5(a) of the Peace Corps Act (22 U.S.C. 2504(a)), or are placed or retained in employment.</td>
<td>1P1</td>
<td>Postsecondary Retention and Post-Program Placement</td>
</tr>
<tr>
<td>The percentage of CTE concentrators who receive a recognized postsecondary credential during participation in or within 1 year of program completion.</td>
<td>2P1</td>
<td>Earned Recognized Postsecondary Credential</td>
</tr>
<tr>
<td>The percentage of CTE concentrators in career and technical education programs and programs of study that lead to non-traditional fields.</td>
<td>3P1</td>
<td>Non-traditional Program Concentration</td>
</tr>
</tbody>
</table>

6 This means that a student gets counted under this indicator whether the student obtains the credential during participation or within 1 year of completion. The Department interprets “within 1 year of completion” to have the plain meaning of those words: that the student would be counted if the student obtains the credential in the 1 year following that student’s completion of the program.

7 This means that a student gets counted under this indicator if individuals from their gender comprise less than 25 percent of the individuals employed in the related occupation or field of work.
## State Determined Performance Levels (SDPL) Form

### State Name: ________________

<table>
<thead>
<tr>
<th>Column 1</th>
<th>Column 2</th>
<th>Column 3</th>
<th>Column 4</th>
<th>Column 5</th>
<th>Column 6</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Indicators</strong></td>
<td><strong>Baseline Level</strong></td>
<td><strong>Performance Levels</strong></td>
<td>FY 2020</td>
<td>FY 2021</td>
<td>FY 2022</td>
</tr>
<tr>
<td>Secondary Indicators</td>
<td></td>
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<tr>
<td>1S1: Four-Year Graduation Rate</td>
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<tr>
<td>1S2: Extended Graduation Rate</td>
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<tr>
<td>2S1: Academic Proficiency in Reading Language Arts</td>
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<tr>
<td>2S2: Academic Proficiency in Mathematics</td>
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<tr>
<td>2S3: Academic Proficiency in Science</td>
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<tr>
<td>3S1: Post-Program Placement</td>
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<td></td>
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<tr>
<td>4S1: Non-traditional Program Concentration</td>
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<tr>
<td>5S1: Program Quality – Attained Recognized Postsecondary Credential</td>
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<tr>
<td>5S2: Program Quality – Attained Postsecondary Credits</td>
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<tr>
<td>5S3: Program Quality – Participated in Work-Based Learning</td>
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<td></td>
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<tr>
<td>5S4: Program Quality – Other*</td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

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* The Perkins V State Plan Portal will allow an eligible agency to include on this form as many “other” program quality indicators as they choose.
<table>
<thead>
<tr>
<th>Indicators</th>
<th>Baseline Level</th>
<th>Performance Levels</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>FY 2020</td>
</tr>
<tr>
<td><strong>Postsecondary Indicators</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1P1: Postsecondary Retention and Post-Program Placement</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2P1: Earned Recognized Postsecondary Credential</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3P1: Non-traditional Program Concentration</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Provide any additional information regarding SDPLs, as necessary:*
Statutory Assurances

The eligible agency assures that:

1. It made the State plan publicly available for public comment for a period of not less than 30 days, by electronic means and in an easily accessible format, prior to submission to the Secretary for approval and such public comments were taken into account in the development of this State plan. (Section 122(a)(4) of Perkins V)

2. It will use the funds to promote preparation for high-skill, high-wage, or in-demand industry sectors or occupations and non-traditional fields, as identified by the State. (Section 122(d)(13)(C) of Perkins V)

3. It will provide local educational agencies, area career and technical education schools, and eligible institutions in the State with technical assistance, including technical assistance on how to close gaps in student participation and performance in career and technical education programs. (Section 122(d)(13)(E) of Perkins V)

4. It will comply with the requirements of this Act and the provisions of the State plan, including the provision of a financial audit of funds received under this Act, which may be included as part of an audit of other Federal or State programs. (Section 122(d)(13)(A) of Perkins V)

5. None of the funds expended under this 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. (Section 122(d)(13)(B) of Perkins V)

6. It will use the funds provided under this Act to implement career and technical education programs and programs of study for individuals in State correctional institutions, including juvenile justice facilities. (Section 122(d)(13)(D) of Perkins V)

I understand that the use of the Personal Identification Number (PIN) supplied to me by the Department to certify and submit these assurances is the same as certifying and signing the document with a hand-written signature.

