

WIOA STATE PLAN FOR THE STATE OF NEW HAMPSHIRE FY-2018

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OVERVIEW

Under the Workforce Innovation and Opportunity Act (WIOA), the Governor of each State must submit a Unified or Combined State Plan to the Secretary of the U.S. Department of Labor that outlines a four-year strategy for the State’s workforce development system. The publicly-funded workforce development system is a national network of Federal, State, regional, and local agencies and organizations that provide a range of employment, education, training, and related services and supports to help all job-seekers secure good jobs while providing businesses with the skilled workers they need to compete in the global economy. States must have approved Unified or Combined State Plans in place to receive funding for core programs. WIOA reforms planning requirements, previously governed by the Workforce Investment Act of 1998 (WIA), to foster better alignment of Federal investments in job training, to integrate service delivery across programs and improve efficiency in service delivery, and to ensure that the workforce system is job-driven and matches employers with skilled individuals. One of WIOA’s principal areas of reform is to require States to plan across core programs and include this planning process in the Unified or Combined State Plans. This reform promotes a shared understanding of the workforce needs within each State and fosters development of more comprehensive and integrated approaches, such as career pathways and sector strategies, for addressing the needs of businesses and workers. Successful implementation of many of these approaches called for within WIOA requires robust relationships across programs. WIOA requires States and local areas to enhance coordination and partnerships with local entities and supportive service agencies for strengthened service delivery, including through Unified or Combined State Plans.

OPTIONS FOR SUBMITTING A STATE PLAN

A State has two options for submitting a State Plan — a Unified State Plan or a Combined State Plan. At a minimum, a State must submit a Unified State Plan that meets the requirements described in this document and outlines a four-year strategy for the core programs. The six core programs are—

- the Adult program (Title I of WIOA),
- the Dislocated Worker program (Title I),
- the Youth program (Title I),
- the Adult Education and Family Literacy Act program (Title II),
- the Wagner-Peyser Act program (Wagner-Peyser Act, as amended by title III), and
- the Vocational Rehabilitation program (Title I of the Rehabilitation Act of 1973, as amended by Title IV).

Alternatively, a State may submit a Combined State Plan that meets the requirements described in this document and outlines a four-year strategy for WIOA’s core programs plus one or more of the Combined Plan partner programs. When a State includes a Combined State Plan partner program in its Combined State Plan, it need not submit a separate plan or application for that particular program. If included, Combined State Plan partner programs are subject to the “common planning elements” (Sections II and III of this document) where specified, as well as the program-specific requirements for that program where such planning requirements exist separately for the program. The Combined State Plan partner programs are—

- Career and technical education programs authorized under the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.)
- Temporary Assistance for Needy Families Program (42 U.S.C. 601 et seq.)
- Employment and Training Programs under the Supplemental Nutrition Assistance Program (Programs authorized under section 6(d)(4) of the Food and Nutrition Act of 2008 (7 U.S.C. 2015(d)(4)))
- Work programs authorized under section 6(o) of the Food and Nutrition Act of 2008 (7 U.S.C. 2015(o))
- Trade Adjustment Assistance for Workers Programs (Activities authorized under chapter 2 of Title II of the Trade Act of 1974 (19 U.S.C. 2271 et seq.))
- Jobs for Veterans State Grants Program (Programs authorized under 38, U.S.C. 4100 et seq.)
- Unemployment Insurance Programs (Programs authorized under State unemployment compensation laws in accordance with applicable Federal law)
- Senior Community Service Employment Program (Programs authorized under Title V of the Older Americans Act of 1965 (42 U.S.C. 3056 et seq.))
- Employment and training activities carried out by the Department of Housing and Urban Development
- Community Services Block Grant Program (Employment and training activities carried out under the Community Services Block Grant Act (42 U.S.C. 9901 et seq.))*
- Reintegration of Ex-Offenders Program (Programs authorized under section 212 of the Second Chance Act of 2007 (42 U.S.C. 17532))

* States that elect to include employment and training activities carried out under the Community Services Block Grant (CSBG) Act (42 U.S.C. 9901 et seq.) under a Combined State Plan would submit all other required elements of a complete CSBG State Plan directly to the Federal agency that administers the program. Similarly, States that elect to include employment and training activities carried by the Department of Housing and Urban Development and programs authorized under section 6(d)(4) and 6(o) of the Food and Nutrition Act of 2008 that are included would submit all other required elements of a complete State Plan for those programs directly to the Federal agency that administers the program.

HOW STATE PLAN REQUIREMENTS ARE ORGANIZED

The major content areas of the Unified or Combined State Plan include strategic and operational planning elements. WIOA separates the strategic and operational elements to facilitate cross-program strategic planning.

- The **Strategic Planning Elements** section includes analyses of the State's economic conditions, workforce characteristics, and workforce development activities. These analyses drive the required vision and goals for the State's workforce development system and alignment strategies for workforce development programs to support economic growth.
- The **Operational Planning Elements** section identifies the State's efforts to support the State's strategic vision and goals as identified in the Strategic Planning Elements section. This section ensures that the State has the necessary infrastructure, policies, and activities to meet its strategic goals, implement its alignment strategy, and support ongoing program development and coordination. Operational planning elements include:

- State Strategy Implementation,
- State Operating Systems and Policies,
- Assurances, and
- Program-Specific Requirements for the Core Programs, and
- Program-Specific Requirements for the Combined State Plan partner programs. (These requirements are available in a separate supplemental document, Supplement to the Workforce and Innovation Act (WIOA) Unified and Combined State Plan Requirements. The Departments are not seeking comments on these particular requirements).

