

U.S. Department of Education
Washington, D.C. 20202-5335

APPLICATION FOR GRANTS
UNDER THE

Out-of-School Time Career Pathways Program (21st CCLC National Activities)

CFDA # 84.287D

PR/Award # S287D200015

Grants.gov Tracking#: GRANT13206749

OMB No. , Expiration Date:

Closing Date: Sep 21, 2020

PR/Award # S287D200015

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

Application for Federal Assistance SF-424

* 1. Type of Submission:

- Preapplication
- Application
- Changed/Corrected Application

* 2. Type of Application:

- New
- Continuation
- Revision

* If Revision, select appropriate letter(s):

* Other (Specify):

* 3. Date Received:

09/21/2020

4. Applicant Identifier:

5a. Federal Entity Identifier:

5b. Federal Award Identifier:

State Use Only:

6. Date Received by State:

7. State Application Identifier:

8. APPLICANT INFORMATION:

* a. Legal Name: New Hampshire Department of Education

* b. Employer/Taxpayer Identification Number (EIN/TIN):

* c. Organizational DUNS:

d. Address:

* Street1:

Street2:

* City:

County/Parish:

* State:

Province:

* Country:

* Zip / Postal Code:

e. Organizational Unit:

Department Name:

Division Name:

f. Name and contact information of person to be contacted on matters involving this application:

Prefix:

* First Name:

Middle Name:

* Last Name:

Suffix:

Title: Coordinator of 21st Century Grants

Organizational Affiliation:

* Telephone Number:

Fax Number:

* Email:

Application for Federal Assistance SF-424

*** 9. Type of Applicant 1: Select Applicant Type:**

A: State Government

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

*** 10. Name of Federal Agency:**

Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.287

CFDA Title:

Twenty-First Century Community Learning Centers

*** 12. Funding Opportunity Number:**

ED-GRANTS-062220-001

* Title:

Office of Elementary and Secondary Education (OESE): Out-of-School Time Career Pathway Program
CFDA Number: 84.287D

13. Competition Identification Number:

84-287D2020-1

Title:

Out-of-School Time Career Pathway Program

14. Areas Affected by Project (Cities, Counties, States, etc.):

Add Attachment

Delete Attachment

View Attachment

*** 15. Descriptive Title of Applicant's Project:**

New Hampshire Out-of-School Time Career Pathways Initiative

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant 1, 2

* b. Program/Project 1, 2

Attach an additional list of Program/Project Congressional Districts if needed.

[Add Attachment](#)

[Delete Attachment](#)

[View Attachment](#)

17. Proposed Project:

* a. Start Date: 01/01/2021

* b. End Date: 12/30/2026

18. Estimated Funding (\$):

* a. Federal

* b. Applicant

* c. State

* d. Local

* e. Other

* f. Program Income

* g. TOTAL

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

- a. This application was made available to the State under the Executive Order 12372 Process for review on
- b. Program is subject to E.O. 12372 but has not been selected by the State for review.
- c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**

Yes No

If "Yes", provide explanation and attach

[Add Attachment](#)

[Delete Attachment](#)

[View Attachment](#)

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix:

* First Name:

Middle Name:

* Last Name:

Suffix:

* Title:

Commissioner

* Telephone Number:

Fax Number:

* Email:

* Signature of Authorized Representative:

Kathleen A Vestal

* Date Signed:

09/21/2020

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**U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS**

OMB Number: 1894-0008
Expiration Date: 08/31/2020

Name of Institution/Organization

New Hampshire Department of Education

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	0.00	0.00	0.00	0.00	0.00	0.00
2. Fringe Benefits	0.00	0.00	0.00	0.00	0.00	0.00
3. Travel	0.00	0.00	0.00	0.00	0.00	0.00
4. Equipment	5,000.00	5,000.00	5,000.00	2,500.00	2,500.00	20,000.00
5. Supplies	1,000.00	1,000.00	1,000.00	1,000.00	1,000.00	5,000.00
6. Contractual	503,000.00	483,000.00	478,000.00	493,000.00	503,000.00	2,460,000.00
7. Construction	0.00	0.00	0.00	0.00	0.00	0.00
8. Other	66,000.00	82,000.00	95,000.00	105,000.00	110,000.00	458,000.00
9. Total Direct Costs (lines 1-8)	575,000.00	571,000.00	579,000.00	601,500.00	616,500.00	2,943,000.00
10. Indirect Costs*	0.00	0.00	0.00	0.00	0.00	0.00
11. Training Stipends	0.00	0.00	0.00	0.00	0.00	0.00
12. Total Costs (lines 9-11)	575,000.00	571,000.00	579,000.00	601,500.00	616,500.00	2,943,000.00

***Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? Yes No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: To: (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify):

The Indirect Cost Rate is %.

(3) If this is your first Federal grant, and you do not have an approved indirect cost rate agreement, are not a State, Local government or Indian Tribe, and are not funded under a training rate program or a restricted rate program, do you want to use the de minimis rate of 10% of MTDC? Yes No If yes, you must comply with the requirements of 2 CFR § 200.414(f).

(4) If you do not have an approved indirect cost rate agreement, do you want to use the temporary rate of 10% of budgeted salaries and wages?

Yes No If yes, you must submit a proposed indirect cost rate agreement within 90 days after the date your grant is awarded, as required by 34 CFR §75.560.

(5) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

Is included in your approved Indirect Cost Rate Agreement? Or, Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is %.

PR/Award # S287D200015

Name of Institution/Organization	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.
New Hampshire Department of Education	

**SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	0.00	0.00	0.00	0.00	0.00	0.00
2. Fringe Benefits	0.00	0.00	0.00	0.00	0.00	0.00
3. Travel	0.00	0.00	0.00	0.00	0.00	0.00
4. Equipment	0.00	0.00	0.00	0.00	0.00	0.00
5. Supplies	0.00	0.00	0.00	0.00	0.00	0.00
6. Contractual	0.00	0.00	0.00	0.00	0.00	0.00
7. Construction	0.00	0.00	0.00	0.00	0.00	0.00
8. Other	0.00	0.00	0.00	0.00	0.00	0.00
9. Total Direct Costs (lines 1-8)	0.00	0.00	0.00	0.00	0.00	0.00
10. Indirect Costs	0.00	0.00	0.00	0.00	0.00	0.00
11. Training Stipends	0.00	0.00	0.00	0.00	0.00	0.00
12. Total Costs (lines 9-11)	0.00	0.00	0.00	0.00	0.00	0.00

SECTION C - BUDGET NARRATIVE (see instructions)

ED 524

NOTICE TO ALL APPLICANTS

OMB Number: 1894-0005
Expiration Date: 04/30/2020

The purpose of this enclosure is to inform you about a new 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 ICDocketMgr@ed.gov and reference the OMB Control Number 1894-0005.

Optional - You may attach 1 file to this page.

1236-GEPA427Attachments--NH OESE GEPA Fina

Add Attachment

Delete Attachment

View Attachment

NH Department of Education GEPA Statement *(continued)*

The New Hampshire Department of Education (NHDOE) serves an academically, culturally, and racially diverse youth population and is committed to equal access and treatment for all children, employees, and the general public. With respect to this commitment, our operational policy of nondiscrimination guides and governs decision making at all levels. State and agency policies incorporate the following principles: the DOE will not discriminate against program youth, parents or guardians of students, employees, applicants, contractors, or individuals participating in agency sponsored activities. The NHDOE is committed to the provision of equal access in all youth, education programs, activities, services and operations that are deployed or provided directly by the NHDOE, as well as those operated or provided by another entity on behalf of the NHDOE under contractual or other arrangements. These policies are established to provide an environment free from discrimination and harassment based upon age, race, color, disability, gender, marital status, national origin, religion, or sexual orientation.

NHDOE administrative personnel monitor, coordinate, and recommend action to ensure compliance with the above policies. To effectively and fairly resolve conflicts should they arise, NHDOE maintains grievance procedures related to equal access for applicants, employees and/or youth and their families alleging discrimination. These procedures are accessible for use by youth, employees, and the general public. The NHDOE also offers its staff access to training opportunities for the purpose of increasing effectiveness in recognizing and correcting biased attitudes. Moreover, in accordance with the Americans with Disabilities Act, the NHDOE and its partners are prepared to provide appropriate accommodations so that the proposed Transforming Literacy program is accessible to youth and staff with disabilities. Specifically, the NHDOE and its partners are committed to implementing ten (10) specific strategies for ensuring equal access to and participation in the Transforming Literacy program for consumers, staff of partnering agencies, and employees. The following steps will be deployed with the intent to reduce and eliminate access barriers based on gender, race, national origin, color, disability, and age to maximize participation in the grant program:

1. Develop and administer pre-participation surveys with training/event/workshop/activity registration materials to identify special access requirements – such as wheel chair access, signers, and interpreters for program participants, as needed.
2. Develop and implement a strategy plan that will address the identified special access needs indicated by program registrants prior to every event. All program-related events should be held in ADA accessible facilities.
3. Coordinate and offer cultural sensitivity and ADA training for program staff, as recommended by the NHDOE administrative staff.
4. Hire, recruit, and involve individuals from ethnic minority groups, bilingual individuals, consumers, and individuals with disabilities to plan, implement, and evaluate program services, to the greatest extent possible.
5. Develop or acquire and disseminate culturally relevant and sensitive curriculum and information materials that can be understood and accessible to all potential

NH Department of Education GEPA Statement *(continued)*

participants, regardless of their unique challenges.

6. Offer transportation vouchers for advisory committee members of the program and participants who must use personal or public transportation to attend grant and program events, as needed.
7. Offer language/other interpretation and bilingual services for consumers and others as needed and appropriate.
8. Offer onsite childcare for individuals who must bring their children to program training events and activities (as possible).
9. Arrange for assistive technology devices to translate materials for participants in need of such services.
10. Post information materials, schedules of events, and program assessments on the Internet, which will enable assistive computer devices to interpret the materials for users. Ensure all potential users have direct access to these resources through the provision of usable workstations and computer labs, to the greatest extent possible.

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	
<input style="width: 90%;" type="text" value="New Hampshire Department of Education"/>	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: <input style="width: 100px;" type="text"/>	* First Name: <input style="width: 200px;" type="text" value="Frank"/> Middle Name: <input style="width: 150px;" type="text"/>
* Last Name: <input style="width: 300px;" type="text" value="Edelbut"/>	Suffix: <input style="width: 80px;" type="text"/>
* Title: <input style="width: 250px;" type="text" value="Commissioner"/>	
* SIGNATURE: <input style="width: 300px;" type="text" value="Kathleen A Vestal"/>	* DATE: <input style="width: 150px;" type="text" value="09/21/2020"/>

U.S. DEPARTMENT OF EDUCATION
SUPPLEMENTAL INFORMATION
FOR THE SF-424

1. Project Director:

Prefix: First Name: Middle Name: Last Name: Suffix:

Address:

Street1:
Street2:
City:
County:
State:
Zip Code:
Country:

Phone Number (give area code) Fax Number (give area code)

Email Address:

2. Novice Applicant:

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

Yes No Not applicable to this program

3. Human Subjects Research:

a. Are any research activities involving human subjects planned at any time during the proposed Project Period?

Yes No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

Yes Provide Exemption(s) #: 1 2 3 4 5 6

No Provide Assurance #, if available:

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

You may now Close the Form

You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.

* Attachment:

1237-Abstract New Hampshire Out-of-School-Tim

Add Attachment

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New Hampshire Out-of-School-Time Career Pathways Initiative ABSTRACT

The New Hampshire Out-of-School-Time Career Pathways Initiative seeks to build out a holistic career pathway program for students in K-12 public schools in New Hampshire by using out-of-school time learning opportunities to expand upon existing competency-based education efforts in science and math, a growing set of instructional strategies for work-study practice skill development (e.g. self-direction, communication, collaboration, and creativity), and fragmented career development assets. By adding career learning opportunities and work-based learning experiences across all grades, the initiative seeks to build the capacity of districts in the program to offer a comprehensive set of career pathway learning opportunities, including paid internships in STEM-related businesses and STEM-oriented industry-recognized credentials that will prepare students to be career-ready for in-demand STEM careers. (See Attachment 1) Students should have the ability to be Wayfinders with multiple paths toward their post-secondary goals. Together with Educators and industry partners, students network, build social capital and have experiences that open a multitude of opportunities toward meeting their goals.

The initiative is a partnership between the New Hampshire Department of Education (SEA), New Hampshire Learning Initiative (a statewide intermediary), four school districts with 21st Century Community Learning Centers, three of which are rural (Conway - NCES ID: 3302490, Locale Code: 32; Hinsdale - NCES ID: 3303780, Locale Code: 42; Laconia - NCES ID: 3304140, Locale Code: 32, and Manchester -NCES ID: 3304590, Locale Code: 12), and industry partners committed to STEM-related work-based learning experiences. Industry partners include Graphicast, Eversource, GS

Precision, and EPTAM Precision. Over the five year program period, the initiative will build the capacity of the four districts to deliver on the following outcomes: 900 students will complete an industry-recognized credential for remote work, 720 students will complete a STEM-related industry-recognized credential chosen from a range approved options, and 100 students will complete a paid internship in an in-demand STEM-related work-based learning opportunity with a local employer. Additionally, 100% of students in grades 6 through 8 in each district will participate in a developmentally appropriate career learning opportunity and all districts will work to implement a career assessment process to be administered to all students at least twice during their K-12 learning journey.

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:**

To add more Project Narrative File attachments, please use the attachment buttons below.

New Hampshire Out-of-School-Time Career Pathways Initiative



Grant proposal submitted to:

the U.S. Department of Education Office of Elementary and Secondary Education
Out-of-School Time Career Pathway Program

by the New Hampshire Department of Education

Deadline: September 21, 2020

New Hampshire Out-of-School-Time Career Pathways Initiative

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PROJECT NARRATIVE

Significance

Utilization by others

COVID-19 has accelerated trends already in motion in the U.S. economy. Remote work has increased 91% over the last 10 years (Hering, 2020) and has become a reality for many workers. At the same time low-wage workers in the service sector who are not deemed essential (e.g. food servers, travel and hospitality work, brick and mortar retail sales personnel) have found themselves rethinking career choices that are more pandemic proof. Employers needing workers, but also unable to put in place adequate health protocols (e.g. meat packing plants, warehouse and distribution centers) are ramping up plans to automate. Our education systems, both K-12 and postsecondary, urgently need to address the skill and learning needs demanded of this rapidly emerging economy of what has been called the 4th Industrial Revolution. This is a revolution in which STEM capabilities are needed as a base for many occupations. This push demands greater cognitive abilities (e.g. applying knowledge, analysis and assessment) coupled with increased competency in work success skills (e.g. self-direction, communication, collaboration, creativity).

In response to these trends, the New Hampshire Out-of-School-Time Career Pathway Initiative seeks to formally articulate strong career pathways that integrate developmentally appropriate career learning opportunities fueled by student agency with competency-based learning in science and math, and work-study practice skill learning (aka WSPs or work-success skills). The Initiative will link these in-school based components to meaningful out-of-school-time work-based learning (WBL) opportunities

(e.g. internships, pre-apprenticeships) with STEM related businesses coupled with a STEM-aligned industry recognized credential (IRC) attainment and remote worker certification. The combination of these elements, are critical for a highly rural state like New Hampshire. This effort is critical in breaking down the silos where great work is already happening. By using statewide and local WBL advisories, the framework and resources resulting from this project will provide a basis for wide dissemination of information across school districts and organizations in New Hampshire. This will create a statewide network for career pathway development for students which has been missing.

Individual districts have been developing career pathways from their own perspectives and based on their own resources. This has led to pathways that are inequitable for students across the state, both in definition and opportunities for students. This is compounded by what young people see as a lack of job and career opportunities according to a 2017 survey conducted by Eversource on behalf of Eversource. While efforts like Stay, Work, Play NH (SWP, 2020) work to attract and retain more young people in NH to maintain viable economic development, many students still leave the state in pursuit of other opportunities due to the perception that they do not have access to a livable wage in NH. At the same time, employers in STEM related industries note that it is hard to find qualified workers within the state. This Initiative is designed to work with participating school districts to address the barriers for career pathway development, leverage the district's strength, and to build solutions to actualizing career pathways for all students in New Hampshire including work-based learning opportunities.

The Initiative is a partnership between the New Hampshire Department of Education (NH DOE), New Hampshire Learning Initiative (NHLI), four New Hampshire school districts with 21st Century Community Learning Centers (three of which are designated as rural by NCES)¹, and a network of employers and work-based learning leaders committed to preparing New Hampshire's young people for meaningful careers and lifelong learning (see Appendix F, Table 2 for information about partner roles and responsibilities). The Initiative's plan is to create a model that can scale beyond the participating districts to other districts in the state with the hope that integrated elements will move into adult education and workforce training settings in New Hampshire and beyond.

Building local capacity

New Hampshire is uniquely positioned to be successful in building and scaling this project. The state of New Hampshire revised educational regulations in July of 2005, which abolished the Carnegie Unit and moved to a mastery of competency system. Districts therefore have the opportunity to develop innovative learning pathways for students in their systems. This supports the advancement of career pathway development to include awarding course credit for extended learning opportunities (ELOs)² as well as personalized pathways for students.

Many of the components for this initiative are already in place in the state and across the four core participating school districts in the Initiative (see Appendix F, Table 1). For example, there are existing statewide career competencies and a newly

¹ Conway - NCES ID: 3302490, Locale Code: 32; Hinsdale - NCES ID: 3303780, Locale Code: 42; Laconia - NCES ID: 3304140, Locale Code: 32, and Manchester -NCES ID: 3304590, Locale Code: 12

² This is what New Hampshire calls its out-of-school time learning opportunities.

legislated mandate to have all students complete career assessments. Statewide STEM competencies developed in 2014 provided the foundation for the successful scaling of competency-based education in science and math. Further scaling occurred when the performance-based assessment system (PACE) was implemented as the innovative alternative accountability system. Since 2018, there have also been efforts to build out instructional and assessment supports for work-study practice skills and a work-based learning advisory group with links to an engaged employer network has been meeting to provide vision, direction, and support for action in this arena.

The core districts, all of which have 21st CCLCs, have career learning and career and technical education in place to varying degrees but lack connective elements to create cohesive programs K-12. For example, in the Laconia School District, the REAL (Real Experiences Advancing Learners) after school program in middle school begins to explore interests and connect with community businesses. This Initiative has the potential to bring these experiences to all middle school students while increasing industry recognized credential attainment due to the earlier career exploration efforts. The Hinsdale School District has an industry partner, GS Precision, willing to work with them. Yet the district has struggled with building career pathways that address academic gaps in student learning while creating a structure that fully supports overcoming these barriers. The Conway School District (SAU9) is partnering with an aviation industry, but lacks the components of a career pathway learning program. These are a few of the needs within districts that will be addressed by the Out-of-School Time Career Pathway Initiative.

The Initiative seeks to build on existing assets and address identified gaps by mapping out developmentally appropriate career learning pathways that span across grades K-12. Over the five years of the program, districts will receive professional development and planning support to implement curriculum such as the World of Work (Grades K-5), Possible Futures (Grades 6-8) and career pathway plan development (Grades 8-12). It also will work to tie this curriculum to embedded instruction in work-study practices, as well as help students effectively use the Awato career wayfinding platform to start to chart their own career journeys. Additionally, districts will receive support on how to integrate work-based learning opportunities with industry recognized credentials through increased partnerships with local STEM employers building on competency-based domain knowledge in science and math. In this way, the Initiative seeks to weave together a range of existing and new in-school and out-of-school learning in STEM, work-study practice skills, career development, and work-based experiences creating a stronger foundation for NH future economy.

Demonstration of new or alternative strategies

The state has existing career competencies and has recently passed NH Senate Bill 276 requiring every incoming freshman student to complete at least one career assessment. This legislation supports initiatives already in play through the NH DOE and proposed by Commissioner Frank Edelbut. Senate Bill 276 builds on the 65 by 25 goal to have 65% of New Hampshire’s workforce possessing a post-secondary credential by 2025, a mission embraced by the Community College System of New Hampshire, NH Coalition for Business and Education, and the NH Department of Business and Economic Affairs. “Career Readiness Drive to 65” is a systematic and

holistic approach through high school years, whereby a career aspiration assessment occurs in 9th grade that facilitates course mapping towards a student's career ready credential awarded upon high school graduation. The program would extend concurrent enrollment opportunities to 10th through 12th grade students.

Senator Kahn (D-Keene), prime sponsor of SB 276-FN, released the following statement after the vote:

In this changing economy, we cannot afford for anyone to get left behind. The passage of SB 276 is another piece of the puzzle to ensure New Hampshire high school graduates have the career readiness credentials they need to accelerate entry into the workforce, as well as college completion, and the tools they need to build a good life. Drive to 65 helps students and it helps businesses find qualified employees by reducing training time and costs and reducing attrition rates.