Signature of Authorized Individual (PIN): ****

Title/Agency: Director, New Hampshire D

Date: 5/24/2019 12:00:00 AM
EDGAR Certifications

By submitting a Perkins V State Plan, consistent with 34 CFR 76.104, the eligible agency certifies that:

1. It is eligible to submit the Perkins State plan.
2. It has authority under State law to perform the functions of the State under the Perkins program(s).
3. It legally may carry out each provision of the plan.
4. All provisions of the plan are consistent with State law.
5. A State officer, specified by title in Item C on the Cover Page, has authority under State law to receive, hold, and disburse Federal funds made available under the plan.
6. The State officer who submits the plan, specified by title in Item C on the Cover Page, has authority to submit the plan.
7. The entity has adopted or otherwise formally approved the plan.
8. The plan is the basis for State operation and administration of the Perkins program.

I understand that the use of the Personal Identification Number (PIN) supplied to me by the Department to certify and submit these assurances is the same as certifying and signing the document with a hand-written signature.

Signature of Authorized Individual (PIN): ****
Title/Agency: Director, New Hampshire D
Date: 5/24/2019 12:00:00 AM
ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.

2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.

3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.

4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.

5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).

6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.

7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.

8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is $10,000 or more.

11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).


14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.

15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.

16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.

17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations.”

18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL

APPLICANT ORGANIZATION
New Hampshire Department of Education

DATE SUBMITTED
May 24, 2019

Standard Form 424B (Rev. 7-97) Back
Disclosure of Lobbying Activities
Complete this form to disclose lobbying activities pursuant to 31 U.S.C. 1352
(See reverse for public burden disclosure)

<table>
<thead>
<tr>
<th>1. Type of Federal Action:</th>
<th>2. Status of Federal Action:</th>
<th>3. Report Type:</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. contract</td>
<td>a. bid/offer/application</td>
<td>a. initial filing</td>
</tr>
<tr>
<td>b. grant</td>
<td>b. initial award</td>
<td>b. material change</td>
</tr>
<tr>
<td>c. cooperative agreement</td>
<td>c. post-award</td>
<td>For material change only:</td>
</tr>
<tr>
<td>d. loan</td>
<td></td>
<td>Year _______ quarter _______</td>
</tr>
<tr>
<td>e. loan guarantee</td>
<td></td>
<td>Date of last report___________</td>
</tr>
<tr>
<td>f. loan insurance</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4. Name and Address of Reporting Entity:</th>
<th>5. If Reporting Entity in No. 4 is Subawardee, Enter Name and Address of Prime:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prime _____ Subawardee Tier______, if Known:</td>
<td></td>
</tr>
</tbody>
</table>

Congressional District, if known: 

<table>
<thead>
<tr>
<th>6. Federal Department/Agency:</th>
<th>7. Federal Program Name/Description:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>CFDA Number, if applicable:</td>
</tr>
<tr>
<td></td>
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</tbody>
</table>

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<thead>
<tr>
<th>8. Federal Action Number, if known:</th>
<th>9. Award Amount, if known:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>10. a. Name and Address of Lobbying Registrant (if individual, last name, first name, MI):</th>
<th>b. Individuals Performing Services (including address if different from No. 10a) (last name, first name, MI):</th>
</tr>
</thead>
</table>

| 11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when this transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure. | Signature: ___Heather Gage________________ Print Name: ___Heather Gage___ Title: ___Director___ Telephone No.: __603-271-5992 Date: May 24, 2019_