When responding to Unified or Combined State Plan requirements, States must identify specific strategies for coordinating programs and services for target populations.* States must develop strategies that look beyond strategies for the general population and develop approaches that also address the needs of target populations.

* Target populations include individuals with barriers to employment, as defined in WIOA Sec. 3, as well as veterans, unemployed workers, and youth.

I. WIOA STATE PLAN TYPE

Unified or Combined State Plan. Select whether the State is submitting a Unified or Combined State Plan. At a minimum, a State must submit a Unified State Plan that covers the six core programs.

Unified State Plan. This plan includes the Adult Program, Dislocated Worker Program, Youth Program, Wagner-Peyser Act Program, Adult Education and Family Literacy Act Program, and Vocational Rehabilitation Program. No

Combined State Plan. This plan includes the Adult, Dislocated Worker, Youth, Wagner-Peyser Act, Adult Education and Family Literacy Act, and Vocational Rehabilitation programs, as well as one or more of the optional Combined State Plan partner programs identified below. Yes

COMBINED PLAN PARTNER PROGRAM(S)

Indicate which Combined State Plan partner program(s) the State is electing to include in the plan.

Career and technical education programs authorized under the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) Yes

Temporary Assistance for Needy Families Program (42 U.S.C. 601 et seq.) No

Employment and Training Programs under the Supplemental Nutrition Assistance Program (Programs authorized under section 6(d)(4) of the Food and Nutrition Act of 2008 (7 U.S.C. 2015(d)(4))) No

Work programs authorized under section 6(o) of the Food and Nutrition Act of 2008 (7 U.S.C. 2015(o)) No

Trade Adjustment Assistance for Workers Programs (Activities authorized under chapter 2 of title II of the Trade Act of 1974 (19 U.S.C. 2271 et seq.)) Yes

Jobs for Veterans State Grants Program (programs authorized under 38, U.S.C. 4100 et. seq.) Yes

Unemployment Insurance Programs (Programs authorized under State unemployment compensation laws in accordance with applicable Federal law) Yes

Senior Community Service Employment Program (Programs authorized under title V of the Older Americans Act of 1965 (42 U.S.C. 3056 et seq.)) Yes

Employment and training activities carried out by the Department of Housing and Urban Development No

Community Services Block Grant Program (Employment and training activities carried out under the Community Services Block Grant Act (42 U.S.C. 9901 et seq.)) No

Reintegration of Ex-Offenders Program (Programs authorized under section 212 of the Second Chance Act of 2007 (42 U.S.C. 17532)) No

II. STRATEGIC ELEMENTS

The Unified or Combined State Plan must include a Strategic Planning Elements section that analyzes the State's current economic environment and identifies the State's overall vision for its workforce development system. The required elements in this section allow the State to develop data-driven goals for preparing an educated and skilled workforce and to identify successful strategies for aligning workforce development programs to support economic growth. Unless otherwise noted, all Strategic Planning Elements apply to Combined State Plan partner programs included in the plan as well as to core programs.

A. ECONOMIC, WORKFORCE, AND WORKFORCE DEVELOPMENT ACTIVITIES ANALYSIS

The Unified or Combined State Plan must include an analysis of the economic conditions, economic development strategies, and labor market in which the State's workforce system and programs will operate.

1. ECONOMIC AND WORKFORCE ANALYSIS

A. ECONOMIC ANALYSIS

The Unified or Combined State Plan must include an analysis of the economic conditions and trends in the State, including sub-State regions and any specific economic areas identified by the State. This must include-

I. EXISTING DEMAND INDUSTRY SECTORS AND OCCUPATIONS

Provide an analysis of the industries and occupations for which there is existing demand.

II. EMERGING DEMAND INDUSTRY SECTORS AND OCCUPATION

Provide an analysis of the industries and occupations for which demand is emerging.

III. EMPLOYERS' EMPLOYMENT NEEDS

With regard to the industry sectors and occupations identified in 1 and 2 above, provide an assessment of the employment needs of employers, including a description of the knowledge, skills, and abilities required, including credentials and licenses.

Analysis of economic conditions in New Hampshire Workforce development in New Hampshire presents particular and difficult challenges. The education and training community is charged with preparing a workforce to meet the needs of New Hampshire employers and, at the same time, preparing that workforce to succeed in employment and careers wherever that may take place. This would be less challenging if residents stayed put and worked for local employers. However, According to the American Community Survey 2012-2016 five-year estimates, New Hampshire has the fourth highest share of workers living in state, but working in a different state (15.5 percent), surpassed only by the District of Columbia (24.9 percent), Maryland (16.9 percent), and Rhode Island (15.8 percent). Another challenge is the urban-rural divide in New Hampshire. The southern/south-eastern portions of New Hampshire have a symbiotic relationship with the greater Boston metropolitan economy. Not only do New Hampshire residents commute to jobs in Massachusetts, but Massachusetts residents also commute to jobs at New Hampshire businesses. The other more rural parts of the state are obviously less dependent on a large urban economic

engine, and have thus developed more reliance on travel and tourism-related industries to sustain their economies. Industrial pockets such as health care in the Upper Valley; manufacturing in the Keene, Claremont, and Laconia areas; and educational services in many places, also provide employment opportunities.