Strong competency-based education in science and mathematics and growing efforts to instruct on work-study practices skills are emerging. This Initiative seeks to build on STEM domain knowledge and work-study practices skills by adding a career pathway lens. It further seeks to certify both the content knowledge and work-study practice skills through industry recognized credentials in both competency areas. Additionally, the effort seeks to pull career learning out of the box of high school advising and CTE programs and into the entire K-12 grade span. This Initiative pushes the traditional approaches to career learning by focusing on student agency and supporting student driven pathways. The Initiative builds a network for an innovative community that promotes discussions and shared collaborative practice across multiple districts. The goal is to encourage best practices and creative strategies, to align the career pathway work to competency-based learning, and to create a coherent vision throughout the state.

Dissemination

The Initiative will create a curriculum framework that bridges academic competencies, work-study practice skills, career learning, work-based learning experiences, and student career pathway mapping models into a comprehensive career pathway ecosystem. The result will be a pathway development model that can be replicated in other districts throughout the state. It will disseminate this framework along with its learning, models, and instructional supports, through an open source website with a culminating grade 6-16 toolkit. A similar model was used for a recent effort related to instruction and assessment of work-study practices (BEST, 2020). New Hampshire educators have strong Professional Learning Communities, and Initiative partner, NHLI, works to build the capacity of teachers and districts to innovate and transform practice with an eye towards scale across the state. Additionally, the NH DOE and NHLI are connected to leaders in other states committed to competency education and personalized learning. These networks have been used to disseminate and share many fielding leading endeavors happening in the state with others through informal consultations and formal convenings and presentations. Finally, JFF, a national leader in the adult education, workforce training, and postsecondary workforce arenas, has been in a research practice partnership with the NH DOE, NHLI and others for the last three years and will continue to leverage its extensive networks to extend the learnings from this endeavor.

Quality of the project design

Goals, objectives, outcomes

The Initiative seeks the following goals and outcomes for students by the end of the 5-year program period:

- 1) Increased understanding of student core interests and aptitudes and how they relate to possible career pathways with 100% of students in all district grades 6, 8, and 10, completing a career assessment (Awato³ or another district selected assessment).
- 2) 100% of high school students will map out a personally meaningful potential career pathway. This is in accordance with NH Senate Bill 276.
- 3) 100% of students participating in Possible Futures Curriculum⁴ or other career curriculum (e.g. World of Work⁵) in each of the core districts increase competency and knowledge of STEM that is further aligned with awareness of how this knowledge links to STEM-related careers including skilled technical work.
- 4) Increased competency in core work-study practice skills through engagement with a remote worker certificate program with 50% of students completing this industry-recognized credential.
- 5) All four core districts Increase their capacity to offer career and work-based learning opportunities through intentional links between the

³ More info on Awato can be found at <https://awato.org/> .

⁴ More info on Possible Futures can be found at: <https://www.jff.org/resources/possible-futures-curriculum> .

⁵ More information on World of Work can be found at: <https://www.worldofwork.net/the-world-of-work/> .

instructional core in STEM, work-study practice skill development and out-of-school time learning opportunities with increased award of industry-recognized credentials in STEM for students in all four districts.

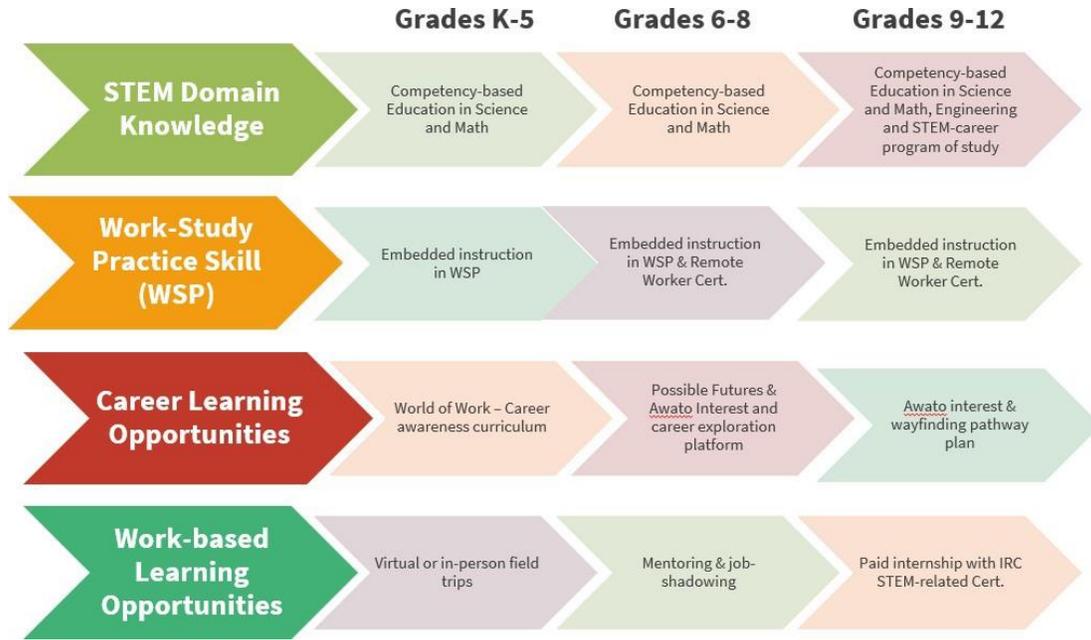
Design

Creating STEM career ready learners who have the potential to increase their economic mobility, will be made possible through the integration of STEM domain knowledge, work-study practice skill, career learning opportunities and work-based learning opportunities (see Figure 1). Specifically, these elements are:

- Competency-based education that builds domain knowledge depth in science and math across all grade levels.
- Embedded instruction in work-study practice skills such as self-direction, communication, collaboration, and creativity as part of the instructional core in all grade levels.
- Developmentally appropriate career learning offered to all grade levels building up concepts of career awareness, exploration and experience using vetted curriculum and tools at each grade span.
- Hands on, work-based learning opportunities at developmentally appropriate levels growing from field trips to places of work to job shadowing and mentoring to paid internships.
- Training and certification in-demand STEM-related industry recognized credentials, with linked experience in a work-based learning paid internship.

- Additional training in remote worker skills to enforce work-study practice skill development for grades 8-12 leading to an industry recognized remote worker certificate.⁶

Figure 1: Integrated career-pathways across the K-12 continuum



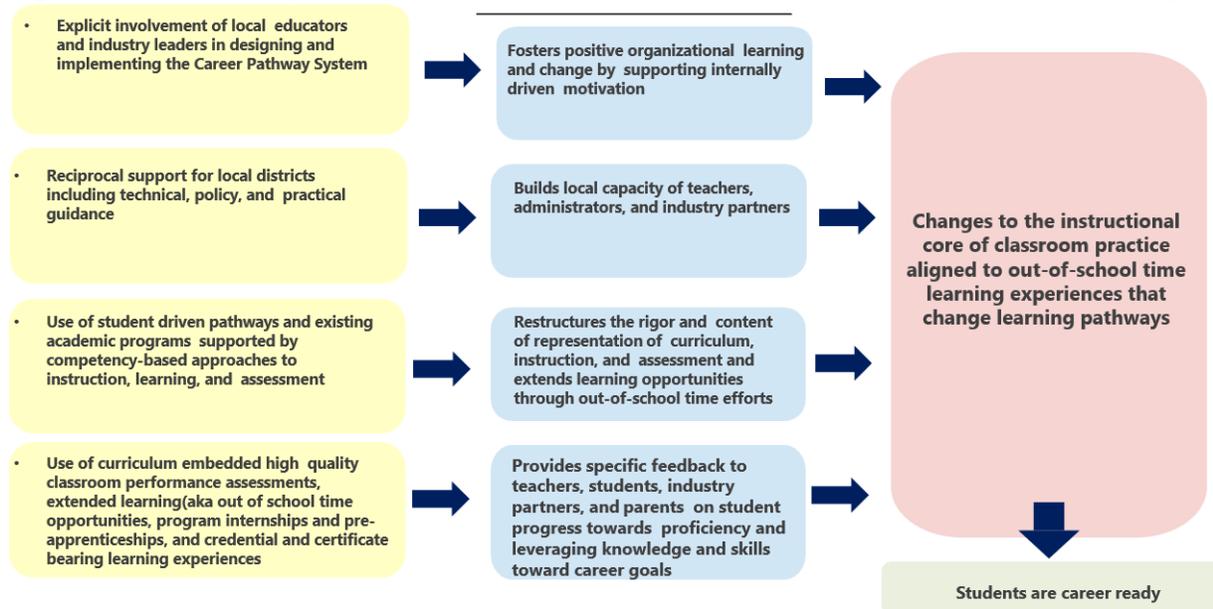
Conceptual framework

The initiative’s conceptual framework is detailed in Figure 2.

Figure: 2: New Hampshire Theory of Action for Out-of-School Time Career Pathways

⁶ More information on Workplaceless’s Remote Worker Certificate can be found at: <https://www.workplaceless.com/certification> .

Figure: 2: New Hampshire Theory of Action for Out-of-School Time Career Pathways



Building on existing efforts

As noted previously, there exist already across New Hampshire and in individual districts a range of assets that will be leveraged for the Initiative and are further detailed in Attachment F, Table 1. Statewide there are established high-quality performance assessments for competency-based education in science and math across all grade levels rooted in strong common core informed and Next Generation Science standards. This work is further supported by a growing set of embedded instruction and assessment of work-study practice skill learning that is supported through legislative mandates. New Hampshire’s Department of Education has a set of stated career competencies that are further supported by a new mandate that all students in New Hampshire complete a career assessment. Activities in the four districts’ 21st CCLCs already extend learning beyond the school day and are further supported by a statewide culture of formalized processes for extended learning opportunities (ELOs). The four core districts also have a range of career and technical education (CTE) opportunities in

place, many aligned with applied STEM. Additionally, a Work-Based Learning Advisory Group composed of employers, K-12 education and district leaders, postsecondary leaders, and others has been meeting since 2019 to create a concrete action agenda to move work-based learning forward. The funds from this grant opportunity would allow the state, working through the New Hampshire Learning Initiative (NHLI), to coordinate and rationalize all of these assets into an integrated and comprehensive career pathways ecosystem. It would additionally provide the state the opportunity to build up its capacity through the core district models to integrate career and work-based learning opportunities into the existing in-school instructional core.

Quality of project services

Equal access for underrepresented groups

Effective communication has been an ongoing challenge in schools. Many parents, students, and community members are unaware of all the out-of-school opportunities that exist. The Initiative will engage with the Parent Information Center of NH (PIC)⁷ to ensure that all students and those that support them are informed about the opportunity by engaging parents, schools, and community. PIC is a pioneer in creating family/school/community partnerships that help parents of all children get involved in their children's learning and development. PIC also offers additional support through workshops, resources and referrals. From its inception to the present, the Parent Information Center has demonstrated an ability to identify and respond to the changing needs of children and families in NH. PIC will collaborate with the project districts to learn how to effectively reach out to families that are underrepresented in

⁷ Information on PIC can be found at <http://www.picnh.org>.

STEM fields (e.g. girls, students with disabilities, EL populations, and low SES students).

Another challenge is ensuring that **all** students are matched to careers based on their interest. The state now requires through NH SB276 that every student entering 9th grade, take a career interest assessment. Awato, the student interest career assessment is fully funded by the state for the career exploration and assessment portion. Awato provides student driven career interest data to ensure that all students who indicate an interest in a STEM related field will be provided the opportunity to participate. This ensures that students especially in traditionally underrepresented groups will have access to the opportunities provided by this project.

Funding directly to schools will remove barriers such as transportation, material costs, workplace clothing and paid internships to allow students in underrepresented groups greater opportunity to participate. Paid internships will prioritize underrepresented groups in STEM career pathways. There are 20 internships budgeted per year, 5 per school district. The Initiative will also work with Future Focused Education⁸ on how to best design work-based learning internships and create equitable communication plans to reach students who traditionally have been closed out of such opportunities.

Evidence-based practice

The Initiative is designed to weave together comprehensive learning components that collectively are designed to strengthen student career and college readiness. While the evidence on competency-based education in K-12 settings is not fully developed,

⁸ More information on Future Focused Education can be found at <https://futurefocusededucation.org/>.

there are initial findings that suggest student engagement, test scores, and reading levels are positively affected by competency approaches (Steel et al, 2014). Career learning is linked to positive outcomes for students. Students who have access to age appropriate career development opportunities, especially in elementary and middle-school grades, are more likely to create stronger career identities and identify appropriate secondary and post-secondary learning experiences (Lapan et al, 2016). Additionally, students who have had access to career and technical education have experienced a range of positive outcomes including increased probability of graduating high school, increased probability of being employed post high school, and increased wages (Dougherty, 2016). Other studies have shown that success in workforce and college settings require key behavioral and navigation skills. Skills like managing career and education actions, getting along with others, and integrating self-knowledge with your context which are supported by New Hampshire's work-study practices and are part of standard career pathway and wayfinding curricula (Elchert et al, 2017). Finally, learning that combines work-based experiences and human skill training, like the work-study practices, are critical to future economic mobility. There is ample evidence from programs like YearUp (Pathways to Work, 2020a), Broadened Horizons Brighter Futures (Pathways to Work, 2020b), and Transition WORKS (Pathways to Work, 2020c) that young adults and those with disabilities experience increased earnings and employment through programs that combine work experience with employability skill training (aka work-study practice skills).

Impact

The Initiative envisions a range of impacts for students, educators, districts, and employers. These impacts are noted in Table 1.

Table 1: NH Out-of-School Career Pathways Initiative Impacts

Student	Educators	Districts	Employers
<p>Increased agency and confidence in own ability to be a self-directed, lifelong learner, able to chart own career pathway</p> <p>Increased academic achievement leading to postsecondary degrees, credentials, or certifications</p> <p>Increased economic mobility</p> <p>Increased WBL opportunities while in school</p> <p>Increased social capital and networking related to career interests</p>	<p>Increased ability to integrate work-study practices and career learning into instructional core as part of regular classroom-based instruction</p> <p>Increased awareness of students interests and their vision of possible career pathways</p>	<p>Increased capacity to offer developmentally appropriate career learning opportunities across all grades</p> <p>Increased ability to integrate out-of-school-time work-based learning opportunities and IRCs with academic core content and work-study practice skills</p> <p>Increased connections to employer community to provide work-based learning opportunities</p> <p>Ability to align work-based learning with the local competency-based learning system</p> <p>Increased ability to communicate and reach all students and parents due to the PIC</p>	<p>Stronger relationships with local school district</p> <p>Stronger relationships with students and families</p> <p>Increased pool of STEM ready workforce including skilled technical workers in none science and engineering occupations</p> <p>Deeper understanding of the needs and aspirations of young workers.</p>

		communication consultation	
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Adequacy of resources

Support

The New Hampshire Department of Education is working closely with the New Hampshire Learning Initiative to manage and implement this five-year program. The NH DOE and NHLI have a history of cooperatively working towards building capacity and scaling innovation in the state. For example, the NH DOE has delegated to NHLI the responsibility for supporting teacher training, district implementation, and scaling of the state’s Performance Assessment for Competency-based Education (PACE) alternative accountability system since its inception in 2015. As a statewide intermediary, NHLI is able to see across district boundaries with insights into valuable connections and collaborations that can work to build upon one another. NHLI has respected and strong relationships in each of the four core districts that are part of this initiative. It already manages the PACE system which includes science and math efforts across all grades. It also is building out the work-study practice skill effort in the state and is well underway with building the resources and networks in the career pathway arena. Dedicated staff at NHLI oversees the future career pathways work convening the Work-based Learning Advisory Group, connecting with the career assessment platform developer Awato, identifying CTE efforts in the state and building out the professional development and capacity building resources for this body of work. The NH DOE in partnership with NHLI, have the important social capital and relational assets in place to make things

happen. Additionally, the four core districts have strong leadership, dedicated 21st CCLC directors, and enthusiasm and commitment to support the career pathways work.

Costs

By building on an ecosystem of effort across multiple stakeholders with a lens towards statewide scaling, we believe the budget is reasonable given the scope. Building on existing efforts, the funds from the grant will be focused on those areas that need the most development for long term sustainability and success -- career learning pathways and work-based learning opportunities including paid internships linked to industry recognized credentials. The funds will help the state organize and focus a range of assets, model possible ways to link in-school efforts that are part of the instructional core to out-of-school time learning experiences that are aligned. Further, by weaving together STEM domain knowledge with work-study practice skills, both aligned with IRCs, the hope is to demonstrate how such an innovation might scale. Details of the budget can be found in the budget narrative as well as a supporting budget spreadsheet.

Sustainability

As designed, the program is structured to build up the instructional capacity of educators and district leaders to deliver career learning that is integrated with the instructional core. Past efforts in the state have been successful at leveraging the capacity of early adopters who go on to build up the capacity of their peers and others in the state in new instructional and curricular efforts. Additionally, by connecting districts

to employers and featuring work-based learning elements, the ideal is that districts build upon these connections post-grant, after the value is demonstrated. Ideally, employers take up the costs of paying interns and certifications that matter to success in their industry and working with local Chambers and community foundations to create funds to cover such experiences. The development of a NH community of practice network will help districts share their work and provide support to new districts coming forward.

This proposed initiative has strong potential for establishing improved STEM pathways, especially leading to industry recognized credentials, and especially for underserved student populations whose ability to engage in out of school internships, WSP engagement, and work-based learning has been impeded by poverty, rural lack of high-impact industry, and other societal burdens. Establishing a cross-district leadership and policy team that becomes increasingly self-sustaining over time takes advantage of the science of “ownership” in which the partnerships between schools and specific businesses become the driving force behind sustainability. The mutually beneficial relationships and strong outcomes for students support ongoing efforts beyond the period of the grant. While New Hampshire’s lack of top-down funding for innovative school-industry learning partnerships requires an initiative such as this grant to “jump-start” the effort, the strong will and deep needs of New Hampshire’s rural population provide the motivation for ongoing work once the system is defined, engaged, and initiated.

New Hampshire has pillars in place to support a structure for career pathways: state and local policy, State DOE support, local will of both schools, industries, students and parents, and experienced partner organizations in NHLI and the local CCLCs. It

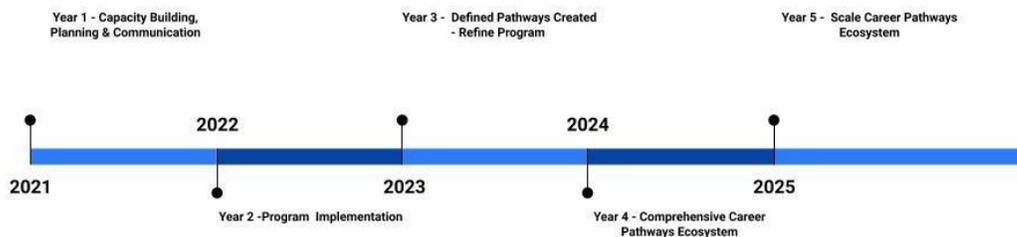
needs only the structure to create this system that will not only sustain student learning into the future but serve as an example for other states in similar situations.

Quality of the management plan

Management plan

Working on behalf of the NH DOE, NHLI will manage the Initiative ensuring the delivery and implementation of all core programming. NHLI has strong and robust partnerships and networks throughout the state and provides a range of professional development and capacity building endeavors designed to create a strong personalized, student-centered learning ecosystem. Key responsibilities and roles are detailed in Appendix F, Table 2 and detailed project timeline can be found in Appendix F, Table 3 and the project phase plan is outlined in Appendix F, Table 4. As Figure 3 demonstrates, the focus of the first 3 quarters of year 1 is on planning and designing of the career pathway program, in years 2 and 3 the focus is on the implementation of the initial career pathway designs and iterations of those designs. While the career learning experiences for students will continue during years 4 and 5, the additional focus is on scaling and sustainability for the career pathway ecosystem.

Figure 3: NH Out-of-School Time Career Pathways Initiative Project Timeline



Diversity of perspectives

The initiative is designed to bring the voices of diverse stakeholders in at both the state and local level. At the local level, each district will form an advisory team composed of students, teachers, district leaders, and ideally employer partners who will help to both connect the initiative to existing efforts, but also vet and integrate new efforts. At the state level, the Work-Based Learning Statewide Advisory Group will work to advance the Initiative. Led by Val Zanchuck, CEO, Graphicast, the group is composed of CTE directors and Extended Learning Opportunity (ELO) coordinators from across the state, NH Economic Development expert and entities from NH College and Career Readiness Alliance, NH College and Technical Education Association. Additionally, national leaders linking the workforce and education systems will be key advisors and consultants to the project bringing insights from outside of the state. These multiple advisory groups will create touchpoints for the project and provide key feedback as well as share out to the diverse constituencies. The project will provide quarterly updates to these advisory groups. Additionally, teacher and student leads in each district will be regularly engaged through the design and implementation of the project. This is a regular practice of the project's managing partner, NHLI.

Other Attachment File(s)

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Frank Edelblut
Commissioner

Christine M. Brennan
Deputy Commissioner

STATE OF NEW HAMPSHIRE
DEPARTMENT OF EDUCATION
101 Pleasant Street
Concord, NH 03301
TEL. (603) 271-3495
FAX (603) 271-1953

MEMORANDUM OF UNDERSTANDING
Between
NH Department of Education
And the New Hampshire Learning Initiative
January 1, 2021 – December 30, 2026

Organizational Background

NH Department of Education

The New Hampshire Department of Education (NHDOE) provides educational leadership and services which promote equal educational opportunities and quality practices and programs that enable New Hampshire residents to become fully productive members of society. The Department offers a wide variety of programs and services in support of New Hampshire's students, teachers, educators, administrators, families, and community members.