Authorized for Local Reproduction
Standard Form - I.L.L (Rev. 7-97)
INSTRUCTIONS FOR COMPLETION OF SF-LLL, DISCLOSURE OF LOBBYING ACTIVITIES

This disclosure form shall be completed by the reporting entity, whether subawardee or prime Federal recipient, at the initiation or receipt of a covered Federal action, or a material change to a previous filing, pursuant to title 31 U.S.C. section 1352. The filing of a form is required for each payment or agreement to make payment to any lobbying entity for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with a covered Federal action. Complete all items that apply for both the initial filing and material change report. Refer to the implementing guidance published by the Office of Management and Budget for additional information.

1. Identify the type of covered Federal action for which lobbying activity is and/or has been secured to influence the outcome of a covered Federal action.

2. Identify the status of the covered Federal action.

3. Identify the appropriate classification of this report. If this is a followup report caused by a material change to the information previously reported, enter the year and quarter in which the change occurred. Enter the date of the last previously submitted report by this reporting entity for this covered Federal action.

4. Enter the full name, address, city, State and zip code of the reporting entity. Include Congressional District, if known. Check the appropriate classification of the reporting entity that designates if it is, or expects to be, a prime or subaward recipient. Identify the tier of the subawardee, e.g., the first subawardee of the prime is the 1st tier. Subawards include but are not limited to subcontracts, subgrants and contract awards under grants.

5. If the organization filing the report in item 4 checks “Subawardee,” then enter the full name, address, city, State and zip code of the prime Federal recipient. Include Congressional District, if known.

6. Enter the name of the federal agency making the award or loan commitment. Include at least one organizational level below agency name, if known. For example, Department of Transportation, United States Coast Guard.

7. Enter the Federal program name or description for the covered Federal action (item 1). If known, enter the full Catalog of Federal Domestic Assistance (CFDA) number for grants, cooperative agreements, loans, and loan commitments.

8. Enter the most appropriate Federal identifying number available for the Federal action identified in item 1 (e.g., Request for Proposal (RFP) number; Invitations for Bid (IFB) number; grant announcement number; the contract, grant, or loan award number; the application/proposal control number assigned by the Federal agency). Included prefixes, e.g., “RFP-DE-90-001.”

9. For a covered Federal action where there has been an award or loan commitment by the Federal agency, enter the Federal amount of the award/loan commitment for the prime entity identified in item 4 or 5.

10. (a) Enter the full name, address, city, State and zip code of the lobbying registrant under the Lobbying Disclosure Act of 1995 engaged by the reporting entity identified in item 4 to influence the covered Federal action.

(b) Enter the full names of the individual(s) performing services, and include full address if different from 10(a). Enter Last Name, First Name, and Middle Initial (MI).

11. The certifying official shall sign and date the form, print his/her name, title, and telephone number.

According to the Paperwork Reduction Act, as amended, no persons are required to respond to a collection of information unless it displays a valid OMB control Number. The valid OMB control number for this information collection is OMB No. 0348-0046. Public reporting burden for this collection of information is estimated to average 10 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0046), Washington, DC 20503
CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

* APPLICANT'S ORGANIZATION

New Hampshire Department of Education

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix:  
* First Name: Heather  
Middle Name:  
* Last Name: Gage  
Suffix:  
* Title: Director

* SIGNATURE:  
* DATE: May 24, 2019
NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about the following provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) 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. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email if Docket My ed.gov and reference the OMB Control Number 1894-0005.
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State Plan Certification

I certify that to the best of my knowledge and belief, all information and data included in this State plan submission are true and correct.

I understand that the use of the Personal Identification Number (PIN) supplied to me by the Department to certify and submit these assurances is the same as certifying and signing the document with a hand-written signature.

Signature of Authorized Individual (PIN): ****
Title/Agency: Director, NH Department of
Date: 6/25/2019 12:00:00 AM