Existing and emerging in-demand industry sectors and occupations Long-term Growth Expectations

INDUSTRY & OCCUPATION DEMAND

Estimated employment in New Hampshire over the ten-year period 2014-2024, including self-employment, is expected to grow from 677,951 to 725,244, an increase of 47,293 jobs. This represents an overall growth rate of 7.0 percent, and an average annual growth rate of about 0.68 percent. New Hampshire's projected growth rate represents a slightly lower rate than was projected for 2012-2022. Nationally, United States employment was projected to increase 6.5 percent during the 2014-2024 decade, from 150.5 million jobs in 2014 to 160.3 million jobs in 2024. More recent estimates project United States employment to increase by 11.5 million over the 2016-2026 decade, a 7.4 percent increase from 156.1 million to 167.6 million, which translates to an annual growth rate of 0.7 percent.

Long-term Industry Highlights

- New Hampshire's aging population will continue to drive demand for health care services, as employment in *Health care and social assistance* is expected to increase by 14,496, the most new jobs of any sector. This industry will provide almost 31 percent of all new jobs by 2024.
- Three other sectors, *Administrative support and waste management services* (5,257), *Retail Trade* (4,408), and *Professional, scientific, and technical services* (4,213), combined will add about the same number of jobs as *Health care and social assistance*.
- While projected growth is widespread, three industry sectors are likely to decline: *Manufacturing* (923 fewer jobs), *Information* (211 fewer jobs), and *Utilities* (201 fewer jobs).
- Other highlights include:
 - Construction employment will grow at close to the overall rate, adding 1,491 jobs by 2024.
 - Wholesale trade will increase by 1,789 jobs
 - The fourth-largest industry sector, Educational services, will add 2,552 jobs by 2024

Long-term Occupational Highlights

Occupations requiring more education to enter are expected to grow more rapidly than those requiring a minimum of a high school diploma or less. For the ten-year projection period 2014-2024, occupations that at a minimum require a high school diploma or the equivalent are projected to grow by 4.8 percent, significantly lower than the 7.0 percent growth for all occupations. Occupations with no formal educational credential required should grow at about the same rate as all occupations (7.1 percent versus 7.0 percent).

For all other educational levels, including Postsecondary non-degree award (such as a certificate), an Associate's degree, a Bachelor's degree, a Master's degree, or a Doctoral or professional degree, growth rates will exceed the overall occupational growth rate. Their shares of openings specifically

due to growth are larger than their shares of openings due to replacement needs. As a result, by 2024, there will be a slightly larger share of all occupations with increased entry requirements. It is clear that the New Hampshire economy is growing and adding jobs in areas that require more education.

The shares of total annual openings due to growth, 2014-2024:

- For individuals with no formal educational credential the share of jobs in 2014 equals 26.7% and the share of Jobs Due to Growth is equal to 25.8%.
- For individuals with High school diploma or equivalent (including a small number of occupations typically requiring some college, no degree) the share of jobs in 2014 equals 26.7% and the share of Jobs Due to Growth is equal to 25.8%.
- For individuals with Postsecondary non-degree award the share of jobs in 2014 equals 26.7% and the share of Jobs Due to Growth is equal to 25.8%.
- For individuals with Associate's degree the share of jobs in 2014 equals 26.7% and the share of Jobs Due to Growth is equal to 25.8%.
- For individuals with Bachelor's degree the share of jobs in 2014 equals 26.7% and the share of Jobs Due to Growth is equal to 25.8%.
- For individuals with Master's degree the share of jobs in 2014 equals 26.7% and the share of Jobs Due to Growth is equal to 25.8%.
- For individuals with Doctoral or professional degree the share of jobs in 2014 equals 26.7% and the share of Jobs Due to Growth is equal to 25.8%.

- Employment in all of the 22 major occupational groups is projected to increase, led by Healthcare practitioners and technical occupations with about 5,900 jobs, followed by Sales and related occupations with 4,600 new jobs
- Healthcare support occupations are projected to be the fastest-growing major occupational group, at 18.2 percent over the ten-year period. Healthcare practitioners and technical occupations, Computer and mathematical occupations, and Personal care and service occupations are also projected to grow by 12 percent or more.
- The need to replace workers who retire or move into other occupations will create three-quarters (75.7 percent) of all openings.

Regarding several specific occupations within these occupation groups that demonstrate the demand for workers due to growth and replacement needs:

- As the population of older residents grows, employment of Home health aides and Personal care aides is projected to grow much faster than the 7.0 percent average (35.1 percent). In addition to an aging population, a shift to home-based care provides a less expensive alternative to hospitals or nursing homes.
- Cashiers, Retail salespersons, and Waiters and waitresses are expected to have the most openings over the ten year period. A large proportion (ranging from 85 to 95 percent) will be due to replacement needs. Openings for Registered nurses, on the other hand, are expected to have an even balance of openings from growth and replacement needs (with about 60 percent from replacement needs).