In the past several years, the NH Department of Education has confronted several issues plaguing New Hampshire schools – high drop-out rates in some schools, disengaged and underserved students, high educator turn-over, and college and business reports of students unprepared for the authentic settings of higher education and career when they graduate from high school. The Department is now poised to support and implement the Out-of-School Time Career Pathway program to support student-centered, competency-based learning environments in authentic settings, and in partnership with high-leverage STEM occupational settings and Local Education Agencies (LEAs), with their active CCLCs, (Nita M. Lowey Community Learning Centers Program, (CCLC) through internships and out of school extended learning opportunities (ELOs) leading to recognized postsecondary credential.

To accomplish this effort, the NHDOE's in-house management team, Ashley Frame Administrator for ESEA Programs Director, and Kathleen Vestal, Coordinator of 21st Century grants will coordinate with New Hampshire Learning Initiative, 501 C3 educational non-profit, for day-to-day activity management and coordination with LEAs and fiscal management of the grant and subgrants.

NH Learning Initiative

The New Hampshire Learning Initiative (NHLI) is a 501(c)(3) nonprofit organization formed to serve as a catalyst for innovation in education in the State of New Hampshire. NHLI oversees the efforts and supports the scaling of

the important work in the state toward a fully integrated, competency-based PreK-20 system that supports all students, families, and educators. Ellen Hume-Howard is the executive director.

The mission of the New Hampshire Learning Initiative is to accelerate innovation in K-12 education to move schools forward in helping NH students become competent and confident adults, able to pursue the futures they seek in college, career and beyond. NHLI has taken an active role in overseeing, organizing, and supporting various efforts in New Hampshire that address our organizational mission, including extended learning opportunities, performance assessment for competency education (PACE) and Future Learning Pathways. A major goal for NHLI is to envision and implement ways to ensure college and career readiness for all New England public school graduates. For New Hampshire, this means particular attention to the goals and achievement of low-income students compared to non-low-income students as well as that of other under-served populations. NHLI has worked to integrate the various education innovation efforts in New Hampshire for deeper learning tied to student preparation for career and higher education and achievement of a recognized postsecondary credential, such as an industry-recognized certification or a certification of completion of an apprenticeship in an in-demand industry sector or occupation.

Project Description and GOALS

NHLI shares the NHDOE's and the OESE's vision of students' expanded options to participate in a career pathway (as defined in the NIA) program, outside regular school hours or as part of an expanded learning program, that leads to a recognized postsecondary credential, such as an industry-recognized certification or a certification of completion of an apprenticeship in an in-demand industry sector or occupation.

NHDOE in partnership with New Hampshire Learning Initiative (NHLI), Jobs For the Future (JFF), Gallup, NH businesses, and LEAS with a 21st CCLC are applying for the proposed project involving the development or demonstration of promising new strategies that build on, or are alternatives to, existing strategies.

Goals

State-Supported New Hampshire Out-of-School Career Pathways

NHLI will, with funds through this MOU, develop and test the state-outlined Initiative for districts and schools to demonstrate progress in the following goals/strategies:

1. Provide models of how districts can work with employers to provide students with work-based learning opportunities related to in-demand careers and attainment of STEM-related Industry Recognized Credentials (IRCs). These efforts will build upon the state's strong competency-based education, extended learning opportunity, Future Learning Pathways Project, Career & Technical Education, and work-study practice efforts. Student internships or apprenticeships in STEM related in-demand careers will be funded by the grant
2. Build upon existing career competencies and efforts in career awareness, exploration, and experiences that exist across the [state including a legislated mandate that every student K-12` completes a career interest profile assessment.](#)
3. Build the capacity of districts to train students to be effective remote workers through the [Workplaceless Digital Remote Worker Certification](#) program recognized by the Society of Human Resource Management (SHRM).

Objectives

The proposed initiative will include 4 core school districts that share characteristics encompassing rural schools, urban challenges, low-socio-economic status, and high need for business and industry connections between schools and local industries. These districts include, Hinsdale School District, Laconia School District, Rochester School District and Manchester School District. Businesses included are GS Precision, Eversource, EPTAM Precision and Graphicast. Additional districts involved in the Future Learning Pathways project, Performance Assessment for Competency Education initiative, and Transportable Work and Success Skills (NH Work Study Practices) work will comprise a supported networked innovation collaborative to support scaling of this proposal's implementation.

OBJECTIVES FOR SCHOOLS:

- Professional development and funding support in creating a STEM pathway that leads to certification, industry recognized credential or apprenticeship.
- Support districts with funding for new curriculum development for career readiness, planning, student employment stipends, transportation, and other necessities for students to engage in a work-based learning program.
- Access to the NH Student Gallup Poll to measure work-based learning experiences related to how students feel about their future.
- Option to become a Remote Worker Certification trainer who can provide training in Remote Worker Certification for students.
- Awato Career assessment platform support (if needed)
- Provide support in conducting a crosswalk bridging the local academic and 21st century competencies with the work-based learning so that students can explore their career readiness and design their learning experience by forward mapping or back mapping the work-based experience to the curriculum framework.
- Shared understanding of the career learning pathway including the potential grade level and experiences in the proposed pathways.
- Work with 21st CCLCs to design the program that is the best fit for their district.
- Support and fund Leadership within the system both teacher leaders and student leadership models.
- Support an equitable access opportunity model where students engage in a career self-assessment and students then use the results to work with school-based mentor, counselor, ELO coordinator or advisor to design their career learning pathway.
- **School funding levels will depend on the final grant award*

OBJECTIVES FOR EMPLOYERS:

- Work collaboratively with the school district 21st CCLC in creating the STEM experience which would lead to an industry recognized credential (IRC), certificate or apprenticeship.
- Cooperate with any evaluation conducted or facilitated by the US Department of Education or its designees which may include data sharing agreements.
- Provide and supervise a work-based learning experience for students based on their pathway mapping.
**Funding for the work-based experience will be provided by the grant*

Project Outcomes

As these four pilot school districts move forward in providing collaborative, consistent and well-planned preparation, planning and experience for students, leading to the ability to obtain a recognized postsecondary credential, the following outcomes will be tracked. These measures will be included in reporting documents. The NH Student Gallup Poll will be utilized to provide longitudinal data on how students are perceiving their future possibilities based on their experiences in the learning experiences.

REPORTED OUTCOMES:

The cumulative, unduplicated number of:

1. Students participating in a program supported by this grant.
2. Program participants who receive an industry-recognized credential and the cumulative number of credentials received, *as a result of a* program supported by this grant.
3. Program participants who complete an internship *as a result of a* program supported by this grant.
4. Program participants who complete an apprenticeship *as a result of a* program supported by this grant.
5. Program participants that received a credential or completed an internship or apprenticeship.

Role and Responsibility of NHDOE

The NHDOE will participate actively in this project by on-going participation in project planning and implementation including the following activities:

- ❑ Attending and participating important meetings, training sessions and events, including but not limited to the regular NH planning, oversight and reporting meetings referenced in the MOU
- ❑ Working with the NHLI, LEAs, and CCLCs as necessary to develop OESE reports

Reporting

NHLI will provide 2 written progress reports throughout each year and a final report according to the schedule in the Organizational Agreement section below. These reports shall describe accomplishments towards reaching stated goals, discuss outcomes of the work, provide a critical analysis of lessons learned, and propose any needed changes to be made to the project, along with a budget, detailing expenditures to date. NHLI will also participate in quarterly check-in calls with NHDOE coordinators to keep them updated on progress and planning for the grant activities. At the end of each grant year NHLI will provide the NHDOE with a financial summary.

Organizational Agreement

The NHDOE will award a grant totaling \$ 617,400.00 in year one to support the program outlined in this Memorandum of Understanding. This grant will be payable based on the budget attached to this memorandum and subject to the terms contained herein. Payments will be made to New Hampshire Learning Initiative per the following schedule:

Date	Deliverable	Payment
January 1, 2021	Upon receipt of USED OESE funds (3/4 funding)	\$ 431,250.00
April 30, 2021	First Progress report and financial spending report to date	
August 31, 2021	Second Progress report and financial spending report to date	
December/1/2021	Required receipt and approval of a first-year final report and spent to date report (actual expenses vs. budgeted expenses) as of 11/30/2021. For contracted services or grants – provide a list of names (consultants and subcontractors), organizations (including grantee organization if applicable) with amounts paid to such organizations, consultants and contractors. (remaining ¼ funding)	\$ 143,750.00
Total		\$ 575,000.00

The New Hampshire Learning Initiative agrees and consents to the following conditions of the grant:

1. Funds will be used solely for the purposes stated in the MOU.
2. NHLI will advise the NHDOE immediately if the federal government, IRS, or state or local authorities gives the Grantee notice of a change in its tax status.
3. The NHDOE requires that NHLI seek approval for any reallocation of their total budget funds that is over 15% of the grant.
4. NHLI shall not use any portion of the funds granted herein to carry on lobbying or otherwise to attempt to influence specific legislation, either by direct or grassroots lobbying, nor to carry on directly or indirectly a voter registration drive, nor to make grants to individuals on a non-objective basis, nor to use the funds for any non-charitable or non-educational purpose.
5. The NHDOE and the NHLI enter into this agreement in “good faith,” recognizing that implementation plans are based on information and circumstances presently known. The NHDOE or NHLI may terminate this agreement with 30 days written notice. Should the agreement be terminated the grantee will receive compensation for work completed to date, including all actual costs incurred and any non-cancellable obligations, and/or shall return to the NHDOE all funds unused as of the date such notice of termination is sent.

While this memorandum of Understanding is subject to future negotiations, it is signed by:



9.16.20

Ellen Hume-Howard, Executive Director
New Hampshire Learning Initiative

Date



9.21.20

Frank Edelblut, Commissioner of Education
New Hampshire Department of Education

Date

New Hampshire Learning Initiative

Executive Director, Ellen Hume-Howard

MEMORANDUM OF UNDERSTANDING
Between
Manchester School District
And the New Hampshire Learning Initiative
January 1, 2021- December 30, 2026

Organizational Background

NH Learning Initiative

The New Hampshire Learning Initiative (NHLI) is a 501(c)(3) nonprofit organization formed to serve as a catalyst for innovation in education in the State of New Hampshire. NHLI oversees the efforts and supports the scaling of the important work in the state toward a fully integrated, competency-based PreK-20 system that supports all students, families, and educators. Ellen Hume-Howard is the executive director.

The mission of the New Hampshire Learning Initiative is to accelerate innovation in K-12 education to move schools forward in helping NH students become competent and confident adults, able to pursue the futures they seek in college, career and beyond. NHLI has taken an active role in overseeing, organizing, and supporting various efforts in New Hampshire that address our organizational mission, including extended learning opportunities, performance assessment for competency education (PACE) and Future Learning Pathways. A major goal for NHLI is to envision and implement ways to ensure college and career readiness for all New England public school graduates. For New Hampshire, this means particular attention to the goals and achievement of low-income students compared to non-low-income students as well as that of other under-served populations. NHLI has worked to integrate the various education innovation efforts in New Hampshire for deeper learning tied to student preparation for career and higher education and achievement of a recognized postsecondary credential, such as an industry-recognized certification or a certification of completion of an apprenticeship in an in-demand industry sector or occupation.

Project Description

NHLI shares the NHDOE's and the OESE's vision of students' expanded options to participate in a career pathway (as defined in the NIA) program, outside regular school hours or as part of an expanded learning program, that leads to a recognized postsecondary credential, such as an industry-recognized certification or a certification of completion of an apprenticeship in an in-demand industry sector or occupation.

NHDOE in partnership with the New Hampshire Learning Initiative (NHLI), Jobs For the Future (JFF), Gallup, NH businesses, and LEAS with a 21st CCLC are applying for the proposed project involving the development or demonstration of promising new strategies that build on, or are alternatives to, existing strategies.

Goals

State-Supported State Supported New Hampshire Out-of-School Career Pathways

NHLI will with funds through this MOU, develop and test the state-outlined Initiative for districts and schools to demonstrate progress in the following goals/strategies:

1. Provide models of how districts can work with employers to provide students with work-based learning opportunities related to in-demand careers and attainment of STEM-related Industry Recognized Credentials (IRCs). These efforts will build upon the state's strong competency-based education, extended learning opportunity, Future Learning Pathways Project, Career & Technical Education, and work-study practice efforts. Student internships or apprenticeships in STEM related in-demand careers will be funded by the grant
2. Build upon existing career competencies and efforts in career awareness, exploration, and experiences that exist across [the state including a legislated mandate that every student K-12](#) completes a career interest profile assessment.
3. Build the capacity of districts to train students to be effective remote workers through the [Workplaceless Digital Remote Worker Certification](#) program recognized by the Society of Human Resource Management (SHRM).

Objectives

The proposed initiative will include 4 core school districts that share characteristics encompassing rural schools, urban challenges, low-socio-economic status, and high need for business and industry connections between schools and local industries. These districts include, Hinsdale School District, Laconia School District, SAU 9 School District and Manchester School District. Businesses included are GS Precision, Eversource, EPTAM Precision, and Graphicast. Additional districts involved in the Future Learning Pathways project, Performance Assessment for Competency Education initiative, and Transportable Work and Success Skills (NH Work Study Practices) work will comprise a supported networked innovation collaborative to support scaling of this proposal's implementation.

OBJECTIVES FOR SCHOOLS:

- Professional development and funding support in creating a STEM pathway that leads to certification, industry recognized credential or apprenticeship.
- Support districts with funding for new curriculum development for career readiness, planning, student employment stipends, transportation, and other necessities for students to engage in a work-based learning program.
- Access to the NH Student Gallup Poll to measure work-based learning experiences related to how students feel about their future.
- Option to become a Remote Worker Certification trainer who can provide training in Remote Worker Certification for students.
- Awato Career assessment platform support (if needed)
- Provide support in conducting a crosswalk bridging the local academic and 21st century competencies with the work-based learning so that students can explore their career readiness and design their learning experience by forward mapping or back mapping the work-based experience to the curriculum framework.

- Shared understanding of the career learning pathway including the potential grade level and experiences in the proposed pathways.
- Work with 21st CCLCs to design the program that is the best fit for their district.
- Support and fund Leadership within the system both teacher leaders and student leadership models.
- Support an equitable access opportunity model where students engage in a career self-assessment and students then use the results to work with school-based mentor, counselor, ELO coordinator or advisor to design their career learning pathway.
- **School funding levels will depend on the final grant award*

OBJECTIVES FOR EMPLOYERS:

- Work collaboratively with the school district 21st CCLC in creating the STEM experience which would lead to an industry recognized credential (IRC), certificate or apprenticeship.
- Cooperate with any evaluation conducted or facilitated by the US Department of Education or its designees which may include data sharing agreements.
- Provide and supervise a work-based learning experience for students based on their pathway mapping.
**Funding for the work-based experience will be provided by the grant*

Project Outcomes

As these four pilot school districts move forward in providing collaborative, consistent and well-planned preparation, planning and experience for students, leading to the ability to obtain a recognized postsecondary credential, the following outcomes will be tracked. These measures will be included in reporting documents. The NH Student Gallup Poll will be utilized to provide longitudinal data on how students are perceiving their future possibilities based on their experiences in the learning experiences.

REPORTED OUTCOMES:

The cumulative, unduplicated number of:

1. Students participating in a program supported by this grant.
2. Program participants who receive an industry-recognized credential and the cumulative number of credentials received, *as a result of* a program supported by this grant.
3. Program participants who complete an internship *as a result of* a program supported by this grant.
4. Program participants who complete an apprenticeship *as a result of* a program supported by this grant.
5. Program participants that received a credential or completed an internship or apprenticeship.

Role and Responsibility of School Districts:

The Manchester School District will participate actively in this project by on-going participation in project activities and implementation working toward the following outcomes and documenting progress toward these outcomes:

- Attending and participating important meetings, training sessions and events, including but not limited to the regular project planning and reporting meetings referenced in the MOU
- Working with NHLI to develop project reports on the district participation and outcomes
- Increased capacity to offer developmentally appropriate career learning opportunities across all grades
- Increased ability to integrate out-of-school-time work-based learning opportunities and IRCs with academic core content and work-study practice skills
- Increased connections to employer community to provide work-based learning opportunities

- Increased student agency and confidence in own ability to be a self-directed, lifelong learner, able to chart own career pathway
- Increased student academic achievement leading to postsecondary degrees, credentials, or certifications
- Increased economic mobility
- Increased teacher ability to integrate work-study practices and career learning into instructional core as part of regular classroom-based instruction
- Increased district capacity to offer developmentally appropriate career learning opportunities across all grades
- Increased district ability to integrate out-of-school-time work-based learning opportunities and IRCs with academic core content and work-study practice skills
- Increased connections to employer community to provide work-based learning opportunities.

Role and Responsibility of NHLI

The NHDOE will participate actively in this project by providing grant and project management, acting as a liaison between the NHDOE and the participating school districts, and providing progress design, evaluation, and course correction throughout the active period of the grant. Additionally, NHLI will advise on policy and practice to ensure that the positive outcomes of these activities have a life beyond the period of the grant. The on-going roles and responsibilities of NHLI with the participating district includes the following activities:

- Management of the project, including regular meetings
- Data review to inform the design of the work-based learning experiences
- Relationship-building with industry partners, including co-design of work-based learning experiences with districts and industry partners
- Consultation and coaching to support the capacity of teacher, schools, and districts to deliver on career learning and work-based experiences
- Supporting districts in building career pathways for students
- Providing tools and opportunities for students to investigate career options
- Providing models of how districts can work with employers and define best practices in working with industry
- Providing districts with opportunities and information to build upon existing career competencies and efforts in career awareness, exploration, and experience that exists across the state
- Assist districts to build capacity to train students as effective remote workers through Workplace less Digital Remote Worker Certification
- Provide and manage sub grants, based on the resources of this grant, for districts to support equitable work-based learning experiences leading to an industry recognized credential for all students, including those in underserved populations

Reporting

School districts will provide quarterly written progress reports throughout each year, which includes a final report according to the schedule in the Organizational Agreement section below. These reports shall describe accomplishments towards reaching stated goals, discuss outcomes of the work, provide a critical analysis of lessons learned, and propose any needed changes to be made to the project, along with a budget detailing expenditure to date. Districts will also participate in monthly check-in calls or meetings with NHLI to keep them updated on progress and planning for the grant activities. At the end of each grant year districts receiving a sub-grant for this work will provide NHLI with a financial summary. This agreement will be renewed each year of the grant based on the progress evidenced by the school district toward the goals of this project.

Organizational Agreement

NHLI will award a grant totaling \$50,000.00 to support the program outlined in this Memorandum of Understanding. This grant will be payable based on the budget attached to this memorandum and subject to the terms contained herein. Payments will be made to Manchester School District per the following schedule:

Date	Deliverable	Payment
August 1, 2021	Upon receipt of finalized and approved district plan including approved full-year grant budget and narrative (1/2 payment)	\$40,000.00
November 1, 2021	First Progress report and financial spending report to date	
February 1, 2022	Year 2 plan and Second Progress report and financial spending report to date (1/2-year payment)	\$10,000.00
May 1, 2022	Third Progress report and financial report to date	
July 1, 2022	Required receipt and approval of a first-year final report and spending to date report (actual expenses vs. budgeted expenses) of 8.1.21 through 6.30.22.	

Additionally, NHLI will also award (2 @ \$1500.00) teacher and (2 @ \$750.00) student stipends, for leadership work serving on the local advisory team. Students from the four grantee districts, participating in approved STEM career path way internships, will also receive a \$2500.00 stipend.

The Manchester School District agrees and consents to the following conditions of the grant:

1. Funds will be used solely for the purposes stated in the MOU.
2. The Manchester School District will advise NHLI immediately if the federal government, IRS, or state or local authorities gives the Grantee notice of a change in its tax status.
3. The NHLI requires that Manchester School District seek approval for any reallocation of their total budget funds that is over 15% of the grant.
4. Manchester School District shall not use any portion of the funds granted herein to carry on lobbying or otherwise to attempt to influence specific legislation, either by direct or grassroots lobbying, nor to carry on directly or indirectly a voter registration drive, nor to make grants to individuals on a non-objective basis, nor to use the funds for any non-charitable or non-educational purpose.
5. NHLI and the Manchester School District enter into this agreement in "good faith," recognizing that implementation plans are based on information and circumstances presently known. NHLI or the Manchester School District may terminate this agreement with 30 days written notice. Should the agreement be terminated the grantee will receive compensation for work completed to date, including all actual costs incurred and any non-cancellable obligations, and/or shall return to NHLI all funds unused as of the date such notice of termination is sent.

