



UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF ELEMENTARY AND SECONDARY EDUCATION
ACADEMIC IMPROVEMENT AND TEACHER QUALITY PROGRAMS

December 8, 2010

Ms. Deborah Connell
New Hampshire Department of Education
State Office Park South
101 Pleasant St.
Concord, NH 03301

Dear Ms. Connell:

On December 13, 2009, the New Hampshire Department of Education (NHDE) submitted a response to the monitoring report that resulted from a program review conducted by the Academic Improvement and Teacher Quality Programs office of the U.S. Department of Education's Office of Elementary and Secondary Education. The program office team reviewed your State's progress in meeting the highly qualified teacher provisions of the Elementary and Secondary Education Act and your State's administration of the ESEA Title II, Part A Improving Teacher Quality State Grants program. Thank you for sending this response to the monitoring report.

This response, in combination with additional information submitted on January 19, April 16 (SAHE), and June 22, 2010, satisfactorily addresses the findings identified in the monitoring report. The NHDE has agreed to ensure that each LEA conducts a needs assessment to inform its Title II, Part A spending priorities. The NHDE will measure progress and report on its equitable distribution plan and ensure that school districts are employing effective strategies for addressing the inequitable distribution of teachers, and it will put in place a system to regularly and systematically monitor school districts on the implementation of the Title II, Part A program. The Department will follow up with the NHDE to ensure that progress is being made on these issues and that all agreed upon deadlines are met.

During the State agency for higher education (SAHE) portion of the monitoring review, the program team determined the SAHE had not documented the grant award process, had provided services to ineligible participants, and had not monitored the subgrantees performance. On April 16, 2010, the SAHE provided a satisfactory plan for ensuring that the problems are corrected. This satisfies the further actions requirements for the SAHE portion of the monitoring report.

We commend your excellent work in responding to the concerns raised by the monitoring report. We look forward to continuing to work with you and your staff to ensure that all teachers meet the highly qualified requirements and to help improve the delivery of ESEA Title II, Part A services in New Hampshire.

Sincerely,

Julie Coplin
Program Officer

Cc: Nancy Childress

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