Employment needs of employers

To gain insight into real-time employer skill and certification needs, a review of online job postings for New Hampshire during the months of January and February 2018 was conducted using Burning Glass Technologies, Labor Insight®. Over the two month period, 17,480 jobs were posted.

Overall, in the real-time job posting data, 4,382 postings listed specific certifications that were required for employment. The top certification sought was Registered Nurse, mentioned in 1,776 postings. This represented 40.5% of postings that listed a certification. The second most-sought certification was for a Critical Care Registered Nurse (CCRN), mentioned in 769 postings. A Commercial Driver's License and CDL Class A combined were mentioned in 396 postings. Twelve of the top 25 certificates specified in postings were medical-related. Two of the top seven were CDL-related.

Skills in Demand: Similarly, online job postings are reviewed to gauge employer demand for certain types of skills. During the same January through February timeframe, the 17,480 postings included 10,665 that listed specific skills. While many of the requested skills included employability or soft skills, a closer look at the software and programming skills category reveals that, beyond the general Microsoft Office suite of products, employers advertise for skills in Enterprise Resource Planning (ERP), SQL, Oracle, LINUX, and JAVA. According to a comparative study of high-tech employment, even though the state had a slightly slower growth rate in core high-tech employment from 2011-2013 (3.6% compared to the average 4.1%), New Hampshire still had the ninth-highest share of total state employment in core high-tech industries in 2013. Job postings requiring related skills signify a continuing need for workers due to replacement needs and growth.

Examples of individual occupations with large numbers of openings:

- Among the individual occupations generating the largest number of openings, Registered Nurses are expected to have 491 Annual Openings. Online postings indicate that employers are seeking Associate and Bachelor degree holders, with less than 5 years of experience.
- The special skills that employers seek for Registered Nurses are dependent on the candidate's specialty area. Generally speaking, patient care, Advanced Cardiac Life Support (ACLS) knowledge, case management, and the ability to treat patients are the most requested skills for this occupational category.
- The Special certifications that employers are looking for most often for this occupation are official certification as a Registered Nurse, Advanced Cardiac Life Support (ACLS) certification, First Aid/CPR/AED certification, and certification as an Emergency Medical Technician (EMT).
- Nursing Assistants are expected to have 342 annual openings. Job Ad listings indicate that most employers require a High School education and less than 2 years of experience.
- The special skills currently requested for Nursing Assistants are the ability to provide patient care and assistance, communication skills, cleaning ability, vital signs recording capability, and skill with patient therapy activities. Candidates for these positions must have a special certification for the type of Nursing Assistant job for which they are applying. For example, Certified Nursing Assistant (CNA), Licensed Nursing Assistant (LNA), or Home Health Aide (HHA). In addition, some employers request other Special certifications such as First Aid/CPR/AED, Phlebotomy, and Basic Cardiac Life Support certification.
- Customer Service Representatives are expected to have 314 annual openings. Job Ad listings indicate that the majority of employers with customer service openings require less than 5 years of experience and completion of High School.

- The special skills that are most often requested of Customer Service Representatives are, of course, customer service skills, along with communication, organization, and computer skills. Some additional skills that are requested for this occupation include problem solving ability, the ability to multi-task, attention to detail, and specific experience with computer software.
- Special certifications that are requested in some of the Customer Service Representative Job listings are industry specific such as insurance, payroll, educational administration, and certified medical assistant.

B. WORKFORCE ANALYSIS

The Unified or Combined State Plan must include an analysis of the current workforce, including individuals with barriers to employment, as defined in section 3 of WIOA.* This population must include individuals with disabilities among other groups** in the State and across regions identified by the State. This includes: Individuals with barriers to employment include displaced homemakers; low-income individuals; Indians, Alaska Natives, and Native Hawaiians; individuals with disabilities, including youth who are individuals with disabilities; older individuals; ex-offenders; homeless individuals, or homeless children and youths; youth who are in or have aged out of the foster care system; individuals who are English language learners, individuals who have low levels of literacy, and individuals facing substantial cultural barriers; farmworkers (as defined at section 167(i) of WIOA and Training and Employment Guidance Letter No. 35-14); individuals within 2 years of exhausting lifetime eligibility under the Temporary Assistance for Needy Families program; single parents (including single pregnant women); and long-term unemployed individuals. ** Veterans, unemployed workers, and youth, and others that the State may identify.

I. EMPLOYMENT AND UNEMPLOYMENT

Provide an analysis of current employment and unemployment data, including labor force participation rates, and trends in the State.

II. LABOR MARKET TRENDS

Provide an analysis of key labor market trends, including across existing industries and occupations.

III. EDUCATION AND SKILL LEVELS OF THE WORKFORCE

Provide an analysis of the educational and skill levels of the workforce.

IV. SKILL GAPS

Describe apparent 'skill gaps'.