While this memorandum of Understanding is subject to future negotiations, it is signed by:



Ellen Hume-Howard, Executive Director
New Hampshire Learning Initiative

9.20.20

Date



Dr. John Goldhardt, Superintendent of Schools

9-21-2020

Date

Manchester School District, 20 Hecker Street, Manchester NH 03102

New Hampshire Learning Initiative

Executive Director, Ellen Hume-Howard

MEMORANDUM OF UNDERSTANDING
Between
Conway School District
And the New Hampshire Learning Initiative
January 1, 2021 – December 30, 2026

Organizational Background

NH Learning Initiative

The New Hampshire Learning Initiative (NHLI) is a 501(c)(3) nonprofit organization formed to serve as a catalyst for innovation in education in the State of New Hampshire. NHLI oversees the efforts and supports the scaling of the important work in the state toward a fully integrated, competency-based PreK-20 system that supports all students, families, and educators. Ellen Hume-Howard is the executive director.

The mission of the New Hampshire Learning Initiative is to accelerate innovation in K-12 education to move schools forward in helping NH students become competent and confident adults, able to pursue the futures they seek in college, career and beyond. NHLI has taken an active role in overseeing, organizing, and supporting various efforts in New Hampshire that address our organizational mission, including extended learning opportunities, performance assessment for competency education (PACE) and Future Learning Pathways. A major goal for NHLI is to envision and implement ways to ensure college and career readiness for all New England public school graduates. For New Hampshire, this means particular attention to the goals and achievement of low-income students compared to non-low-income students as well as that of other under-served populations. NHLI has worked to integrate the various education innovation efforts in New Hampshire for deeper learning tied to student preparation for career and higher education and achievement of a recognized postsecondary credential, such as an industry-recognized certification or a certification of completion of an apprenticeship in an in-demand industry sector or occupation..

Project Description

NHLI shares the NHDOE's and the OESE's vision of students' expanded options to participate in a career pathway(as defined in the NIA) program, outside regular school hours or as part of an expanded learning program, that leads to a recognized postsecondary credential, such as an industry-recognized certification or a certification of completion of an apprenticeship in an in-demand industry sector or occupation.

NHDOE in partnership with New Hampshire Learning Initiative (NHLI), Jobs For the Future (JFF), Gallup, NH businesses, and LEAS with a 21st CCLC are applying for the proposed project involving the development or demonstration of promising new strategies that build on, or are alternatives to, existing strategies.

Goals

State-Supported State Supported New Hampshire Out-of-School Career Pathways

NHLI will, with funds through this MOU, develop and test the state-outlined Initiative for districts and schools to demonstrate progress in the following goals/strategies:

1. Provide models of how districts can work with employers to provide students with work-based learning opportunities related to in-demand careers and attainment of STEM-related Industry Recognized Credentials (IRCs). These efforts will build upon the state's strong competency-based education, extended learning opportunity, Future Learning Pathways Project, Career & Technical Education, and work-study practice efforts. Student internships or apprenticeships in STEM related in-demand careers will be funded by the grant
2. Build upon existing career competencies and efforts in career awareness, exploration, and experiences that exist across the state including a legislated mandate that every student K-12 completes a career interest profile assessment.
3. Build the capacity of districts to train students to be effective remote workers through the Workplaceless Digital Remote Worker Certification program recognized by the Society of Human Resource Management (SHRM).

Objectives

The proposed initiative will include 4 core school districts that share characteristics encompassing rural schools, urban challenges, low-socio-economic status, and high need for business and industry connections between schools and local industries. These districts include, Hinsdale School District, Laconia School District, SAU 9 School District and Manchester School District. Businesses included are GS Precision, Eversource, EPTAM Precision, and Graphicast. Additional districts involved in the Future Learning Pathways project, Performance Assessment for Competency Education initiative, and Transportable Work and Success Skills (NH Work Study Practices) work will comprise a supported networked innovation collaborative to support scaling of this proposal's implementation.

OBJECTIVES FOR SCHOOLS:

- Professional development and funding support in creating a STEM pathway that leads to certification, industry recognized credential or apprenticeship.
- Support districts with funding for new curriculum development for career readiness, planning, student employment stipends, transportation, and other necessities for students to engage in a work-based learning program.
- Access to the NH Student Gallup Poll to measure work-based learning experiences related to how students feel about their future.
- Option to become a Remote Worker Certification trainer who can provide training in Remote Worker Certification for students.
- Awato Career assessment platform support (if needed)
- Provide support in conducting a crosswalk bridging the local academic and 21st century competencies with the work-based learning so that students can explore their career readiness and design their learning experience by forward mapping or back mapping the work based experience to the curriculum framework.

- Shared understanding of the career learning pathway including the potential grade level and experiences in the proposed pathways.
- Work with 21st CCLCs to design the program that is the best fit for their district.
- Support and fund Leadership within the system both teacher leaders and student leadership models.
- Support an equitable access opportunity model where students engage in a career self-assessment and students then use the results to work with school-based mentor, counselor, ELO coordinator or advisor to design their career learning pathway.
- **School funding levels will depend on the final grant award*

OBJECTIVES FOR EMPLOYERS:

- Work collaboratively with the school district 21st CCLC in creating the STEM experience which would lead to an industry recognized credential (IRC), certificate or apprenticeship.
- Cooperate with any evaluation conducted or facilitated by the US Department of Education or its designees which may include data sharing agreements.
- Provide and supervise a work-based learning experience for students based on their pathway mapping.
**Funding for the work-based experience will be provided by the grant*

Project Outcomes

As these four pilot school districts move forward in providing collaborative, consistent and well-planned preparation, planning and experience for students, leading to the ability to obtain a recognized postsecondary credential, the following outcomes will be tracked. These measures will be included in reporting documents. The NH Student Gallup Poll will be utilized to provide longitudinal data on how students are perceiving their future possibilities based on their experiences in the learning experiences.

REPORTED OUTCOMES:

The cumulative, unduplicated number of:

1. Students participating in a program supported by this grant.
2. Program participants who receive an industry-recognized credential and the cumulative number of credentials received, *as a result of a program supported by this grant.*
3. Program participants who complete an internship *as a result of a program supported by this grant.*
4. Program participants who complete an apprenticeship *as a result of a program supported by this grant.*
5. Program participants that received a credential or completed an internship or apprenticeship.

Role and Responsibility of School Districts:

The SAU 9 School District will participate actively in this project by on-going participation in project activities and implementation working toward the following outcomes and documenting progress toward these outcomes:

- ❑ Attending and participating important meetings, training sessions and events, including but not limited to the regular project planning and reporting meetings referenced in the MOU
- ❑ Working with NHLI to develop project reports on the district participation and outcomes
- ❑ Increased capacity to offer developmentally appropriate career learning opportunities across all grades
- ❑ Increased ability to integrate out-of-school-time work-based learning opportunities and IRCs with academic core content and work-study practice skills
- ❑ Increased connections to employer community to provide work-based learning opportunities

- ❑ Increased student agency and confidence in own ability to be a self-directed, lifelong learner, able to chart own career pathway
- ❑ Increased student academic achievement leading to postsecondary degrees, credentials, or certifications
- ❑ Increased economic mobility
- ❑ Increased teacher ability to integrate work-study practices and career learning into instructional core as part of regular classroom-based instruction
- ❑ Increased district capacity to offer developmentally appropriate career learning opportunities across all grades
- ❑ Increased district ability to integrate out-of-school-time work-based learning opportunities and IRCs with academic core content and work-study practice skills
- ❑ Increased connections to employer community to provide work-based learning opportunities

Role and Responsibility of NHLI

The NHDOE will participate actively in this project by providing grant and project management, acting as a liaison between the NHDOE and the participating school districts, and providing progress design, evaluation, and course correction throughout the active period of the grant. Additionally, NHLI will advise on policy and practice to ensure that the positive outcomes of these activities have a life beyond the period of the grant. The on-going roles and responsibilities of NHLI with the participating district includes the following activities:

- ❑ Management of the project, including regular meetings
- ❑ Data review to inform the design of the work-based learning experiences
- ❑ Relationship-building with industry partners, including co-design of work-based learning experiences with districts and industry partners
- ❑ Consultation and coaching to support the capacity of teacher, schools, and districts to deliver on career learning and work-based experiences
- ❑ Supporting districts in building career pathways for students
- ❑ Providing tools and opportunities for students to investigate career options
- ❑ Providing models of how districts can work with employers and define best practices in working with industry
- ❑ Providing districts with opportunities and information to build upon existing career competencies and efforts in career awareness, exploration, and experience that exists across the state
- ❑ Assist districts to build capacity to train students as effective remote workers through Workplaceless Digital Remote Worker Certification
- ❑ Provide and manage sub-grants, based on the resources of this grant, for districts to support equitable work-based learning experiences leading to an industry recognized credential for all students, including those in underserved populations

Reporting

School districts will provide quarterly written progress reports throughout each year, which includes a final report according to the schedule in the Organizational Agreement section below. These reports shall describe accomplishments towards reaching stated goals, discuss outcomes of the work, provide a critical analysis of lessons learned, and propose any needed changes to be made to the project, along with a budget detailing expenditures to date. Districts will also participate in monthly check-in calls or meetings with NHLI to keep them updated on progress and planning for the grant activities. At the end of each grant year districts receiving a sub-grant for this work will provide NHLI with a financial summary. This agreement will be renewed each year of the grant based on the progress evidenced by the school district toward the goals of this project.

Organizational Agreement

NHLI will award a grant totaling \$50,000.00 to support the program outlined in this Memorandum of Understanding. This grant will be payable based on the budget attached to this memorandum and subject to the terms contained herein. Payments will be made to SAU 9 School District per the following schedule:

Date	Deliverable	Payment
August 1, 2021	Upon receipt of finalized and approved district plan including approved full-year grant budget and narrative (1/2 payment)	\$ 40,000.00
November 1, 2021	First Progress report and financial spending report to date	
February 1, 2022	Year 2 plan and Second Progress report and financial spending report to date (1/2-year payment)	\$ 10,000.00
May 1, 2022	Third Progress report and financial report to date	
July 1, 2022	Required receipt and approval of a first-year final report and spending to date report (actual expenses vs. budgeted expenses) of 8.1.21 through 6.30.22.	
Total		\$ 50,000.00

Additionally, NHLI will also award (2 @ \$1500.00) teacher and (2@\$750.00) student stipends, for leadership work serving on the local advisory team. Students from the four grantee districts, participating in approved STEM career pathway internships, will also receive a \$2500.00 stipend.

The Conway School District agrees and consents to the following conditions of the grant:

1. Funds will be used solely for the purposes stated in the MOU.
2. The Conway School District will advise NHLI immediately if the federal government, IRS, or state or local authorities gives the Grantee notice of a change in its tax status.
3. The NHLI requires that the Conway School District seek approval for any reallocation of their total budget funds that is over 15% of the grant.
4. Conway School District shall not use any portion of the funds granted herein to carry on lobbying or otherwise to attempt to influence specific legislation, either by direct or grassroots lobbying, nor to carry on directly or indirectly a voter registration drive, nor to make grants to individuals on a non-objective basis, nor to use the funds for any non-charitable or non-educational purpose.
5. NHLI and the Conway School District enter into this agreement in "good faith," recognizing that implementation plans are based on information and circumstances presently known. NHLI or the Conway School District may terminate this agreement with 30 days written notice. Should the agreement be terminated the grantee will receive compensation for work completed to date, including all actual costs incurred and any non-cancellable obligations, and/or shall return to NHLI all funds unused as of the date such notice of termination is sent.

While this memorandum of Understanding is subject to future negotiations, it is signed by:


 Ellen Hume-Howard, Executive Director
 New Hampshire Learning Initiative

9.16.20

 Date


 Kevin Richard, SAU9 Superintendent of Schools
 176A Main Street, Conway, NH 03818

9/16/2020

 Date

MEMORANDUM OF UNDERSTANDING
Between
Laconia School District
And the New Hampshire Learning Initiative
January 1, 2021 – December 30, 2026

Organizational Background

NH Learning Initiative

The New Hampshire Learning Initiative (NHLI) is a 501(c)(3) nonprofit organization formed to serve as a catalyst for innovation in education in the State of New Hampshire. NHLI oversees the efforts and supports the scaling of the important work in the state toward a fully integrated, competency-based PreK-20 system that supports all students, families, and educators. Ellen Hume-Howard is the executive director.

The mission of the New Hampshire Learning Initiative is to accelerate innovation in K-12 education to move schools forward in helping NH students become competent and confident adults, able to pursue the futures they seek in college, career and beyond. NHLI has taken an active role in overseeing, organizing, and supporting various efforts in New Hampshire that address our organizational mission, including extended learning opportunities, performance assessment for competency education (PACE) and Future Learning Pathways. A major goal for NHLI is to envision and implement ways to ensure college and career readiness for all New England public school graduates. For New Hampshire, this means particular attention to the goals and achievement of low-income students compared to non-low-income students as well as that of other under-served populations. NHLI has worked to integrate the various education innovation efforts in New Hampshire for deeper learning tied to student preparation for career and higher education and achievement of a recognized postsecondary credential, such as an industry-recognized certification or a certification of completion of an apprenticeship in an in-demand industry sector or occupation..

Project Description

NHLI shares the NHDOE's and the OESE's vision of students' expanded options to participate in a career pathway(as defined in the NIA) program, outside regular school hours or as part of an expanded learning program, that leads to a recognized postsecondary credential, such as an industry-recognized certification or a certification of completion of an apprenticeship in an in-demand industry sector or occupation. NHDOE in partnership with New Hampshire Learning Initiative (NHLI), Jobs For the Future (JFF), Gallup, NH businesses, and LEAS with a 21st CCLC are applying for the proposed project involving the development or demonstration of promising new strategies that build on, or are alternatives to, existing strategies.

Credentials (IRCs). These efforts will build upon the state's strong competency-based education, extended learning opportunity, Future Learning Pathways Project, Career & Technical Education, and work-study practice efforts. Student internships or apprenticeships in STEM related in-demand careers will be funded by the grant

2. Build upon existing career competencies and efforts in career awareness, exploration, and experiences that exist across [the state including a legislated mandate that every student K-12](#) completes a career interest profile assessment.
3. Build the capacity of districts to train students to be effective remote workers through the [Workplaceless Digital Remote Worker Certification](#) program recognized by the Society of Human Resource Management (SHRM).

Objectives

The proposed initiative will include 4 core school districts that share characteristics encompassing rural schools, urban challenges, low-socio-economic status, and high need for business and industry connections between schools and local industries. These districts include, Hinsdale School District, Laconia School District, SAU 9 School District and Manchester School District. Businesses included are GS Precision, Eversource, EPTAM Precision, and Graphicast. Additional districts involved in the Future Learning Pathways project, Performance Assessment for Competency Education initiative, and Transportable Work and Success Skills (NH Work Study Practices) work will comprise a supported networked innovation collaborative to support scaling of this proposal's implementation.

OBJECTIVES FOR SCHOOLS:

- Professional development and funding support in creating a STEM pathway that leads to certification, industry recognized credential or apprenticeship.
- Support districts with funding for new curriculum development for career readiness, planning, student employment stipends, transportation, and other necessities for students to engage in a work-based learning program.
- Access to the NH Student Gallup Poll to measure work-based learning experiences related to how students feel about their future.
- Option to become a Remote Worker Certification trainer who can provide training in Remote Worker Certification for students.
- Awato Career assessment platform support (if needed)
- Provide support in conducting a crosswalk bridging the local academic and 21st century competencies with the work-based learning so that students can explore their career readiness and design their learning experience by forward mapping or back mapping the work based experience to the curriculum framework.

OBJECTIVES FOR EMPLOYERS:

- Work collaboratively with the school district 21st CCLC in creating the STEM experience which would lead to an industry recognized credential (IRC), certificate or apprenticeship.
- Cooperate with any evaluation conducted or facilitated by the US Department of Education or its designees which may include data sharing agreements.
- Provide and supervise a work-based learning experience for students based on their pathway mapping.
**Funding for the work-based experience will be provided by the grant*

Project Outcomes

As these four pilot school districts move forward in providing collaborative, consistent and well-planned preparation, planning and experience for students, leading to the ability to obtain a recognized postsecondary credential, the following outcomes will be tracked. These measures will be included in reporting documents. The NH Student Gallup Poll will be utilized to provide longitudinal data on how students are perceiving their future possibilities based on their experiences in the learning experiences.

REPORTED OUTCOMES:

The cumulative, unduplicated number of:

1. Students participating in a program supported by this grant.
2. Program participants who receive an industry-recognized credential and the cumulative number of credentials received, *as a result of a* program supported by this grant.
3. Program participants who complete an internship *as a result of a* program supported by this grant.
4. Program participants who complete an apprenticeship *as a result of a* program supported by this grant.
5. Program participants that received a credential or completed an internship or apprenticeship.

Role and Responsibility of School Districts:

The Laconia School District will participate actively in this project by on-going participation in project activities and implementation working toward the following outcomes and documenting progress toward these outcomes:

- Attending and participating important meetings, training sessions and events, including but not limited to the regular project planning and reporting meetings referenced in the MOU
- Working with NHLI to develop project reports on the district participation and outcomes
- Increased capacity to offer developmentally appropriate career learning opportunities across all grades
- Increased ability to integrate out-of-school-time work-based learning opportunities and IRCs with academic core content and work-study practice skills
- Increased connections to employer community to provide work-based learning opportunities

- ❑ Increased district ability to integrate out-of-school-time work-based learning opportunities and IRCs with academic core content and work-study practice skills
- ❑ Increased connections to employer community to provide work-based learning opportunities

Role and Responsibility of NHLI

The NHDOE will participate actively in this project by providing grant and project management, acting as a liaison between the NHDOE and the participating school districts, and providing progress design, evaluation, and course correction throughout the active period of the grant. Additionally, NHLI will advise on policy and practice to ensure that the positive outcomes of these activities have a life beyond the period of the grant. The on-going roles and responsibilities of NHLI with the participating district includes the following activities:

- ❑ Management of the project, including regular meetings
- ❑ Data review to inform the design of the work-based learning experiences
- ❑ Relationship-building with industry partners, including co-design of work-based learning experiences with districts and industry partners
- ❑ Consultation and coaching to support the capacity of teacher, schools, and districts to deliver on career learning and work-based experiences
- ❑ Supporting districts in building career pathways for students
- ❑ Providing tools and opportunities for students to investigate career options
- ❑ Providing models of how districts can work with employers and define best practices in working with industry
- ❑ Providing districts with opportunities and information to build upon existing career competencies and efforts in career awareness, exploration, and experience that exists across the state
- ❑ Assist districts to build capacity to train students as effective remote workers through Workplaceless Digital Remote Worker Certification
- ❑ Provide and manage sub-grants, based on the resources of this grant, for districts to support equitable work-based learning experiences leading to an industry recognized credential for all students, including those in underserved populations

Reporting

School districts will provide quarterly written progress reports throughout each year, which includes a final report according to the schedule in the Organizational Agreement section below. These reports shall describe accomplishments towards reaching stated goals, discuss outcomes of the work, provide a critical analysis of lessons learned, and propose any needed changes to be made to the project, along with a budget detailing expenditures to date. Districts will also participate in monthly check-in calls or meetings with NHLI to keep them updated on progress and planning for the grant activities. At the end of each grant year districts receiving a sub-grant for this work will provide NHLI with a financial summary. This agreement will be renewed each year of the grant based on the progress evidenced by the school district toward the goals of this project.

2021	First Progress report and financial spending report to date	
February 1, 2022	Year 2 plan and Second Progress report and financial spending report to date (1/2-year payment)	\$ 10,000.00
May 1, 2022	Third Progress report and financial report to date	
July 1, 2022	Required receipt and approval of a first-year final report and spending to date report (actual expenses vs. budgeted expenses) of 8.1.21 through 6.30.22.	
Total		\$ 50,000.00

Additionally, NHLI will also award (2 @ \$1500.00) teacher and (2@\$750.00) student stipends, for leadership work serving on the local advisory team. Students from the four grantee districts, participating in approved STEM career pathway internships, will also receive a \$2500.00 stipend.

The Laconia School District agrees and consents to the following conditions of the grant:

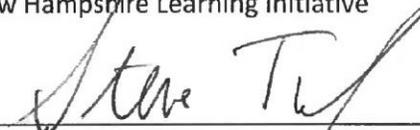
1. Funds will be used solely for the purposes stated in the MOU.
2. The Laconia School District will advise NHLI immediately if the federal government, IRS, or state or local authorities gives the Grantee notice of a change in its tax status.
3. The NHLI requires that Laconia School District seek approval for any reallocation of their total budget funds that is over 15% of the grant.
4. Laconia School District shall not use any portion of the funds granted herein to carry on lobbying or otherwise to attempt to influence specific legislation, either by direct or grassroots lobbying, nor to carry on directly or indirectly a voter registration drive, nor to make grants to individuals on a non-objective basis, nor to use the funds for any non-charitable or non-educational purpose.
5. NHLI and the Laconia School District enter into this agreement in "good faith," recognizing that implementation plans are based on information and circumstances presently known. NHLI or the Laconia School District may terminate this agreement with 30 days written notice. Should the agreement be terminated the grantee will receive compensation for work completed to date, including all actual costs incurred and any non-cancellable obligations, and/or shall return to NHLI all funds unused as of the date such notice of termination is sent.