Current workforce, employment and unemployment data, labor market trends, and the educational and skill levels of the workforce, including individuals with barriers to employment (including individuals with disabilities) Local Area Unemployment Statistics - New Hampshire's Labor Force Rebounds In 2017, New Hampshire's unemployment rate averaged 2.7 percent while the US unemployment rate was 4.4 percent. At the onset of the Great Recession in December 2007, the unemployment rate in New Hampshire was 3.5 percent. As the lingering impact of the Great Recession took its toll on employment in the state, the unemployment rate peaked at 6.5 percent during May through August 2009. The estimated number of employed residents, seasonally adjusted, reached a high of 715,350 in June 2008, before drastically receding and reaching below

695,000 between September 2009 and March 2010. In April 2015, the number of employed residents was 715,590, higher than the pre-recession level. The unemployment level was just below 26,000 in December 2007, when it started to climb continuously until June 2009, reaching just over 48,700. The level of unemployment in New Hampshire reached a post-recession low of about 19,430 in November and December 2017. The size of New Hampshire's labor force grew to 746,700 in March and April 2009, but then receded through April 2011. Latest benchmark figures indicate that the labor force did not recover to its previous high until July 2016, a full year after previous estimates. For the past eighteen months, the labor force has fluctuated around that level, and averaged 746,550 during 2017. The stable labor force is primarily the result of a slow population growth and an aging population which is lowering the labor force participation rate as some retirees permanently leave the labor market. Current Population Survey: Demographics of the Labor Force Whereas Local Area Unemployment Statistics (LAUS) provide New Hampshire's official labor force statistics, the process that provides for these statistically reliable monthly estimates does remove all demographic detail. The Current Population Survey (CPS), which is the underlying data source for LAUS, can be used to gain demographic detail from the labor force, but 12-month averages should be used to improve statistical reliability and offset seasonal patterns. During 2017, the unemployment rates for males and females were nearly identical at 2.7 percent for males and 2.8 percent for females. However, their comparable labor force participation rates differed significantly. An estimated 72.0 percent of males participated in the labor force, while only 63.4 percent of females did so during this period. This gap between males and females is typical in New Hampshire and very similar throughout the nation. Both labor force participation rates and unemployment rates are distinctly different when compared by age group. During 2017, those in the prime working years of age 25 to 34, age 35 to 44 and age 45 to 54 participated in the labor force at a rate of 86.6 percent or greater and experienced unemployment rates of 1.5 percent to 2.5 percent. Residents in the low end of the age spectrum, which includes high school and college students, participate at lower rates than those in their prime working years while having significantly higher unemployment rates. Persons in the age 16 to 19 group participated at a rate of only 45.3 percent and experienced an unemployment rate of 10.8 percent. Those nearing or beyond normal retirement participate at very low rates, but experience unemployment rates similar to the statewide average. Labor force participation rates have a tendency to rise while unemployment rates fall as the level of educational attainment increases. Those with less than a high school diploma, which includes those enrolled in high school, participated at a rate of 42.5 percent and experienced an unemployment rate of 6.3 percent. In contrast, those with a graduate or professional degree participated at a rate of 75.7 percent and experienced an unemployment rate of only 2.2 percent. Not all unemployed persons are actively searching for work. Those persons who have been laid off from a job and are awaiting a recall are not required to actively search for work to be considered unemployed for the CPS. Depending on the specific demographic subgroup in question, 0.2 to 0.7 percentage points of the respective unemployment rate can be attributed to those awaiting a recall. Long-Term Unemployment The unemployment rate in New Hampshire has declined below the pre-recession level to the lowest level since 2000. However, the duration of unemployment has not declined correspondingly. The mean duration of unemployment was 18.8 weeks during 2017, compared with an average of 12.9 weeks in 2007. The annual average unemployment duration for all New Hampshire workers peaked at 31.8 weeks in 2010. These estimates are based on CPS data and are not related to the receipt of unemployment insurance. Young workers and older workers experience opposite ends of the unemployment duration range. Unemployed workers of age 16 to 19 were jobless for an average of 7.9 weeks during 2017 while workers age 55 to 64 had an average duration of 25.2 weeks. Most young unemployed workers are

new entrants to the labor force and typically have school related responsibilities. Because of this, their attachment to the labor force during long periods of nonemployment is weaker than other workers and they would be more likely to temporarily stop their work search than to be considered unemployed. Older workers face many challenges with unemployment as the skills and experience they possess may not qualify them for emerging or high demand occupations. The time and expense of job retraining may be prohibitive for both the older worker and prospective employer when retirement is in the near future. During 2017, about 4,000 residents were long-term unemployed (27 weeks or more). This represents 19.6 percent of the unemployed during this time period. An estimated 2,014 were unemployed for 27 to 51 weeks and approximately 1,987 were unemployed for 52 weeks or more. Unemployed bachelor's degree recipients were most likely to be long-term unemployed, with about 29.3 percent of this group unemployed for 27 weeks or more. Next were associate's degree recipients at 28.2 percent. Lowest were persons with some college, but no degree (10.4 percent) and those with less than a high school diploma (10.5 percent), likely a result of a tightening labor market. Those with a bachelor's degree may experience long periods of unemployment due to a mismatch between area of study and the needs of employers in the post-recession economy, lack of mobility, or unrealistic salary expectations. Younger Workers Younger people age 16 to 24 represented 11.9 percent of New Hampshire's employed residents age 16 and over in 2017, less than their 14.3 percent share of New Hampshire's civilian noninstitutionalized population age 16 and over. • Persons of age 16 to 24 participated in the labor force at a rate of 63.9 percent and experienced an unemployment rate of 7.1 percent during 2017. Of those employed, 47.6 percent usually worked part-time and 7.1 percent worked part-time for economic reasons, frequently referred to as involuntary part-time. • School enrollment plays a significant role in these statistics. Persons of this age group who were not enrolled in school had a participation rate of 85.2 percent, which was very similar to that of workers age 25 to 54. The unemployment rate for this group remained high at 7.4 percent, while 10.0 percent of the employed involuntarily worked part-time. This group includes those who had dropped out of high school, high school graduates who were not enrolled in college, and those who had attended college but were no longer enrolled at the time of the survey. Nearly two-thirds of those in the age 16 to 24 group were not enrolled in school. • Those persons who were enrolled in high school participated in the labor force at a rate of only 33.8 percent and experienced an unemployment rate of 11.9 percent. Nearly all of those who worked did so on a part-time basis for non-economic reasons. • More than half of young persons enrolled in college participated in the labor force and they experienced an unemployment rate of only 3.0 percent. The availability of work-study programs and internships may have a positive impact on these numbers. Over three-quarters of these students usually worked part-time, but only a very small portion were involuntarily part-time. • High school dropouts face significant challenges in the workforce. Among young persons who were not enrolled in school and did not receive any college education; over three-quarters of high school graduates and those who had received a GED or other equivalency were employed, while only about 60 percent of those who received no diploma were employed. Older Workers • Persons of age 55 and over experience a change in their labor force status as they approach and later surpass normal retirement age. • Those in the age 55 to 64 group participated in the labor force at a rate of 73.8 percent during 2017, which was more than six percentage points higher than the average for all age groups. Of this group, 84.3 percent usually worked full-time and 2.6 percent worked part-time for economic reasons. Approximately 1.9 percent were unemployed, with 35.9 percent of the unemployed being long-term unemployed. The long-term unemployment rate for this group was therefore about 0.7 percent. • The age 65 to 74 group includes a large portion of retirees which will affect labor force statistics. Only one-third of this age group participated in the labor force and they experienced an

unemployment rate of 2.8 percent. Slightly more than half of the employed, 53.7 percent, usually worked full-time and only 1.9 percent worked part-time for economic reasons. About one in six of the unemployed in this age group were long-term unemployed; the long-term unemployment rate for this group was about 0.4 percent. • Persons of age 75 and over participated in the labor force at a rate of only 7.5 percent and experienced an unemployment rate of 1.6 percent. Due to small sample size in the Current Population Survey, the estimated number of long-term unemployed in this age group is the same as the number of unemployed. the long-term unemployment rate for workers age 75 and over was 1.6 percent. Slightly more than half of employed persons age 75 and over usually worked part-time, with essentially all workers doing so voluntarily. • Since 2002 the labor force participation rate of persons age 55 to 64 has gradually increased. Since about 2007 the labor force participation of persons age 65 and over has also increased. These are indications that many people are staying in the labor force longer and beyond normal retirement age. Should this trend continue, it would have implications for workforce development and possible retraining of older workers. The average civilian non-institutionalized population aged 16 and over during the months August through October 2017 increased by approximately 6,100 persons versus the same three-month period in 2016. This represents the total number of residents that could potentially add to the labor force. However, this group includes those age 65 and older who only participate in the labor force at a rate of approximately 25 percent. The population between the ages of 16 and 64 has decreased by approximately 5,700 during the same period. Approximately 80 percent of this age group participates in the labor force. Aging out of the normal working age population will be a primary reason for any moderation or decline in the labor force. Veterans Military Veterans often face difficulties after separation from their service. This may be a matter of determining how to transfer their skills to civilian employment, or it can take the form of very serious issues that affect veterans throughout their lives. Labor force statistics indicate that New Hampshire veterans have fared well in civilian employment. • A comparison of veterans versus non-veterans in the age 18 to 65 range indicates that there were relatively small differences between labor force participation rates and unemployment rates for the two groups during 2017. Veterans age 18 to 65 were slightly less likely to be in the labor force compared with nonveterans (77.3% participation compared with 81.1%), and they had a slightly higher unemployment rate (3.1% compared with 2.6%). [These unemployment rates are based on populations age 18 to 65 instead of the age 16 plus population used in the calculation of official labor force statistics.] • Vietnam Era veterans, many of retirement age, were the exception. These veterans participated in the labor force at a rate of only 55.1 percent and experienced an unemployment rate of 3.0 percent. Disability Population The estimated number of employed persons in New Hampshire with a disability averaged slightly less than 29,500 according to unpublished Current Population Survey data for 2017. Over the same period the number of unemployed persons with a disability was estimated to be about 2,900. Physical, mental and emotional disabilities seriously affect an individual's capacity for work as well as ability to find suitable work. • Persons with a disability are much less likely to be in the labor force than persons without a disability. Only 24.7 percent of persons 16 years of age and older with a disability were in the labor force, compared to 73.5 percent of persons of those ages without a disability. • Even when in the labor force, persons with a disability are much more likely to be unemployed than persons without a disability. The unemployment rate for persons with a disability was 8.9 percent, notably higher than the 2.5 percent unemployment rate for persons with no disability. • Employment to population ratios allow for the comparison of different groups, taking into consideration the effects of both labor force participation and unemployment. These ratios are calculated by determining the percentage of the civilian non-institutionalized population for the group who were employed. During 2017, only 22.5 percent of disabled persons were employed compared with 71.7 percent for