While this memorandum of Understanding is subject to future negotiations, it is signed by:


 Ellen Hume-Howard, Executive Director
 New Hampshire Learning Initiative

9.17.20

Date


 Steven Tucker, Superintendent of Schools

9/17/20

Date

New Hampshire
**Learning
Initiative**

Executive Director, Ellen Hume-Howard

MEMORANDUM OF UNDERSTANDING
Between
Hinsdale School District
And the New Hampshire Learning Initiative
January 1, 2021 – December 30, 2026

Organizational Background

NH Learning Initiative

The New Hampshire Learning Initiative (NHLI) is a 501(c)(3) nonprofit organization formed to serve as a catalyst for innovation in education in the State of New Hampshire. NHLI oversees the efforts and supports the scaling of the important work in the state toward a fully integrated, competency-based PreK-20 system that supports all students, families, and educators. Ellen Hume-Howard is the executive director.

The mission of the New Hampshire Learning Initiative is to accelerate innovation in K-12 education to move schools forward in helping NH students become competent and confident adults, able to pursue the futures they seek in college, career and beyond. NHLI has taken an active role in overseeing, organizing, and supporting various efforts in New Hampshire that address our organizational mission, including extended learning opportunities, performance assessment for competency education (PACE) and Future Learning Pathways. A major goal for NHLI is to envision and implement ways to ensure college and career readiness for all New England public school graduates. For New Hampshire, this means particular attention to the goals and achievement of low-income students compared to non-low-income students as well as that of other under-served populations. NHLI has worked to integrate the various education innovation efforts in New Hampshire for deeper learning tied to student preparation for career and higher education and achievement of a recognized postsecondary credential, such as an industry-recognized certification or a certification of completion of an apprenticeship in an in-demand industry sector or occupation..

Project Description

NHLI shares the NHDOE's and the OESE's vision of students' expanded options to participate in a career pathway (as defined in the NIA) program, outside regular school hours or as part of an expanded learning program, that leads to a recognized postsecondary credential, such as an industry-recognized certification or a certification of completion of an apprenticeship in an in-demand industry sector or occupation. NHDOE in partnership with New Hampshire Learning Initiative (NHLI), Jobs For the Future (JFF), Gallup, NH businesses, and LEAS with a 21st CCLC are applying for the proposed project involving the development or demonstration of promising new strategies that build on, or are alternatives to, existing strategies.

Goals

State-Supported State Supported New Hampshire Out-of-School Career Pathways

NHLI will, with funds through this MOU, develop and test the state-outlined Initiative for districts and schools to demonstrate progress in the following goals/strategies:

1. Provide models of how districts can work with employers to provide students with work-based learning opportunities related to in-demand careers and attainment of STEM-related Industry Recognized Credentials (IRCs). These efforts will build upon the state's strong competency-based education, extended learning opportunity, Future Learning Pathways Project, Career & Technical Education, and work-study practice efforts. Student internships or apprenticeships in STEM related in-demand careers will be funded by the grant
2. Build upon existing career competencies and efforts in career awareness, exploration, and experiences that exist across the state including a legislated mandate that every student K-12 completes a career interest profile assessment.
3. Build the capacity of districts to train students to be effective remote workers through the Workplaceless Digital Remote Worker Certification program recognized by the Society of Human Resource Management (SHRM).

Objectives

The proposed initiative will include 4 core school districts that share characteristics encompassing rural schools, urban challenges, low-socio-economic status, and high need for business and industry connections between schools and local industries. These districts include, Laconia School District, Hinsdale School District, SAU 9 School District and Manchester School District. Businesses included are GS Precision, Eversource, EPTAM Precision, and Graphicast. Additional districts involved in the Future Learning Pathways project, Performance Assessment for Competency Education initiative, and Transportable Work and Success Skills (NH Work Study Practices) work will comprise a supported networked innovation collaborative to support scaling of this proposal's implementation.

OBJECTIVES FOR SCHOOLS:

- Professional development and funding support in creating a STEM pathway that leads to certification, industry recognized credential or apprenticeship.
- Support districts with funding for new curriculum development for career readiness, planning, student employment stipends, transportation, and other necessities for students to engage in a work-based learning program.
- Access to the NH Student Gallup Poll to measure work-based learning experiences related to how students feel about their future.
- Option to become a Remote Worker Certification trainer who can provide training in Remote Worker Certification for students.
- Awato Career assessment platform support (if needed)
- Provide support in conducting a crosswalk bridging the local academic and 21st century competencies with the work-based learning so that students can explore their career readiness and design their learning experience by forward mapping or back mapping the work based experience to the curriculum framework.

- Shared understanding of the career learning pathway including the potential grade level and experiences in the proposed pathways.
- Work with 21st CCLCs to design the program that is the best fit for their district.
- Support and fund Leadership within the system both teacher leaders and student leadership models.
- Support an equitable access opportunity model where students engage in a career self-assessment and students then use the results to work with school-based mentor, counselor, ELO coordinator or advisor to design their career learning pathway.
- **School funding levels will depend on the final grant award*

OBJECTIVES FOR EMPLOYERS:

- Work collaboratively with the school district 21st CCLC in creating the STEM experience which would lead to an industry recognized credential (IRC), certificate or apprenticeship.
- Cooperate with any evaluation conducted or facilitated by the US Department of Education or its designees which may include data sharing agreements.
- Provide and supervise a work-based learning experience for students based on their pathway mapping.
**Funding for the work-based experience will be provided by the grant*

Project Outcomes

As these four pilot school districts move forward in providing collaborative, consistent and well-planned preparation, planning and experience for students, leading to the ability to obtain a recognized postsecondary credential, the following outcomes will be tracked. These measures will be included in reporting documents. The NH Student Gallup Poll will be utilized to provide longitudinal data on how students are perceiving their future possibilities based on their experiences in the learning experiences.

REPORTED OUTCOMES:

The cumulative, unduplicated number of:

1. Students participating in a program supported by this grant.
2. Program participants who receive an industry-recognized credential and the cumulative number of credentials received, *as a result of a program supported by this grant.*
3. Program participants who complete an internship *as a result of a program supported by this grant.*
4. Program participants who complete an apprenticeship *as a result of a program supported by this grant.*
5. Program participants that received a credential or completed an internship or apprenticeship.

Role and Responsibility of School Districts:

The Hinsdale School District will participate actively in this project by on-going participation in project activities and implementation working toward the following outcomes and documenting progress toward these outcomes:

- ❑ Attending and participating important meetings, training sessions and events, including but not limited to the regular project planning and reporting meetings referenced in the MOU
- ❑ Working with NHLI to develop project reports on the district participation and outcomes
- ❑ Increased capacity to offer developmentally appropriate career learning opportunities across all grades
- ❑ Increased ability to integrate out-of-school-time work-based learning opportunities and IRCS with academic core content and work-study practice skills
- ❑ Increased connections to employer community to provide work-based learning opportunities

- ❑ Increased student agency and confidence in own ability to be a self-directed, lifelong learner, able to chart own career pathway
- ❑ Increased student academic achievement leading to postsecondary degrees, credentials, or certifications
- ❑ Increased economic mobility
- ❑ Increased teacher ability to integrate work-study practices and career learning into instructional core as part of regular classroom-based instruction
- ❑ Increased district capacity to offer developmentally appropriate career learning opportunities across all grades
- ❑ Increased district ability to integrate out-of-school-time work-based learning opportunities and IRCs with academic core content and work-study practice skills
- ❑ Increased connections to employer community to provide work-based learning opportunities

Role and Responsibility of NHLI

The NHDOE will participate actively in this project by providing grant and project management, acting as a liaison between the NHDOE and the participating school districts, and providing progress design, evaluation, and course correction throughout the active period of the grant. Additionally, NHLI will advise on policy and practice to ensure that the positive outcomes of these activities have a life beyond the period of the grant. The on-going roles and responsibilities of NHLI with the participating district includes the following activities:

- ❑ Management of the project, including regular meetings
- ❑ Data review to inform the design of the work-based learning experiences
- ❑ Relationship-building with industry partners, including co-design of work-based learning experiences with districts and industry partners
- ❑ Consultation and coaching to support the capacity of teacher, schools, and districts to deliver on career learning and work-based experiences
- ❑ Supporting districts in building career pathways for students
- ❑ Providing tools and opportunities for students to investigate career options
- ❑ Providing models of how districts can work with employers and define best practices in working with industry
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- ❑ Assist districts to build capacity to train students as effective remote workers through Workplaceless Digital Remote Worker Certification
- ❑ Provide and manage sub-grants, based on the resources of this grant, for districts to support equitable work-based learning experiences leading to an industry recognized credential for all students, including those in underserved populations

Reporting

School districts will provide quarterly written progress reports throughout each year, which includes a final report according to the schedule in the Organizational Agreement section below. These reports shall describe accomplishments towards reaching stated goals, discuss outcomes of the work, provide a critical analysis of lessons learned, and propose any needed changes to be made to the project, along with a budget detailing expenditures to date. Districts will also participate in monthly check-in calls or meetings with NHLI to keep them updated on progress and planning for the grant activities. At the end of each grant year districts receiving a sub-grant for this work will provide NHLI with a financial summary. This agreement will be renewed each year of the grant based on the progress evidenced by the school district toward the goals of this project.

Organizational Agreement

NHLI will award a grant totaling \$50,000.00 to support the program outlined in this Memorandum of Understanding. This grant will be payable based on the budget attached to this memorandum and subject to the terms contained herein. Payments will be made to Hinsdale School District per the following schedule:

Date	Deliverable	Payment
August 1, 2021	Upon receipt of finalized and approved district plan including approved full-year grant budget and narrative (1/2 payment)	\$ 40,000.00
November 1, 2021	First Progress report and financial spending report to date	
February 1, 2022	Year 2 plan and Second Progress report and financial spending report to date (1/2-year payment)	\$ 10,000.00
May 1, 2022	Third Progress report and financial report to date	
July 1, 2022	Required receipt and approval of a first-year final report and spending to date report (actual expenses vs. budgeted expenses) of 8.1.21 through 6.30.22.	
Total		\$ 50,000.00

Additionally, NHLI will also award (2 @ \$1500.00) teacher and (2@\$750.00) student stipends, for leadership work serving on the local advisory team. Students from the four grantee districts, participating in approved STEM career pathway internships, will also receive a \$2500.00 stipend.

The Hinsdale School District agrees and consents to the following conditions of the grant:

1. Funds will be used solely for the purposes stated in the MOU.
2. The Hinsdale School District will advise NHLI immediately if the federal government, IRS, or state or local authorities gives the Grantee notice of a change in its tax status.
3. The NHLI requires that Hinsdale School District seek approval for any reallocation of their total budget funds that is over 15% of the grant.
4. Hinsdale School District shall not use any portion of the funds granted herein to carry on lobbying or otherwise to attempt to influence specific legislation, either by direct or grassroots lobbying, nor to carry on directly or indirectly a voter registration drive, nor to make grants to individuals on a non-objective basis, nor to use the funds for any non-charitable or non-educational purpose.
5. NHLI and the Hinsdale School District enter into this agreement in "good faith," recognizing that implementation plans are based on information and circumstances presently known. NHLI or the Hinsdale School District may terminate this agreement with 30 days written notice. Should the agreement be terminated the grantee will receive compensation for work completed to date, including all actual costs incurred and any non-cancellable obligations, and/or shall return to NHLI all funds unused as of the date such notice of termination is sent.

While this memorandum of Understanding is subject to future negotiations, it is signed by:



Ellen Hume-Howard, Executive Director
New Hampshire Learning Initiative

9.16.20

Date



Wayne Woolridge, Superintendent of Schools
Hinsdale School District, PO Box 27, Hinsdale NH 03451

9-16-2020

Date

Kathleen Ann Vestal, CAGS



Education

C.A.G.S. Educational Leadership, Curriculum and Instruction, GPA 4.0

Plymouth State University of the University System of New Hampshire
Plymouth, NH 2016

M.E.D. (Student Development and Academic Support), GPA 4.0

Plymouth State College of the University System of New Hampshire
Plymouth, NH 2003

B.S., Interdisciplinary Degree (Business and Education), Magna Cum Laude

Plymouth State College of the University System of New Hampshire
Plymouth, NH 1998

Professional Experience

NH State Director Nita M. Lowey 21st Century Community Learning

Center Program (21st CCLC), NH Department of Education, Division of Learner Support
Concord, NH

August 2016-present

- Maintains oversight and the fiscal management of the 21st CCLC six million dollar grant for 65 sub-grantees are located geographically throughout the state located in schools districts and community based organizations.
- Develops and distributes the 21st CCLC grant Request for Proposals (RFP) and organizes peer reviews and approves grants with applicant schools and agencies.
- Analyzes and interprets federal and state legislation and regulations to ensure compliance with accepted state and agency policies and regulations.
- Evaluates, and monitors the activities of the 21st CCLC program by working with the schools, districts, community-based organizations, private nonprofits and the NH Statewide Afterschool Network.
- Provides technical assistance for the schools, districts, and non-profits organizations on components of extending learning afterschool programs.
- Compiles necessary data for Federal reporting, disseminates information, and attends national and Federal training sessions and conferences.
- Conducts and coordinates statewide professional development for school districts, state agencies, private nonprofits and community-based organizations to support the development of high quality afterschool programs, and create a stronger understanding and better practices in the field.
- Develops surveys and creates an annual statewide evaluation of 21st CCLC programs.
- Advises local educational agencies, business, and professional organizations on the 21st Century Learning Center program and recommends changes in curriculum and existing programs.
- Certification of Data with Cayen and the 21APR Federal Reporting System.

- Supervise and evaluates work performance of subordinate employees, including training needs for the purpose of staff development.

**Coordinator of Internships in Teaching for Elementary and Secondary Education for Undergraduate and Graduate Interns Pre-K through 12, Office of Educator Preparation, Plymouth State University, Plymouth, NH
July 2003-June 2016**

School Partnerships K-12

- Established, cultivated, collaborated, and maintained relationships with school partners Pre-K through 12 and coordinated high standard field placements for all majors. (150-180 interns a year)
- Worked closely with Principals and Superintendents throughout the state on intern placements and seminars, and best practices professional development training for teachers.
- Focused on placements across all sub-groups in NH (Special Education, Title 1, STEM, and ESL).
- Provided students with extended support with afterschool programs and summer programs including Title 1, tutoring, and STEM based programming.
- Tracked field placements in an effort to provide a variety of diverse and positive experiences for each teacher education candidate aligned with NH College and Career standards.
- Trained and worked collaboratively with Director of the North Country Teacher Preparation program for internship placements.
- Liaison to the Council of Educator Preparation clarified and communicated all new policies and procedures for teacher education for all teacher preparation programs.
- Co-developed the work with PSU faculty to establish Professional Development Schools. Mentor Teacher and University Supervisors Pre-K through 12

Mentor Teachers and University Supervisors

- Supervised directly and indirectly 11-40 university supervisors (depending on enrollment) yearly.
- Developed, coordinated, and implemented training and orientation programs for interns, mentor teachers, and university supervisors. Created on-line mentor teacher and university supervisor training for implementation.
- Recruited, hired, and trained university supervisors, mentored cooperating teachers in the field to build and strengthen University/K-12 working partnerships and coordinated training sessions for all teacher education programs.
- Evaluated mentor teachers, university supervisors, and intern placements for program improvement.
- Cultivated expectations based on State and National standards.

Interns

- Supervised over 150 graduate and undergraduate interns. Responsible for placements Pre-K-12 in NH. Facilitated out-of-state placements for interns assuring that all state standards were met.
- Worked with all the institutions in the University System of NH and other out-of-state colleges and universities, and international schools, including the Department of Defense.
- Developed and implemented four intern seminars each semester for all interns and evaluated and summarized data for program improvement.
- Reviewed curriculum requirements for all students entering internship.
- Course instructor for Elementary Education interns.
- Presented at all Introduction to Education and upper-level education classes regarding the requirements and processes for entering Teacher Education candidates.
- Developed remediation plans, counseled and set goals for interns having difficulty during their internship.
- Provided quality high-level customer service to ensure retention of students through excellent support services.

Educator Preparation

- Supervised six office staff and worked closely with the Office of Graduate studies staff.
- Provided administration and oversight of all Teacher Education programs.
- Responsible for identifying appropriate state and national grants to support Plymouth State University.
- Worked with White Mountain Community College and developed and implemented the recruitment of teachers in the rural part of the state focusing on teacher retention.
- Worked with all Teacher Education program coordinators to identify discipline specific field placements.
- Developed, administered, and maintained the performance assessment system to track performance of candidates in all Teacher Education programs known as the Gate System/Decision Points. Identified and assessed benchmark steps for the system.
- Assisted in the Title II reporting.
- Counseled students in Praxis and Foundations of Reading Testing and communicated all state requirements to students.
- Held seminars in regards to ethics and legal responsibilities as a teacher.
- Assisted Chief Certifying officer with recommending interns for New Hampshire state certification.
- Designed, developed and maintained all related publications and forms related to teacher preparation programs and assured that they align with the conceptual framework, State, INTASC, and CAEP standards.
- Oversight of the Office of Educator Preparation website and handbook.
- Oversight of budget.
- Attended all related state and national conferences.

State and National Accreditation

- Maintained state and national standards for state and national accreditation.

- Participated in the accreditation renewal process.
- Wrote and prepared reports for standards.
- Coordinated site visit for mentor teachers and university supervisors.
- Created and maintained documentation for accreditation visits.

Coordinator of Academic Advising, Education Department, Plymouth State College,
Plymouth, NH

1996-2003

- Administered an academic advising office to provide students with daily consistent availability to academic advising.
- Created academic plans for newly and currently enrolled students.
- Responsible for advising and counseling over 150 students.
- Taught several Introduction to the Academic Community classes.
- Responsible for departmental activities in the absence of the chair including all technical and non-technical tasks; such as advising and overseeing of grants.
- Responsible for NCATE reports and NH State reports, assemble materials for accreditation visits involving all other campus departments, academic advising issues related to the Education Department degree and student requirements with regard to the registrar and other campus departments.
- Supervised five office staff and worked with all offices and academic advisors on campus.

Technology Skills

Federal Systems

- Performance Reporting (21APR), G5 US Department of Education-Federal Government Grants, Grant.gov, SAM.gov

NH Department of Education Systems

Grant Management, NH First, IRT, I4see, ESS

MS Windows, MS Word, MS Excel, MS PowerPoint, Adobe Illustrator

University Systems

- Banner, Moodle, Mahara.