persons who did not have a disability. • The differences between these groups were similar for nearly all age groups. Of those disabled young persons in the age 16 to 19 group, only 24.8 percent were employed compared with 41.5 percent for their non-disabled counterparts. An estimated 50.7 percent of those disabled persons in the age 35 to 44 group were employed compared with 87.0 percent of the non-disabled. The presence of a disability was more common in older age groups than in younger age groups. • The type of disability also affects the employment status of the disabled. An estimated 36.0 percent of those who are deaf or have a serious hearing difficulty were employed, and 36.1 percent of those who were blind or had difficulty seeing even with glasses were employed. Those who had difficulty walking or climbing stairs had an employment to population ratio of 19.0 percent, while 38.8 percent of those who had difficulty remembering or making decisions were employed. • Only 10.6 percent of those persons with multiple disability types were employed. This group represented approximately 40 percent of the disabled.

Long-term Population Projection Highlights According to population projections prepared for the New Hampshire Office of State Planning and the Regional Planning Commissions, New Hampshire's population is projected to grow 8.8 percent from 2010 to 2040. Over the thirty year span that equates to an annual growth rate of 0.283 percent. Many observers have noted that New Hampshire's population is now growing both more slowly and older. These long-term shifts in the state's population profile will have significant implications for labor force participation, as well as for employment needs and job opportunities. The changing demographics will cause health-related employment and occupations to grow more rapidly than overall employment. The total New Hampshire state population is projected as 1,432,730 in 2040, an increase of 116,260 from 2010, or 8.8 percent. • The absolute number of births will decline from about 66,000 in the 2010 to 2015 period to 65,000 in the 2035 to 2040 period as a result of continued low levels of fertility and an aging population. • The number of deaths will increase sharply from 56,500 in the 2010 to 2015 period to nearly 96,000 in the 2035 to 2040 period due to the aging of the Baby Boom generation. • By 2040, every New Hampshire county is projected to experience natural decline - an excess of deaths over births. • The population age 65 and over will increase from 178,268 in 2010 to 408,522 in 2040, an increase of 230,200. • The population age 85 and over will increase from 24,761 in 2010 to 85,121 in 2040, an increase of 60,300. • The population under age 15 will decline from 232,182 in 2010 to 214,819 in 2040 and fall from 17.6 percent to 15.0 percent as a proportion of the total population.

Number and Shares of Workers Age 55 and Over by Industry The gradual aging of the New Hampshire workforce is a long-term concern for New Hampshire employers. While the age distribution of workers by occupation is not available, the age distribution of workers by industry is. The share of workers in an industry who are age 55 and over can give an idea of potential replacement needs. In 2009, about 20.4 percent of workers, public and private sectors combined were age 55 and over. As expected with an aging workforce, this increased to 26.3 percent during the first two quarters of 2017. Contrast this with private Manufacturing where, in 2009, about 22.9 percent of workers were age 55 and over. This share increased to 32.2 percent during the first two quarters of 2017. Total employment in Manufacturing has dropped about 15 percent since 2004, although it has been unchanged since 2009, and the industry has gone from having a slightly larger share of older workers to an industry with a significantly larger share of older worker. The overall decline in employment affected younger workers disproportionately, and presents a serious need for replacement workers. New Hampshire employers now have almost 22,000 manufacturing workers age 55 or over - a daunting number. Private Healthcare and social assistance, one of the largest industries, saw employment grow by 10 percent from 2009 to 2017. At the same time, its share of workers age 55 and over only increased from 22.7 percent to 27.7 percent - actually becoming closer to the all-industry share of older workers. Employment opportunities available in a growing industry were able to attract

younger workers. This, in turn, presents the challenge of attracting and training enough new workers to fill jobs available due to industry growth. Similar to Healthcare and social assistance, Educational services (combined private, local government, and State government sectors), present a different picture. While almost one-third of employees are age 55 and over, employment has actually grown by almost 14 percent since 2001. The ability to attract newer workers, combined with an aging and more slowly growing population, will likely mean that the industry can adjust and replace older workers as they retire.

2. WORKFORCE DEVELOPMENT, EDUCATION AND TRAINING ACTIVITIES ANALYSIS

The Unified or Combined State Plan must include an analysis of the workforce development activities, including education and training in the State, to address the education and skill needs of the workforce, as identified in *Education and Skill Levels of the Workforce* above, and the employment needs of employers, as identified in *Employers' Employment Needs* above. This must include an analysis of –

A. THE STATE'S WORKFORCE DEVELOPMENT ACTIVITIES

Provide an analysis of the State's workforce development activities, including education and training activities of the core programs, Combined State Plan partner programs included in this plan, and required and optional one-stop delivery system partners.*

* Required one-stop partners: In addition to the core programs, the following partner programs are required to provide access through the one-stops: Career and Technical Education (Perkins), Community Services Block Grant, Indian and Native American programs, HUD Employment and Training programs, Job Corps, Local Veterans' Employment Representatives and Disabled Veterans' Outreach Program, National Farmworker Jobs program, Senior Community Service Employment program, Temporary Assistance for Needy Families (TANF) (unless the Governor determines TANF will not be a required partner), Trade Adjustment Assistance programs, Unemployment Compensation programs, and YouthBuild.