Professional Development in Education

- Nita M. Lowey 21st Century Community Learning Centers (21st CCLC) Remote Summer Symposium & United States Department of Education, State Education Agency (SEA) Directors' meeting. July 2020
- United States Department of Education, State Education Agency (SEA) Directors' Meeting, in Washington, DC. February 2019
- Afterschool Network Mott Foundation Meeting, Scottsdale, AZ. May 2019
- Nita M. Lowey 21st Century Community Learning Centers (21st CCLC) Summer Symposium & United States Department of Education, State Education Agency (SEA) Directors' meeting in Washington, DC. July 2019
- NH Department of Education Every Student Succeeds Summer Leadership Summit in Durham, NH. August 2019

- Beyond School Hours Annual Conference & the United States Department of Education, State Education Agency (SEA) Directors' meeting in Atlanta, GA. March 2018
- Afterschool Network Mott Foundation Meeting in Chicago, IL. April 2018
- 21st Century Community Learning Centers (21st CCLC) Summer Symposium & United States Department of Education, 21APR Training for State Directors, in Washington, DC. July 2018
- United States Department of Education Combined Title Federal Programs Meeting in Washington, DC. December 2018
- National Afterschool Summit, Los Angeles, CA. April 2017
- 21st Century Community Learning Centers Summer Institute in Philadelphia, PA. July 2017
- NH Department of Education Summer Summit. August 2017
- Professional Development Schools National Conference, Las Vegas, NH February 2013
- Professional Development Schools National Conference, New Orleans, LA February 2012 - Presented and attended.
- Professional Development Schools National Conference, New Orleans, LA March 2011
- American Association of Colleges for Teacher Education, San Diego, CA February 2011
- Professional Development Schools National Conference, Orlando, FL March 2010
- American Association of Colleges for Teacher Education, Atlanta, GA February 2010
- American Association of Colleges for Teacher Education, Chicago, IL February 2009
- National Council for Accreditation of Teacher Education, September 2007
- American Association of Colleges for Teacher Education, New York City, NY February 2007
- American Association of Colleges for Teacher Education, San Diego, CA January 2006
- National Academic Advising Conference (NCADA), Las Vegas, NV October 2005
- Professional Development Schools National Conference, Orlando, FL March 2005
- American Association of Colleges for Teacher Education, Washington, DC February 2005
- National Council for Accreditation of Teacher Education, September 2004
- American Association of Colleges for Teacher Education, Chicago, IL February 2004
- National Academic Advising Conference (NCADA), Dallas, TX October 2003
- Banner Training, Plymouth State College, December 2002
- National Council for Accreditation of Teacher Education, October 2002
- National Academic Advising Conference (NCADA), Salt Lake City, UT October 2002
- National Council for Accreditation of Teacher Education, Washington, DC October 2001
- National Academic Advising Conference (NCADA), Ottawa, CAN October 2001
- National Council for Accreditation of Teacher Education, Washington, DC January 2001
- Regional Academic Advising Conference, Portland, ME March 2000
- National Association Multicultural Education (NAME), Orlando, FL November 2000
- National Academic Advising Conference, Denver, CO October 1999
- Regional Academic Advising Conference, Syracuse, NY March 1999
- New England League of Middle Schools, Providence, RI March 1998
- National Academic Advising Conference (NACADA), San Diego, CA October 1998
- NH Women in Higher Education Association, Annual Conference, April 1998
- NHNAEYC Administrators' Conference, Concord, NH June 1997

Department and Campus Committees, Awards, and Memberships

- NH Department of Education Council of Teacher Education Committee, 2013-2016
- CAEP Standards Committee, 2015-2016
- Professional Development School Advisory Council, 2010-2016
- Mentoring In Education Committee, 2009-2016
- Member, Phi Kappa Phi, Honor Society, Plymouth State College
- Council of Educator Preparation, PSU, 2003-2016
- Silver/Horton Scholarship Committee 2008-2016
- Council of Educator Preparation Scholarship Committee 2003-2016
- TEAAC Committee
- Academic Advising Committee
- Selected as Top 99 Graduating Senior, Plymouth State College
- By-laws Committee for Operating Staff
- NCATE Steering Committee
- NCATE Standard 3 Committee
- NH Teacher Education State-wide Accreditation Committee
- Department Space Planning Committee
- Early Childhood Studies Committee
- Childhood Studies Committee
- Teacher Certification Committee
- Nominated For Distinguished Operating Staff Award, 1996
- Nominated For Distinguished Operating Staff Award, 1997

Ellen Hume-Howard

Professional Profile

- Hold a Certificate of Advanced Graduate Study in Educational Administration, Master's Degree in Education, and Bachelor's Degree in English
- Certified in the State of New Hampshire as a Secondary English teacher and as a Curriculum Administrator

Education, Honors, and Certifications

Certificate of Advanced Graduate Study

Educational Administration
Rivier College, 2010

M.S. Education

Curriculum, Instruction, and Assessment
Antioch New England Graduate School , 2000

Bachelor of Arts in English

University of New Hampshire, 1984

NH School Administrator's Outstanding Service Award 2012

Certifications

New Hampshire, English Education. 1987

New Hampshire, Curriculum Administrator, 2009

Employment

Professional Development in Education

Executive Director of New Hampshire Learning Initiative August 2017- Present

- Hired to perform all functions of executive director to support and align innovative practices in New Hampshire schools.
- Supervise the Task Development for the NH PACE Project.
- Continue to nurture and expand the capacity of NHLI to support and initiative innovative practices in education, create bridges with stakeholders in education, and to be an educational leader in the state.
- Director of Curriculum, Sanborn Regional School District, **July 2006 to June 2017**
- ELA Lead for the NHDOE PACE Project 2014 to present
- Director of Curriculum for the NHDOE PACE Project 2015 to present
- Adjunct Professor, Education Department, Rivier College 2012 to present
- Curriculum Coordinator K-8, Sanborn Regional School District , **July 2003 to 2006**
- Assessment Coordinator, Sanborn Regional School District **2000- to present**
- English Teacher, Sanborn Regional Middle School , **July 1985-2003**

Key Qualifications

Certified in Secondary (5-12) English Education

Planned and instructed eighth grade English course using wide variety of teaching aids and motivational and implementation strategies to engage students in active learning. Planned units of study using Understanding By Design.

Certified as a Curriculum Administrator

Created district curriculum framework and developed multiple curriculum documents with teachers and teams for guiding planning and assessment. Developed and implemented District-wide Spring Writing Prompt and analysis of student writing. Supervised the Title I, Title IIA, and the Title V grants in the district.

Created and designed the district's competency-based learning documents; competencies, standard; to reflect the aligned work of teachers and national standards.

Designed the district's assessment schedule and data analysis protocols.

Professional Experiences

Experienced Curriculum Administrator

Planned and monitored professional development for all district professionals. Conducted workshops to address district initiatives and identified areas of need for teaching teams and individual teachers. Designed and facilitated professional development workshops in:

Critical Friends, Education By Design(Critical Skills), Professional Learning Communities, Understanding By Design, Root Cause Analysis, Differentiated Instruction, Formative and Summative Assessment, Performance Assessment, Writing Analysis, 6+ Writing Traits, Constructed Response Writing, Writing in Science, Interdisciplinary Units, Rubric Development, Pinnacle Curriculum and Instruction, Competency-Based learning, Standards-based Grading and Reporting, Reteach and Enrich Instructional Blocks, NWEA Measures of Academic Progress.

Sanborn District Lead for the NHDOE PACE Project, 2014- present

Professional Affiliations

New England League of Middle Schools

ASCD

New Hampshire School Administrators Association

Carolyn K. Eastman, M. Ed, Ed.S

24 Garrison Lane, Madbury, NH 03823. (603)231-8534

carolyn@ckeconsulting.net

EXPERIENCE

DIRECTOR OF INNOVATIVE PROJECTS, NH LEARNING INITIATIVE - 2018 – present

- Project Lead, Barr Foundation Grant, for NHLI, Future Learning Pathways (Equity and Access to Opportunities)
- Facilitate district-driven professional learning pathways.
- Lead and present at statewide convenings for 12 school districts in NH
- Coaching support on topics of Student centered practices, personalized learning, Portrait of a Learner, and Trauma Informed instruction.

DIRECTOR OF DEVELOPMENT - KNOWLEDGEWORKS– 2017-2020

- Represented KnowledgeWorks as a national expert and thought leader on topics relevant to personalized, competency-based learning.
- Engaged partners in KnowledgeWorks' thought leadership to grow the organization's national influence.
- Attended, presented, and connected with potential partners at strategic, industry-related conferences.
- Create, refined, and institutionalized KnowledgeWorks' partnership development processes including managing the pipeline process.
- Ensured processes align with functions across the team and in alignment with the broader KnowledgeWorks organization.
- Contributed to identifying, aligning, and implementing systems that support the development process

PRINCIPAL CONSULTANT - CKE CONSULTING – 2015- present

- Point person on state-wide longitudinal research project for Michigan Department of Education involving creating a core leadership team and capacity building throughout the state.
- Project technical assistance provider for North Carolina Department of Education research grant to examine instructional alignment to CCSS and Statewide Student Assessment results.
- Project team member and consultant for Wisconsin Center for Education Research, Univ. of Wisconsin, Madison, Wisconsin.
- Competency Based Specialist/apprentice with Rose Colby on Competency Based Learning in New Hampshire, 2015-2016.
- Presenter at NELMS, 2016, Providence RI- Making Teacher Voice Count.
- Project co-chair with SERESC conducting research at Concord Regional Technical Center, (CTRC) examining student led conferences, 2017.
- Presenter at the NH CTE Conference 2018 and 2019.

- Technical Assistance provider, conducting the Comprehensive Needs Assessments for 5 NH CTE Centers through stakeholder focus group feedback.
- Committee Member:
 - NH Alliance for College and Career Readiness
 - Statewide Work Based Learning Committee
 - NH Race and Equity – Education Work Group

ASSISTANT SUPERINTENDENT- OYSTER RIVER COOPERATIVE SCHOOL DISTRICT- 2012-2015

- Provided leadership for implementation of the Common Core State Standards and readiness to administer the Smarter Balanced Assessment
- Implemented a standards based reporting system using online progress reports with PowerSchool
- Began transitioning to a competency based system – grading, evidence driven performance assessments and PBL.
- Worked as a member of the strategic plan steering committee
- Created an evidence based process for selecting a new mathematics resource K-5
- Led the revision of the Teacher Effectiveness Plan
- Coordinated Federal grants- Title I and Title IIA
- Supervised and supported district leadership team
- Presented at NELMS conferences on Depth of Knowledge in Core Curriculum
- Invited presenter at NHSAA CIA Conference Fall 2013

CONSULTANT, COUNCIL OF CHIEF STATE SCHOOL OFFICERS (CCSSO)- 2001-2012

- Invited consultant for CCSSO each year for 10 consecutive years
- Provided high quality support and leadership for state departments of education nationally, in the areas of content analysis and standards.
- Assisted states in implementing Common Core State Standards.
- Effected national policy on behalf of teachers.
- Collaborated with other national CCSSO work groups to integrate education reform effort

CONSULTANT, WISCONSIN CENTER FOR EDUCATION RESEARCH, UNIVERSITY OF WISCONSIN, MADISON- 2001-2012

- Invited consultant for WCER each year for the past 10 years
- Provided educational leadership for educational federal research grants in the areas of English Language Learners and Special Education.
- Focused on access to content in general and special direct instruction classroom environments.
- Created the professional development and outreach to teachers and district administration.
- Invited to be a member of a team providing content analysis expertise of national assessments and textbooks

PROFESSIONAL DEVELOPER, MEASURED PROGRESS, DOVER, NH- 2006-2007

- Created teacher focused professional development materials for Formative Assessment, Using Data, Unpacking Standards, and Examining Student Work.
- Executed high quality professional development for a variety of state clients.

PROGRAM ASSISTANT, IMPACT CENTER, UNIVERSITY OF NEW HAMPSHIRE- 2001-2003

- Provided statewide support for standards based mathematics instruction, with a focus on instructional materials.
- Worked collaboratively with state New Hampshire state education agencies in providing high quality professional development.

TEACHER, RYE JUNIOR HIGH SCHOOL, RYE, NH 1996-2001

- 6th Grade teacher with a focus on mathematics
- Special Education teacher.
- Provided standards based instruction to middle level students as a 6th grade teacher.

CASE MANAGER, BAILEY PLACE, NH 1994-1996

- Supported teenage girls in a group home environment, working through trauma
- Provided outward bound experiences for the teens

EDUCATION

- University of New Hampshire, Doctoral class, Critical Thinking in Education, Beginning my doctoral research on Equity in Educational Opportunities, - present.
- University of New Hampshire- Educational Administration and Supervision Program, Ed.S, 2011-2015
- Lesley University-M.Ed., 1996-1998
- University of Connecticut-B.A. Social Work, 1987-1991

Additional Education

- Be A Catalyst for innovation, UNH Paul School of Business
- I-Corps Value Added Proposition business Design Course, UNH Innovation Lab
- Leadership Seacoast – Class of 2017
- Dare to Lead Trained Facilitator

CREDENTIALS

- NH Distinguished Educator, worked at state level in collaborative efforts to create NH GLEs for mathematics
- State of New Hampshire Experienced Educator Certificate Ed ID# 63588 Endorsements: Elementary Education k-8
- State of NH Additional Certifications : Principal, Curriculum Administrator, and Superintendent

Kathleen A. White

Director of Innovative Projects

Leading educational innovation and change providing engaging, authentic, deeper learning curriculum and professional learning opportunities for all stakeholders.

Key skills include:

- Experienced Education Leader
- Expertise in competency-based education
- Innovation of Curriculum, Instruction & Assessment
- Effective Team Building
- Internal & External Communications
- Coordination of Research Practice Partnership

Experience

Director of Innovative Projects

New Hampshire Learning Initiative June 2018 – Present

Program Coordinator NH BEST Project – Building Essential Skills Today for the Future

- Coordinate the project identifying how student learning is impacted by exposure to work study practices and articulating how to assess the work study practices with the same level of reliability as content area competencies.
- Facilitated the team of teacher leads, researchers and psychometricians to develop the work study practices (self-direction, collaboration, communication, and creativity) research-based toolkit including rubrics, evidence collection tools, and instructional strategies. See Best-future.org
- Plan, design, deliver professional learning for the teacher task development teams.
- Work with Content Leads to plan the task development, implementation, and data collection.
- Facilitate the research project team meetings and work collaboratively to plan the project activities and manage resources.

Souhegan High School Dean of Faculty October 2013 – June 30, 2020

Innovation in Education Leadership:

- Researched and implemented innovative curriculum, instruction, and assessment changes throughout the 9-12 system.
- PACE Lead – implemented Performance Assessment for Competency Education the NH innovative alternative accountability system.
- Led the high school team responsible for aligning the assessment, grading, and reporting to mastery learning.
- Led the work study practice design team in redesign of the school wide essential skills and disposition rubrics: collaboration, communication, creativity, and self-direction.
- Provide instructional coaching using the Thoughtful Classroom observation process and classroom observations for teachers.
- Created and led the formative assessment team to scale the implementation of formative assessment in the high school

- Procured and managed the Assessment for Learning Project (ALP) Microgrant
- Worked with consultants to plan professional learning and implement curriculum, assessment, and instructional practices such as formative assessment instructional practices, quality performance assessment design,

Management and Administration:

- Supervise teachers and support staff.
- Facilitate protocols in a variety of settings: coordinator, department, and A-Team meetings.
- Engaged in school wide budget formulation including the planning for 1:1 technology.
- Organize hiring teams and manage the faculty hiring process.
- Guide teachers to design optimal professional development plans.
- Designed professional learning for faculty and staff.
- Created opportunities for teacher leadership.
- Led the transformation of communication team, logo redesign and social media implementation.

**Souhegan High School July 1992 – October 2013
Business/Technology Instructor and Coordinator**

- Designed and implemented the Souhegan social media plan.
- Designed and implemented curriculum in a variety of business and computer science courses.
- Coordinated the articulation agreement with Nashua Community College to include business classes as part of their Running Start Program.
- Collaborated with technology team, faculty, and other stakeholders to create and implement the technology plans.
- Increased the technology budget to 2% of the overall budget from zero funding. Designed the replacement strategy for technology.
- Formulated budgets for technology and business programs including researching and recommending purchases for new lab computers, servers, peripherals, and software.
- Provided authentic learning opportunities for students such as the SHS website development.
- Taught business and technology courses including marketing, entrepreneurship, personal finance, accounting, Java programming, Javascript, and web design.
- Created a positive classroom environment that promoted strong student engagement.
- Mentored students in senior projects, independent studies, clubs, and activities.

Other Work Experience:

Veda Inc.	1990 - 1992
Senior Technical Staff	
Elm Street Junior High School	1991 – 1992
Business Instructor	
Nashua High School	1984 – 1991
Business/Computer Science Instructor	
Rivier College	1988 – 1994
Computer Science and Business Instructor	
Computer Vision	1981 – 1984
Technical Staff New Products Test – CDS5000 Software Design Quality Assurance Project Manager	

Education

Rivier University (formerly Rivier College)	Nashua, New Hampshire
Certificate of Advanced Graduate Study in Educational Administration	2016
Master of Business Administration with Distinction	1990
Bachelor of Science Business Administration Minor Computer Science	1981
Associate of Science Business Administration	1979
Additional Courses and Workshops	
HGSE Strategies for Online Teaching	2020
HGSE Strategies for Effective Facilitation	2020
SRI Facilitating Virtual Learning Communities	2020
SRI Leveraging Descriptive Feedback	2019
Formative Assessment, Margaret Heritage	2018
Specialization in Design Thinking, Darden Business School Executive Program	2018
Billions Institute Skid Row School Unleashing Large Scale Change	2018
Stanford School ReTool Fellowship	2018
HGSE Teaching Students to Ask Their Own Questions	2018
HGSE Ensuring Success for All Students	2018
HGSE Using Research to Inform Decisions	2018
Essential Skills & Dispositions Course	2017
Differentiated Grading and Assessment	2012
Facilitated Leadership Training	2011
Teaching Online, Rivier University	2009
Marketing Research, Rivier University	2008
Differentiated Instruction	2008
Case Studies, Harvard Business Publishing	2007

Certifications

NH Principal Certification
Trained in Facilitative Leadership - School Reform Initiative (SRI)
Certificate - Specialization in Design Thinking and Innovation Darden Executive Education
Certificate - Storytelling for Influence - Creating Impact Through the Art of Storytelling IDEO U
NH Business Data Process Teaching Certification

Committees

NH State Team - Interstate Learning Community, SAU 39 Assessment, Grading & Reporting
Committee; SAU 39 Strategic Planning Committee Superintendent Evaluation Committee; SAU
39 Professional Development Committee; SHS Grading and Assessment Committee; Souhegan
High School Technology Committee; Souhegan High School Personnel Policies Committee;

NEASC Advisory Committee Souhegan High School; NEASC Visiting Committee to Norton High School; Business Advisory Committee Nashua High School; Adopt-A-School Committee Nashua High School; Business summer program for Career Awareness.

Presentations

Presented at: Inacol 2016, 2018 and 2019; JFF Students at the Center Research Collaborative 2019; NHLI Power of Learning Conference 2020 and 2019; ARISE Teachers Brown University 2012; National Association for Science Teachers 2000 Conference; Christa McCauliffe Conference, 1999; Coalition of Essential Schools Fall Conference, Chicago Ill, and New York, NY.; New Hampshire Public Television NH Schools Program; NESDEC Conference, MIT Cambridge Ma.; NH Technology Conference, Brewster Academy, Wolfeboro, NH.

Associations

NASSP, NHASP, ASCD, NHASCD, ISTE, Aurora Institute

Jonathan G. Vander Els



Objective: To assist educators in implementing organizational changes that positively impact student learning by utilizing my experience and collaborative leadership skills.

Education: Ph.D Student: Educational Leadership and Policy
The University of New Hampshire, Durham, NH 03824
September, 2018-Present

Ed. S.; Educational Administration and Supervision
The University of New Hampshire, Durham, NH 03824
September, 2006-December, 2010

M.Ed.; Elementary Education
The University of New Hampshire, Durham, NH 03824
May, 1998-May 1999

BA; History
University of New Hampshire, Durham, NH 03824
September, 1990-December, 1992 and September, 1996-May, 1998

Professional Experience:

July, 2017-
Present **Director of Innovative Projects**
New Hampshire Learning Initiative
Hampton, NH 03842

- Provide individualized, focused professional development to districts and schools in the area of competency-based learning with a specific focus on collaborative structures to support this transition.
- Oversee aspects of the Assessment for Learning Project, rethinking assessment practices through student co-design of curriculum, instruction, and assessment
- Facilitate Statewide Work Study Practices effort (four years) in schools and districts, implementing changes in assessment and instruction through the increase of metacognitive practices embedded in classroom activities

March 2015-
Present

**Author and Associate
Solution Tree
Bloomington, IN**

- Co-author of *Breaking With Tradition: The Shift to Competency-Based Learning In PLCs at Work* (with Brian M. Stack)
- PLC at Work Associate, trained with Dr. Rick DuFour and Becky DuFour, providing support to schools and districts throughout the country
- Presenter at PLC at Work Institutes throughout the country

July, 2016-
July, 2017

**Executive Director
New Hampshire Learning Initiative
Concord, NH 03833**

- First executive director of a newly formed 501c3, acting as an intermediary to support schools in their transition to CBL
- Built relationships with funders to gain support for the mission and vision of NHLI
- Developed professional development programs for schools to support their varied needs.

July, 2008-
June, 2016

**Principal
Memorial Elementary School
Newton, NH 03858**

- Provided guidance and direction for teams related to data analysis, program implementation, and assessment of student work over a five year period which resulted in a significant increase in student performance as measured by various indicators.
- Developed and implemented LEAP (Learning for Each And every Person), a three-tiered model of support for all students which utilizes the strengths of the various professionals throughout Memorial School and coordinates the schedule for all grade levels.
- Maintained positive morale within the staff through functioning Professional Learning Communities, despite three consecutive years of a failed contract and a default budget.
- Implemented a true, competency-based grading system at our school as part of our district initiative.
- Instituted team leaders at the elementary level to expand the scope of Professional Learning Communities while developing shared decision-making throughout the staff.
- Expanded model of communication by implementing Principal Coffee Hours and inviting parents and community members to monthly school-wide assemblies recognizing students and staff and disseminating information through various media (newspapers, e-mail, newsletters, etc.)
- Successfully presented concept of “Intervention Block” for kindergarten students demonstrating need to the School Board with a team. Resulted in twelve students receiving a full-day program for one year, nullifying the gap that existed at the time of the previous year’s screening, and providing data to support the need for a full-day program for all students.

- Managed a base budget of approximately \$70,000 (default for three years) while continuing to build programming by utilizing various resources in and out of the district.
- Actively participated in the development of policy, specifically the Pupil Safety and Violence Prevention Policy, for the Sanborn Regional School District.
- Developed and managed various grants through the State of New Hampshire which provided professional development opportunities and materials for staff.

July, 2005-
June, 2008

***Assistant Principal/Special Education Building Coordinator
Memorial Elementary School
Newton, NH 03858***

- Assisted Principal in all aspects of Memorial School's daily operation, to include budget, staffing issues, evaluations, community projects, discipline, curriculum, and communications.
- Actively participated in the attainment of "unconditional" rating by the Department of Education as a member of Sanborn's On-Site team during the District's Special Education Focused Monitoring On-Site visit by the State of New Hampshire
- Co-Chaired Memorial School's New England Accreditation of Schools and Colleges Steering Committee, assisting in the development and implementation of the year-long self-study.
- Chaired Sanborn Regional School District Social Studies Curriculum Committee, realigning the elementary frameworks based upon the Department of Education NH Curriculum Frameworks.
- Ensured 100% compliance by Memorial's special education team, overseeing the referral, evaluation, identification, and placement for up to fifty-five students identified with various special needs, grades K-5.
- Focused Memorial School's discipline policies to stress personal responsibility and accountability, resulting in the decrease of discipline referrals throughout the course of each school year.

Sept., 1999-
June, 2005

***5th Grade Teacher
Memorial Elementary School
Newton, NH 03858***

- Researched, developed, and implemented integrated curriculum with the fifth grade team in the areas of social studies, mathematics, and language arts.
- Instructed classes with up to nine identified students, focusing on each child's strengths to provide the optimal chance for student success within the classroom.
- Chaired the District Social Studies Committee from September, 2001-September, 2004, aligning Sanborn's frameworks with the State of New Hampshire frameworks.

April, 1993-
April, 1996

Member of the United States Army Honor Guard in Washington, DC.

- Selected for the Presidential Salute Battery.
- Promoted to the rank of sergeant within three years.
- Responsible for the welfare and general well-being of numerous soldiers from varying backgrounds.

Affiliations:

- NAESP, National Association of Elementary School Principals
- NHASP, New Hampshire Association of School Principals
- ASCD, Association of Supervision and Curriculum Development

Additional Information:

- Presented and keynoted nationally on competency-based learning and Professional Learning Communities at Work
- Contributing Author for EdWeek, NGLC, www.connectedprincipals.com
www.competencyworks.org

References: Available Upon Request

**New Hampshire Out-of-School Time Career Pathways Initiative
Appendix C**

The applicant, the New Hampshire Department of Education, will not be taking any indirect costs related to this grant opportunity.

**Eastern Slope Aviation Academy
2018 West Side Road
North Conway, NH. 03860**

September 16, 2020

Dear Commissioner Edelblut:

I am Ed Bergeron, president of the Board of the Eastern Slope Aviation Academy. We are a New Hampshire based non-profit organization representing the Aviation and Aerospace industry. Our vision is to provide students in the Conway School District with the opportunity to learn the principles of aviation/aerospace through STEM aviation pathways. The federal definition of this particular CTE career pathway is as follows: *"Aeronautics/Aviation/Aerospace Science and Technology, General - a program that focuses on the general study of aviation and the aviation industry, including in-flight and ground support operations which includes instruction in the technical, business, and general aspects of air transportation systems."* Our mission is to: 1) Provide facilities, resources, and career counseling specifically as it relates to the following - Commercial & Military pilots – aircraft, helicopter, and drone, Aviation Mechanics, Airframe & Power Plant (AP) and/or with Inspector Authorization (IA), Avionics Technicians, Air Traffic Controllers, Aeronautical (and other) Engineers, Aviation Business Operators, and Certified Flight Instructors. 2) Link students with industry and post-secondary partners. 3) Develop work-based learning opportunities. 4) Provide the means to obtain industry-recognized credentials as noted above. 5) To promote diversity, remove barriers, and create access for all. The industry is in dire need of employees with competency in STEM-related knowledge and skills as well as a broad range of success skills, or work-study practices, such as communication, collaboration, creativity, and self-direction to their work.

It is vital for the health of our NH economy that we ensure all students in our public schools have opportunities to develop career awareness, explore careers they are interested in, and to experience work in careers of their interest. To that end, I am highly supportive of the Out-of-School Time Career Pathway Grant.

As a non-profit organization, we are committed to working with the Conway School District in supporting work-based learning opportunities for students in the Mount Washington Valley. As a committed partner, I understand that the funding for the work-based learning experience will be provided by the grant.

I specifically agree to the following:

- Work collaboratively with the school district 21st CCLC in creating the STEM experience which would lead to an industry-recognized credential (IRC), certificate, or apprenticeship.
- Cooperate with any evaluation conducted or facilitated by the US Department of Education or its designees which may include data-sharing agreements.

I look forward to the opportunity to work with educators, employers, and leaders in my region and the state as we build on New Hampshire's many assets and capabilities to create a well-aligned, model future career pathway program in the state.

Sincerely,

H. Edmund Bergeron

H. Edmund Bergeron
President
Eastern Slope Aviation Academy

I am Kerry Dubois, Director of Human Resources at EPTAM Precision Plastics. We are a New Hampshire based employer in the Advanced Manufacturing Field. We manufacture high quality machined parts for the medical, semiconductor, aerospace industries and emerging innovation requirements. We need employees with competency in STEM-related knowledge and skills and we also need individuals who bring a range of success skills, or work-study practices, such as communication, collaboration, creativity, and self-direction to their work.

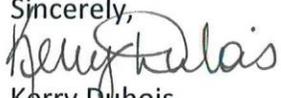
It is vital for the health of our NH economy that we ensure all students in our public schools have opportunities to develop their career awareness, explore careers they are interested in and to experience work in careers to their interests. To that end, I am highly supportive of the Out-of-School Time Career Pathway Grant.

As an employer in the Lakes Region – Northfield, NH, I am committed to working with the **Laconia School District** in supporting work-based learning opportunities for students in my area. As a committed employer partner, I understand that the funding for the work-based learning experience will be provided by the grant.

I specifically agree to the following:

- Work collaboratively with the school district 21st CCLC in creating the STEM experience which would lead to an industry recognized credential (IRC), certificate or apprenticeship.
- Cooperate with any evaluation conducted or facilitated by the US Department of Education or its designees which may include data sharing agreements.

I look forward to the opportunity to work with educators, employers, and leaders in my region and the state as we build on New Hampshire's many assets and capabilities to create a well-aligned, model future career pathway program in the state.

Sincerely,

Kerry Dubois

Director, HR
EPTAM Precision-Plastics

16 September 2020

Dear Commissioner Edelblut:

I am Val Zanchuk, President at GraphicCast, Inc. We are a New Hampshire based employer in the manufacturing sector. We provide machined metal castings to customers all over the country. We need employees with competency in STEM-related knowledge and skills, and we also need individuals who bring a range of success skills, or work-study practices, such as communication, collaboration, creativity, and self-direction to their work.

It is vital for the health of our NH economy that we ensure all students in our public schools have opportunities to develop their career awareness, explore careers they are interested in, and to experience work in careers to their interests. To that end, I am highly supportive of the **Out-of-School Time Career Pathway Grant**.

As an employer in the Monadnock region, I am committed to working with the Jaffrey-Rindge, ConVal, and Mascenic school districts in supporting work-based learning opportunities for students in my area. As a committed employer partner, I understand that the funding for the work-based learning experience will be provided by the grant.

I specifically agree to the following:

- Work collaboratively with the school districts' 21st CCLC in creating a STEM experience which would lead to an industry recognized credential (IRC), certificate or apprenticeship.
- Cooperate with any evaluation conducted or facilitated by the US Department of Education or its designees which may include data sharing agreements.

I look forward to the opportunity to work with educators, employers, and leaders in my region and the state as we build on New Hampshire's many assets and capabilities to create a well-aligned, model future career pathway program in the state.

Sincerely,



ValZanchuk
President
GraphicCast, Inc.



Celebrating Flight!

September 21, 2020

Dear Commissioner Edelblut,

I am Jeff Rapsis, Executive Director of the Aviation Museum of N.H. We are a New Hampshire-based 501(c)(3) non-profit dedicated to STEM-based education with an emphasis on career opportunities in the aviation/aerospace industries. We have had the privilege of working with the Manchester School of Technology in developing an aircraft construction program where students build an actual flyable aircraft as a part of their standard curriculum.

In a rapidly changing global economy, it is important that education provides young people with the tools, training, and ability to think creatively and to innovate. For students at the Manchester School of Technology, the experience of building an actual flyable airplane is providing a unique capstone project — one that takes STEM-related disciplines such as math, science, and engineering out of the classroom and into the practical realities of the workshop.

The Aviation Museum's student plane-build partnership with the Manchester School of Technology involves the community in supporting STEM-related projects to prepare young people for tomorrow. It allows everyone to work together in an exciting, challenging, and possibly life-changing way. Our work with the Manchester School of Technology includes partnering with local industry in developing internship opportunities.

It is vital for the health of our NH economy that we ensure all students in our public schools have opportunities to develop their career awareness, explore careers they are interested in and to experience work in careers to their interests. To that end, we strongly support the Out-of-School Time Career Pathway Grant.

The Aviation Museum of N.H. is committed to working with the Manchester School District in supporting work-based learning opportunities for students in the Manchester area. As a committed partner, I understand that the funding for the work-based learning experience will be provided by the grant.

We will be pleased to work collaboratively with the school district 21st CCLC in creating the STEM experience which would lead to an industry recognized credential (IRC), certificate or apprenticeship, and cooperate with any evaluation conducted or facilitated by the U.S. Department of Education or its designees which may include data sharing agreements.

I look forward to the opportunity to work with educators, employers, and leaders in our region and the state as we build on New Hampshire's many assets and capabilities to create a well-aligned future career pathway program in the state.

Sincerely,

Jeffrey A. Rapsis, Executive Director
jrapsis@nhahs.org

New Hampshire Aviation Historical Society



September 16, 2020

Commissioner Frank Edelblut
New Hampshire Department of Education
1010 Pleasant Street
Concord, NH 03301-3860

Dear Commissioner Edelblut:

I write in strong support of the application submitted by the New Hampshire Department of Education (NH DOE) for funding from the U.S. Department of Education's 'Out-of-School Time Career Pathway Program.' Federal aid would enable NH DOE and its partners to expand options for students to find their passions and participate in career-focused opportunities outside regular school hours or as part of an expanded learning program.

JFF is a national nonprofit that collaborates with national leaders in education, workforce development, business, technology, government, and philanthropy. We develop powerful partnerships and networks that help scale our impact nationwide. JFF would welcome the opportunity to continue our research-practice partnership with the NH DOE and NHLI building our aligned work around career pathways and work-study skill competency development.

As part of this project JFF will work closely with the NH DOE, the New Hampshire Learning Initiative, 21st Century Community Learning Centers in four key school districts, and New Hampshire businesses to strengthen career pathways for students that connect their interests to an exciting potential career. Specifically, JFF will provide technical assistance to support implementation of the Possible Futures curriculum to enhance students' career-focused learning and professional identity formation. JFF will also provide strategic advising and planning with key state leads, support launch events, and provide insights in support of the efforts of the Professional Learning Community. Additionally, JFF will share key findings and resources emerging from the project with its national networks as appropriate.

JFF strongly supports your application to the U.S. Department of Education for Out-of-School Time Career Pathways and look forward to continuing our work together. If you have any questions, please contact Kyle Hartung, JFF Associate Vice President, at 617-728-4446.

Sincerely,

Maria K. Flynn
President and CEO



**THE GENERAL COURT
OF
NEW HAMPSHIRE
Concord, NH 03301**

September 10, 2020

To Whom It May Concern:

I am pleased to support the New Hampshire Learning Initiative's (NHLI) efforts to assist schools in creating STEM related career pathways that lead to an Industry Recognized Credential (IRC), certificate, or apprenticeship through the Out of School Time Career Pathway Grant.

This work aligns well with the bill I co-sponsored, Senate Bill 276 – Career Readiness Drive to 65. The legislation builds on the 65 by 25 goal to have 65% of New Hampshire's workforce possessing a post-secondary credential by 2025, a mission embraced by the Community College System, NH Coalition for Business and Education, and the NH Department of Business and Economic Affairs. "Career Readiness Drive to 65" is a systematic approach through high school years, whereby a career aspiration assessment occurs in 9th grade that facilitates course mapping towards a student's career ready credential awarded upon high school graduation.

By collaborating with New Hampshire schools, businesses, and statewide experts, through this grant, NHLI will provide the opportunity to support efforts in developing student centered pathways that connect students to careers in the state while in high school so students possess marketable skills that are desirable to employers.

Thank you and best wishes on your efforts.

Sincerely,

A handwritten signature in black ink, appearing to read "Jay Kahn".

Jay Kahn
NH State Senator, District 10

United States Senate

September 15, 2020

Erin Shackel
Office of Elementary and Secondary Education
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Dear Ms. Shackel:

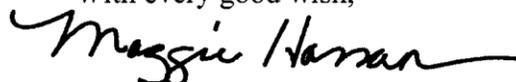
I write in support of the New Hampshire Department of Education's (NH DOE) application for a Out-of-School Time Career Pathway Program Grant from the United States Department of Education.

In order to ensure that our economy continues to grow and our businesses can thrive, we must work to develop an even stronger workforce. Robust career pathways and work-based learning experiences for students are an important component to creating the workforce we need today and into the future.

The grant funding would allow the NH DOE to provide models of how districts can work with employers to provide work-based learning opportunities, building upon the state's competency-based education, extended learning opportunities, Future Learning Pathways Project, Career and Technical Education, and work-study practice efforts. In addition, the funding will expand existing career competencies and efforts in career awareness, exploration, experiences and build the capacity of districts to train students to be remote workers. These efforts will ensure that more students have access to work-based learning experiences, particularly in in-demand careers and Science Technology Engineering and Mathematics related industries to prepare for their future and support our economy.

By collaborating with the New Hampshire Learning Initiative, Jobs for the Future, Gallup, State Education Agencies, and local businesses, NH DOE will play a critical role in these efforts providing students with diverse opportunities and connecting them with potential employers. I urge you to look favorably upon their application. Please do not hesitate to contact Brittany Matthews in my office at (202) 224-3324 if we can be of further assistance.

With every good wish,



Margaret Wood Hassan
United States Senator

United States Senate

WASHINGTON, DC 20510

September 15, 2020

Ms. Erin Shackel
Education Program Specialist
Office of Elementary and Secondary Education
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-7100

Dear Ms. Shackel,

I write in strong support of the application submitted by the New Hampshire Department of Education (NH DOE) for funding from the U.S. Department of Education's 'Out-of-School Time Career Pathway Program.' Federal aid would enable NH DOE and its partners to expand options for students to find their passions and participate in career-focused opportunities outside regular school hours or as part of an expanded learning program.

Working closely with the New Hampshire Learning Initiative, 21st Century Community Learning Centers, Jobs for the Future and New Hampshire businesses, NH DOE will strengthen learning pathways for students that connect their interests to an exciting potential career. These partners already have experience in showing how school districts can work with employers to provide students with work-based learning opportunities related to in-demand STEM jobs. Facilitating these experiences and relationships is crucial to preparing students for fulfilling livelihoods after school and in the workforce.

Support from U.S. DOE will permit NH DOE not only to fund student internships and apprenticeships in burgeoning STEM fields but also to build upon existing efforts in career awareness and exploration across the lower grade levels. Four core districts in New Hampshire – Hinsdale, Laconia, SAU 9 and Manchester – will be targeted with this grant, and each has identified a successful business partner to provide a STEM experience.

I strongly support this application from the New Hampshire Department of Education and urge you to favorably consider its important proposal. If you have any questions, please contact Jon Jarvis from my staff at (603) 647-7500.

Sincerely,



Jeanne Shaheen
United States Senator

New Hampshire Out-of-School Time Career Pathways Initiative

APPENDIX E: Bibliography

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Appendix F Chart 1

New Hampshire Out-of-School- Time Career Pathways Project Current Efforts Underway in State and Participating Districts				
District	21 st CCLC	WSPs	STEM	Career Learning
SAU 9 Conway	<ul style="list-style-type: none"> Enrichment opportunities for students in grades K-6 in areas such as robotics, drama, reading, agriculture, and art Partnerships with various local entities including Tin Mountain Conservation Center, UNH Collaborative Extension, Conway Public Library, and Kiwanis Daily support for homework Academic enrichments through content - in support of daytime learning program supporting skills students working on during the day - personalized learning to support academic skill development (remote and on person) 	<ul style="list-style-type: none"> SAU9 developed and adopted its Portrait of a Learner last spring. It will be used as the basis for the next Strategic Plan, which is planned to be finalized by December, 2020. Areas of focus include mindsets (perseverance/adaptability/resilience), character (integrity/empathy), communication (verbal/nonverbal/written/ with varied forms and purposes), and thinking processes (creativity/problem-solving/critical thinking). Each grade span (K-6, 7-8, 9-12) has identified work study practices of focus Work study practices are assessed separately from academic content demonstration Next steps include the development of rubrics and identification of opportunities for direct instruction on those skills SEL Committee has identified K-12 competencies; these have been adopted by SAU9 	<ul style="list-style-type: none"> Math specialist for K-6 hired for the first time to support high quality math instruction and assessment at the elementary level Implementation of the concept of a "Discovery Project" at the middle school level where students are free to explore an area of interest; Science related projects can be shared at our regional science fair At the middle school level, establishment of a STEM block to highlight connections between science and math instruction Development of a STEM-Aviation program through KHS/MWVCTC to provide students opportunities to explore aviation related careers MWVCTC connection with NASA and Machine Tool program where students are building parts for the International Space Station Student involvement in the annual Mount Washington Valley Science Fair during which they have the opportunity to share their research and learning Partnership with Tin Mountain for ecology/environmental science experiences for students 	<ul style="list-style-type: none"> ELO coordination through Career Services Office at KHS/MWVCTC Establishment of Learning Through Connections Teacher at KMS to help students navigate middle school and explore potential areas of interest Adoption of SAU9 Portrait of a Learner - Being used as basis for next strategic plan
Hinsdale	<p>Hinsdale After School Program (HASP) -A 21st Century Community Learning Center HASP completed its 11th year of 21stCentury Community Learning Center Grant funding this year. Program opportunities continued for all students in both the Elementary and Middle Schools. The 2018-2019 school year was the first year of our 3rd cycle of the 21CCLC Grant. HASP continued its work with area after-school programs through the Monadnock Regional Afterschool Collective-MRAC. We began utilizing the funding provided by the Monadnock United Way Grant, which provided additional support in the areas of professional development, family literacy and scholarship assistance. MRAC was awarded the two-year grant and will continue working on these key items throughout 2020. HASP has worked hard to maintain a program that provides students in the Hinsdale School District with a safe, nurturing, and academically enriching environment. Many efforts have also been put in place to improve the quality of our programs at both the Elementary and Middle Schools. With this in mind, we have accomplished the following:</p> <ul style="list-style-type: none"> Help Families HASP continues to offer programming before school as well as after school programming at the elementary and middle school Morning programming, similar to that at the elementary school continues at the Middle School with very positive results and high attendance. Clubs/programs offer extended learning opportunities including, but not limited to, homework assistance during the days that school is in session. An added benefit of the program is that participants 	<ul style="list-style-type: none"> Work Study Practices:- Through our Extended Learning Program (open to all) Students are encouraged to follow their career interests and to develop their passions in authentic experiences for school credit. Each student completes a personalized learning plan that embeds the need to demonstrate proficiency in the NH WORK STUDY PRACTICES throughout their ELO experience 	<ul style="list-style-type: none"> STEM- All high school students that are identified as having an interest in the STEM field are encouraged to follow the NH Scholars STEM pathway. All students are invited and encouraged to attend activities in the STEM field during the appropriate Sector partnership months that are identified in the state of NH. Windham Regional Career Center offersSTEM programs to our Hinsdale Juniors and seniors. Our ELO program brings in outside speakers in the STEM field 2 times a year to encourage our students to explore STEM pathways. Students in our ELO program have the opportunity to deeply engage with local community partners in authentic experiences and in the last 2 years have put an emphasis on partnering with more STEM businesses. 	<ul style="list-style-type: none"> Career Learning- All students in 8th grade engage in a career exploration class that requires them to look at careers of interest, take several interest inventories and develop a four year plan around their area of interest. These plans follow them throughout their 4 years and advisors work with each child every year to change or fine tune their pathway based on the students interests and growth

	<p>have the opportunity to receive a healthy, nutritious breakfast and afterschool snack daily.</p> <ul style="list-style-type: none"> • HASP has worked with outside support from other programs to bring a variety of activities to the children who attend the summer camp. HASP Staff continues to receive staff trainings that help to assist in implementing safe, engaging, and academically rich programming. Heart and Sole, a nationwide running program for girls, continued at the middle school through HASP's partnership with the Recreation Department. • HASP offered approximately 85 different clubs & activities serving over 300 children and youth (approximately 150 per day) through programming such as: homework support, service learning projects, art programs, drama, music enrichment, NASA, Kids @fterschool, PBSKids, Bedtime Math, STEM (Science, Technology, Engineering, Math) activities, CATCH games, PlayWorks, recreational sports, literacy-based programs, seasonal crafts and summer enrichment programming. Programs are designed to meet the highest level of excellence in an effort to strengthen the connection between enriching experiences & school day learning. • HASP collaborated with Hinsdale Middle High School's ELO (Extended Learning Opportunity) Program to develop a Mini-ELO Program for some of our 5thGrade students. These students worked on leadership skills and journaled their journey in assisting younger students through their afternoons in HASP. 			
Laconia	<ul style="list-style-type: none"> • Helps students meet state and local student standards in core academic subjects, such as reading and math; • offers students a broad array of enrichment activities that can complement their regular academic programs • offers literacy and other educational services to the families of participating children." • Our Programs include: <ul style="list-style-type: none"> • Project EXTRA (Enriching eXtensions to Raise Achievement) at the Elementary Schools that include (Elm Street School, Pleasant Street School, Woodland Heights School) REAL (Real Experiences Advancing Learners) Initiative at Laconia Middle School- Extended Day Learning Opportunities t • PIQUES (Providing Individualized Questioning and Understanding of Essential Skills) tutorial program for underperforming students at all schools in the Laconia School District ELOs (Expanded Learning Opportunities) at Laconia High School 	<ul style="list-style-type: none"> • Portrait of a Graduate in 2019/20. The attributes of the District's PoG include: Communicate, Persevere, Collaborate, Self-Direct, Create, and Problem Solve. • The Summer Learning Academy at Laconia Middle School administer a self-assessment followed by a Student/Teacher assessment at the culmination of the program. Extended Learning Opportunity (ELO) program uses a variety of rubrics (research, presentation, final product quality) to assess students' achievement of their final demonstration of learning. 	<ul style="list-style-type: none"> • Engineering is Elementary in partnership with the Boston Museum of Science • NH FIRST Robotics 3rd through 12th grade • Destination Imagination-6th through 8th grade • Coding (3rd through 8th grade) • ELO at Laconia High School • • 	<ul style="list-style-type: none"> • The Relevant Experiences Advancing Learners (REAL) Initiative at Laconia Middle School provides hands-on, project-based learning activities matched to student interests in career/college that are co-facilitated by certified teachers and members of the business and professional community
Manchester	<ul style="list-style-type: none"> • 21st Century operates a 160-day school year program, offering 15 hours a week of programming. See your school for specific days and times. During the summer we partner with the Manchester School District Summer Learning Academy and Title III to provide a free four-week long summer camp designed to take the benefits of our program into the summer. <p>Staffing and Leadership</p> <ul style="list-style-type: none"> • Each school is staffed by Manchester certified teachers, paraeducators and our own 21st Century staff. Program sites are led by a site coordinator who works closely with school building staff, leadership and the community to provide programming that will address the needs of students. 	<ul style="list-style-type: none"> • WSP training and modules for schools • WSP integrating in performance task development • WSP rubric development K-12 	<ul style="list-style-type: none"> • Performance assessment training in all content areas and specifically for PACE TASKS in mathematics and science • Ongoing Assessment Progress (OGAP) training in mathematics K-8 • Science performance assessment project 2020-21 	<ul style="list-style-type: none"> • Future Learning Pathways Project • District Support • Profile of a Learner • Portrait of a Graduate

	<p>District-wide the program is overseen by a program director and program coordinator. An Advisory Board, made up of parents, teachers and community members, helps to guide our program as it grows and evolves.</p> <p>Funding</p> <ul style="list-style-type: none"> • Our funding is provided under federal Title IV, part B, Nita M. Lowey 21st Century Community Learning Centers grant. We also rely on program fees and additional grant support for our Project iSucceed from the City of Manchester Community Block Development Grant, administered by the Manchester Community Resource Center. <p>Our Locations</p> <ul style="list-style-type: none"> • Bakersville Elementary, Beech Street Elementary, Gossler Park Elementary, Hallsville Elementary, McDonough Elementary, Northwest Elementary, Parker-Varney Elementary, Henry Wilson Elementary • Hillside Middle School, McLaughlin Middle School, Middle School at Parkside, Southside Middle School 			
NHLI		<ul style="list-style-type: none"> • WSP Professional Development Modules • WSP Graduate course • WSP district support • NHLI-JFF BestProject 	<ul style="list-style-type: none"> • Performance assessments for competency-based education in science and mathematics 3-12. 	<ul style="list-style-type: none"> • Work-based learning advisory group • Portrait/Profile of a Graduate
State-wide	<ul style="list-style-type: none"> • 21st CCLC Grant 	<ul style="list-style-type: none"> • WSP State Competencies 	<ul style="list-style-type: none"> • State competencies and standards in science and mathematics K-12 in alignment with common core and NGSS 	<ul style="list-style-type: none"> • Identified career competencies • Legislated mandate to have all K-12 students complete a career assessment

New Hampshire Out of School Time Career Pathways Initiative Project Timeline

	Y1: 01/21-12/21				Y2: 01/22-12/22				Y3: 01/23-12/23				Y4: 01/24-12/24				Y5: 01/25-12/25			
	Q1	Q2	Q3	Q4																
	Jan-Feb-Mar	Apr-May-Jun	Jul-Aug-Sep	Oct-Nov-Dec																
Planning & Design																				
Formed	■																			
Established	■																			
Planning/Designing		■																		
Development/Training Plan		■																		
Student and Teacher Leads			■																	
Developed				■																
Capacity Building																				
Training (Awato, World of (informs PD plan)		■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
Strategy Development and Innovative Practice Organized		■	■			■	■			■	■			■	■			■	■	
Network Convenings					■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
Programmatic Activities																				
Opportunities																				
Grades K-5 World of Work Curriculum				■	■	■		■	■	■		■	■	■		■	■	■		■
Career Assessment																				
Grade 6 and 8 Awato				■				■				■				■				■
Opportunities																				
Grades K-5 Field Trips				■		■		■	■	■		■	■	■		■	■	■		■
Grades 6-8 Job Shadowing				■	■	■		■	■	■		■	■	■		■	■	■		■
Certification				■			■	■	■		■	■	■		■	■	■		■	■
Learning Experience						■	■	■		■	■	■		■	■	■		■	■	■
Evaluation																				
NH Gallup				★	★	★		★	★	★		★	★	★		★	★	★		★
Awato platform best practices				★	★	★		★	★	★		★	★	★		★	★	★		★
Grant Requirements			★				★				★				★				★	
Strategies																				
communication strategy		■																		
Project Website Launch			■																	
Strategy (PIC)	■	■																		
Social Media Campaign				■	■	■	■													
Project Reporting																				
NHLI to NH DOE		▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲
Districts to NHLI		▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲
NHLI to Advisory Teams		▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲
NH DOE to OESE				▲			▲					▲				▲				▲
Career Pathways Ecosystem																				
and Work-based Learning										■	■	■	■	■	■	■				
Finalize Curriculum Crosswalk										■	■	■	■	■	■	■				
Framework Bridge											■	■	■	■	■	■				
Scaling Strategy													■							
Communication Plan																	■	■	■	■

New Hampshire Out-of-School- Time Career Pathways Initiative Phase Plan

Year 1	Year 2	Year 3	Year 4-Year 5
<p align="center">Year 1 - Capacity Building, Planning and Communication (January 2021-December 2021)</p>	<p align="center">Year 2 - Program Implementation: (January 2022-December 2022)</p>	<p align="center">Year 3 - Defined Pathways Created - Refine Program (January 2023-December 2023)</p>	<p align="center">Years 4-5 - Develop the Comprehensive Career Pathways Ecosystem.</p>
<p><i>Activities in Year 1 focus on designing the work based learning experiences and building capacity within the districts. Activities include forming guidance teams, formulating district plans, designing professional development aligned to district needs assessment and establishing best practices for the work-based learning experiences.</i></p>	<p><i>Activities in year 2 will focus on the ongoing professional development and implementation of the district pathway plans. This will be an iterative process with data analysis based on feedback from all stakeholders informing the plan revisions</i></p>	<p>Activities in year 3 focus on both students and districts continuing to clarify and define pathways. Data and feedback from year 2 will inform the design process. Space will be created for students to be involved in the co-design of the pathways.</p>	<p>Activities in years 4 and 5 will focus on growing the opportunities for students to engage in earning certifications and paid work-based learning experiences and scaling the career pathways model to other districts.</p>
<ul style="list-style-type: none"> ● Convene Work-based Learning Advisory Group - Advisory group of employers, K-12 education and district leaders, teacher and student leads, postsecondary leaders and others. ● Organize District Guidance Teams - Districts will create a team consisting of key personnel involved in student pathway development ie: counselors, ELO coordinator, building leadership, teacher leads and students. ● Design Districts Plans - Design of career learning and work-based learning internships - Districts with support from NHLI will design the career learning and work-based internship program tailored to the needs of their students and employers. ● Develop Best Practice Guide - NHLI and districts will develop a guide for students, employers and schools in the best practices for work-based learning experiences. ● Initiate Professional Development – Awato, World of Work and Possible Futures curriculum, Work Study Practices, NH Gallup Student Survey, Data analysis - NHLI will co-design with the districts the professional development plan that will support their pathway design plan. NHLI will coordinate the professional development for the districts. ● Design and Execute Equitable Communication Plan - Districts work with a communication specialist to design and implement a communication strategy to reach all stakeholders with a focus on communication with students and parents in the underrepresented groups. 	<p>Career Learning Curriculum:</p> <ul style="list-style-type: none"> ● Grades K-5 World of Work - focus on grade level appropriate World of Work curriculum creating an awareness of career opportunities and pathways utilizing the RIASEC. ● Grades 6-10 - Possible Futures - students in grade 6-8 will engage in the Possible Futures curriculum with a focus on STEM. <p>Career Learning and Assessment:</p> <ul style="list-style-type: none"> ● Grade 6 - Awato - Students will complete the AWATO assessment as a first step in developing a personal awareness of career opportunities that match their interest ● Grade 8 - Awato - Students will complete the AWATO assessment and begin to develop their personalized plan <p>Work-based Learning Experiences and Certifications:</p> <ul style="list-style-type: none"> ● Grade 8-12 Remote Worker Certifications - Students may engage in the Workplaceless Remote Worker Certification program and receive an IRC for remote work. The program focuses on the work study practices - transferable work skills that are essential to success in the workplace. ● Grades 11-12 Paid Work-based Experience and STEM-related certifications - Students will engage in the work-based experiences they identified for their personalized pathways leading to an IRC such as, internship, apprenticeship or certification. 	<p>Career Learning Curriculum:</p> <ul style="list-style-type: none"> ● Grades K-5 World of Work - focus on grade level appropriate World of Work curriculum creating an awareness of career opportunities and pathways ● Grades 6-10 - Possible Futures - students in grade 6-8 will engage in the Possible Futures curriculum with a focus on STEM. <p>Career Learning and Assessment:</p> <ul style="list-style-type: none"> ● Grade 6 - Awato - Students will complete the AWATO assessment as a first step in developing a personal awareness of career opportunities that match their interests. ● Grade 8 - Awato - Students will complete the AWATO assessment and begin to develop their personalized plan ● Grades 7-12 Students may refine their personalized pathway based on the AWATO data and their work-based experiences if they apply. <p>Work-based Learning Experiences and Certifications:</p> <ul style="list-style-type: none"> ● Grade 8-12 Remote Worker Certifications - Students may engage in the Workplaceless Remote Worker Certification program and receive an IRC for remote work. The program focuses on the work study practices - transferable work skills that are essential to success in the workplace. ● Grades 11-12 Paid Work-based Experience and STEM-related certifications - Students will engage in the work-based experiences they identified for their personalized pathways leading to an IRC such as, internship, apprenticeship or certification. <p>Scaling and Sustainability</p> <ul style="list-style-type: none"> ● Identify self-sustaining strategies for districts in collaboration with businesses and foundations to fund the career pathways program. ● Invite additional districts into the program. 	<p>Career Learning - Work-based Experience:</p> <ul style="list-style-type: none"> ● Students continue to engage in the Career learning curriculum, career assessment, and work-based learning experiences and certifications identified in years 2 and 3. <p>Year 4 - Develop Comprehensive Career Pathways Ecosystem</p> <ul style="list-style-type: none"> ● Design the Career Pathway and Work-based Learning Model, informed by data from the program implementation with the four core districts. ● Finalize the curriculum framework crosswalk and develop the curriculum framework to bridge the work-based learning experiences and work success skills and content domains. ● Develop the communication strategy for disseminating the work to other districts ● Share work with state and national network <p>Year 5 - Scale Career Pathways Ecosystem</p> <ul style="list-style-type: none"> ● Scale the Career Pathways Ecosystem to other districts beyond the core districts involved in the grant. ● Implement self-sustaining strategies for districts, in collaboration with businesses and foundations, to fund the work going forward. ● Scaling certification completion and work-based learning experiences.
<p>Districts / Schools - Professional Development - Districts will support the ongoing professional development with NHLI coordinating the professional development plan.</p>	<p>Districts / Schools - Professional Development - Districts will support the ongoing professional development with NHLI coordinating the professional development plan.</p>	<p>Districts / Schools Ongoing Professional Development - Districts and schools will continue to identify professional development opportunities and NHLI will continue to support the execution of the professional learning plans.</p>	<p>Districts / Schools - Professional Development - Districts will support the ongoing professional development with NHLI coordinating the professional development plan.</p>
<p>In this first year of implementation, students will engage in career awareness activities such as curriculum study, interest assessments, and work-based learning experiences broadening their ability to develop a personalized pathway.</p>	<p>In this second year of implementation, students will engage in career awareness activities such as curriculum study, interest assessments, and work-based learning experiences broadening their ability to develop a personalized pathway.</p>	<p>Refine the work-based opportunities utilizing the Awato data.</p> <ul style="list-style-type: none"> ● Continue to identify IRCS ● Continue collaborative design with industry partners <p>Students will continue to engage in career awareness activities such as curriculum study, interest assessments, and work-based learning experiences broadening their ability to develop a personalized pathway.</p>	<p>Students will continue to engage in career awareness activities such as curriculum study, interest assessments, and work-based learning experiences broadening their ability to develop a personalized pathway.</p> <p><i>*For a detailed timeline please refer to the New Hampshire Out-of-School- Time Career Pathways Project Timeline document.</i></p>

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

[Add Mandatory Budget Narrative](#)

[Delete Mandatory Budget Narrative](#)

[View Mandatory Budget Narrative](#)

To add more Budget Narrative attachments, please use the attachment buttons below.

[Add Optional Budget Narrative](#)

[Delete Optional Budget Narrative](#)

[View Optional Budget Narrative](#)

New Hampshire Out-of-School Time Career Pathways Initiative BUDGET NARRATIVE

Personnel

The New Hampshire Department of Education will pass through the funds for this project to the New Hampshire Learning Initiative through a contractual agreement. Personnel effort will be detailed as part of “Contractual” line item 6.

Fringe Benefits

The New Hampshire Department of Education will pass through the funds for this project to the New Hampshire Learning Initiative through a contractual agreement and will incur no fringe benefit costs of its own.

Travel

There are no travel costs related to this project.

Equipment

Over the course of the 5-year project, 8 mid-level laptops will be purchased at a cost of \$2500 each inclusive of software licenses for a total of \$20,000. These devices will support students and school staff in work-based learning environments that may require additional computing to support their out-of-school time efforts. The devices are intended to address any equity issues related to access to personal computing devices for work or for districts that need to do mobile training or support in work-based learning settings. The cost is estimated at current prices with vendors such as HP, Dell, and Apple. These funds will be managed by NHLI.

Supplies

The project has budgeted \$1000 a year for copying and meeting supplies such as flipcharts, whiteboards, dry erase markers, and name cards in support of professional development activities for educators in the project. This is a total cost of \$5000 over the grant period. The cost estimate is based on current use for similar activities by the identified project manager. These funds will be managed by NHLI.

Contractual

New Hampshire Learning Initiative will be contracted by the NH DOE to manage the specifics of this grant including all project funds detailed in the budget as detailed in the attached MOU. NHLI is a trusted statewide education intermediary that innovates practice, builds capacity for teachers and districts, and leverages important relationships and assets across that state. NHLI will manage the Initiative, coordinate partners (including subcontracts), provide coaching and professional development, and engage all necessary resources and vendors. NHLI’s Executive Director, Ellen Hume-Howard, will provide leadership, strategic guidance, and curricular design to the project. Innovative Project Director Carolyn Eastman will direct day-to-day activities and work closely with teachers, school district leaders, and employers to ensure all activities and deliverables are attained. Additionally, Innovative Project Director Kathy White will support the effort to integrate the work-study practice skill instruction and remote work elements in to the

project. NHLI will also provide additional staffing as needed for a total of 1.5FTE a year over the five years of the grant for a total of \$800,000. This represents current staffing costs (including fringe) and accounts for staffing cost increases of approximately 3-4% each year.

Core District Awards. To support the additional planning and resources needed to get the four core districts up and running with an integrate career and work-based learning opportunities, each district will receive up to \$50,000 a year to support planning time, development of new curriculum, community and employer outreach efforts, and additional, student employment costs such as transportation, lunch money, work-related physicals, and required work attire. The total cost of these awards over the five years is \$1,000,000. This cost was recommended by NHLI as comparable with what they perceive is the anticipate time and effort required to embed these activities into each district. These funds will be managed by NHLI.

Practitioner stipends. To ensure engaged and equitable access of teacher and student voices in the project, each core district will identify 2 teachers and 2 students to participate as leaders on its local advisory group. The project will compensate each teacher lead at \$1500 a year and each student lead at \$750 a year. This is a total of \$60,000 in stipends to teachers and \$30,000 in stipends to students over the course of the five years. These stipend rates are comparable to exiting leadership opportunities afforded teachers and students in the state. These funds will be managed by NHLI.

Paid Interns. In keeping with best practice and to ensure equity, each student intern will be paid at a rate a little over \$16 an hour. Each internship will last for 13 weeks at 12 hours a week with a resulting cost of \$2500 per intern. The project anticipates supporting 100 interns over the five years for a total of \$250,000. These costs are commensurate with what Future Focused Education details as a strong standard for paid internship efforts.

Capacity Builders. The project will rely on at least two key consulting organizations versed in integrating career pathway and work-based learning activities into educational systems. The funds for these efforts will be managed by NHLI. In detail:

- JFF is a 35-year old nonprofit and a national leader in integrating workforce and education systems. JFF has been in a three-year research practice partnership with NHLI and will build on its existing effort by helping build the capacity of the Initiative to bring JFF's Possible Futures curriculum to the effort. JFF wil provide strategic advising and professional development to NHLI and the core districts in the project. The total cost of JFF's services is \$250,000 over the five years of the grant averaging about \$50,000 a year. This is based on a quoted estimate from the organization.
- Future Focused Education works to bridge the gap between school districts and employers in order to smooth out-of-school paid internship opportunities including how to create and equitable access communication plan. The organization will provide in-depth consulting during the planning phase in year 1 and follow support in year 2 to ensure that the design of the paid internship opportunities in each district are consistent with evidence-based practice. The cost for their effort is \$70,000 as quoted by Future Focused Education.

Construction

This line item is not applicable to this program.

Other

Industry-Recognized Certifications for the five-year project will be covered by the grant to ensure equitable access to this opportunity for all students. These include:

- STEM-related certs from various vendors (e.g. Cisco, Adobe, CompTIA) will be covered for 720 students at an average cost of \$200 per certification for a total cost of \$144,000. The cost estimate is from an internet search of vendors. These funds will be managed by NHLI.
- Remote Worker Certifications from Workplaceless will be covered for 900 students at a cost of \$170 per certification plus a one-time setup fee of \$1000 for this effort for a total cost of \$154,000. The cost is from a quote by the vendor. These funds will be managed by NHLI.

Learning Opportunities. 50 trainers over the course of the grant will obtain Train-the-Trainer Certification from Workplaceless in order to deliver the Remote Worker Certification to students in a cost-effective manner and sustain the opportunity beyond the grant period. Each certification is \$200 for a total of \$10,000. The estimate was obtained from a quote by the vendor. These funds will be managed by NHLI.

Conferences. Registration fees for 2 virtual conferences a year for 8 participants will ensure wide participant views are shared in support in the dissemination of the learning from this effort to others. Each registration is budgeted at \$500 each for a total of \$40,000 and is estimated from recent virtual event fees. These funds will be managed by NHLI.

Evaluation. The NH Gallup Student Survey included items related to work-based learning that would be insightful to this project's work. The cost is \$1 per student and the project seeks to reach approximately 10,000 students each in the four core school districts that are part of this project. This total cost of \$50,000. The cost is estimated from a quote from the vendor. These funds will be managed by NHLI.

Total Direct Costs

The total direct costs for this grant are \$2,923,000.

Indirect Costs

The New Hampshire Department of Education will charge no indirect costs to this grant.

Training Stipends

This line item is not applicable to this program.

Total Costs

The grant total cost for this project is \$2,923,000 and distributed over the 5 years of the grant as follows:

- \$575,000 in year 1
- \$571,000 in year 2
- \$579,000 in year 3
- \$601,500 in year 4
- \$616,500 in year 5

DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

OMB Number: 4040-0013
Expiration Date: 02/28/2022

1. * Type of Federal Action: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	2. * Status of Federal Action: <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
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4. Name and Address of Reporting Entity:

Prime SubAwardee

* Name:

* Street 1: Street 2:

* City: State: Zip:

Congressional District, if known:

5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:

6. * Federal Department/Agency: <input type="text" value="US Department of Education"/>	7. * Federal Program Name/Description: <input type="text" value="Twenty-First Century Community Learning Centers"/> CFDA Number, if applicable: <input type="text" value="84.287"/>
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8. Federal Action Number, if known: <input type="text"/>	9. Award Amount, if known: \$ <input type="text"/>
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10. a. Name and Address of Lobbying Registrant:

Prefix * First Name Middle Name

* Last Name Suffix

* Street 1 Street 2

* City State Zip

b. Individual Performing Services (including address if different from No. 10a)

Prefix * First Name Middle Name

* Last Name Suffix

* Street 1 Street 2

* City State Zip

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 the 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:

* Name: Prefix * First Name Middle Name
* Last Name Suffix

Title: Telephone No.: Date:

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