Workforce development activities in New Hampshire are executed by the NH Department of Business and Economic Affairs (BEA), NH Employment Security, the NH Department of Education (DOE), and the NH Community College System along with an extensive network of contracted service providers. There is also a direct connection to the NH Department of Health and Human Services (DHHS) New Hampshire Employment Program (NHEP) that serves individuals who are receiving TANF Cash, and have a 20 or 30 hour work requirement. To ensure seamless service delivery for customers, there has been close collaboration both within and across these partner agencies. This collaboration has seen success eliminating redundancy, more efficiently using resources, and improving customer experience over the past several years. New Hampshire Works - The New Hampshire Works Consortium serves as the state wide One-Stop Operator for the NH Works system and oversees the New Hampshire manifestation of the American Job Career Center System at 12 locations across the state. NH Works serves as the customer-facing resource center for both job seekers and employers, working internally to leverage the expertise of each agency to best meet the workforce development needs of the state. The State Workforce Innovation Board (SWIB) and its committees all provide guidance for different aspects of the one-stop system. The NH Works Consortium is a standing committee of the SWIB and serves as the One-Stop Operator in New

Hampshire. Membership is assigned by the Office of Workforce Opportunity, on behalf of the board, and is comprised of Commissioner, Deputy Commissioner, State Director and/or other executive level staff from the state agencies responsible for the 6 WIOA core programs and other workforce system partners. The Consortium oversees the implementation of system-wide workforce development strategies and goals at the service delivery level, consistent with the vision and goals set forth by the SWIB. The Consortium is the primary committee charged with designing and implementing continuous improvement tools and processes for the day-to-day operations at the NH Works Centers. The Workforce Innovation Board and the NH Department of Business and Economic Affairs (BEA), NH Department of Education (NHDOE), NH Health and Human Services, Division of Family Assistance (DHHS), NH Employment Security (NHES), Community College System of NH (CCSNH), Community Action Association of NH (CAP) operate under the guidance of an MOU to maintain the NHWORKS One-Stop partnership as a “single service delivery system” or “One-Stop Delivery System” under WIOA, to engage in a joint planning process, and to establish the general terms and conditions under which the partnership will operate. Other committees include:

- Interagency Directors Group (IDG) — comprised of director level staff from each of the WIOA core programs as well as other partners to provide a connection between the workforce system and policy makers and create a communication network among partner agencies.
- Interagency Business Team (IBT) — comprised of individuals who have day-to-day contact with the business community; facilitates communication between partner agencies’ employer services functions.
- Professional Development Team (PDT) — exists to promote capacity building and professional development among workforce system staff members.
- Sector Strategy Team — focuses on sector strategy opportunities to gain an understanding of the needs of businesses and promote demand driven services.
- Performance Team — coordinates requirements of training providers, reviewing policies and procedures related to training programs and establishing guidelines for the Eligible Training Provider List.
- Youth Council — sub-committee of the SWIB that focuses on the oversight of WIOA Youth program activities as well as overall youth issues in the state.

Each of these committees is described in further detail in Section III (a)(1). The NH Works One-Stop Centers provides co-located WIOA services including NH Employment Security, Vocational Rehabilitation, and Community Action for provision of WIOA Adult and Dislocated Worker Services with a direct connection to the NHEP for eligible adults who may also qualify and benefit from workforce assessment, training and education. Other partner services are available through internet or on an itinerant basis at the NH Works Center. Co-location of workforce services has aided in seamless service delivery that is customer-focused. For job seekers, there is a clear and effective process when entering a one-stop center, which is reflected on the front-end beginning with an intake process. Job seekers can access education and training resources, career information, labor market information, skill and interest assessments, job search assistance, workshops, counseling and more. Co-enrollment in workforce programs is common. On the back-end, interagency and inter-program referral process allows case managers and program staff to regularly share information, either in-person or via technology. In some cases, when serving adults, youth, or business-clients, case managers from different programs or service providers will jointly attend meetings to ensure a smooth transfer between or co-enrollment in programs. While seemingly contradictory, this success is best seen in the general misunderstanding by the public about which workforce services they have received. NH Works, Employment Security, WIOA, and specific services, such as Job Training Fund or Unemployment Insurance, are used interchangeably by both job-seeker and business customers. The NH Works branding and colocation of services has been very successful in blending resources so customers know if they have any workforce development need, NH Works is the place to go. Workforce activities that are conducted through

the NH Works office, for both job-seeker and business customers, include:

- Unemployment Insurance claim processing support
- Labor Market Information —information and statistics regarding occupations, wages, community-specific data, high-demand and high-growth sectors
- On-the-Job-Training to provide specific occupational skill training
- Job Training Fund opportunities for businesses focused on upskilling incumbent workers
- Return to Work opportunities, focusing on UI claimants
- SCSEP employment programs for senior citizens
- Veterans services
- Migrant worker services
- Job fairs held by Employment Security and promoted to all agency clients and employers
- Boot camps and job-seeker workshops, such as Career Reboot or Pathway to Work for those interested in self-employment
- Training program information, including sector initiatives and employer-driven programs
- Resource center and computer labs, providing access to job listings, upcoming job fairs, free job-seeker resource materials, and more

Staff is trained and specializes in programs to best serve a customer's needs. For example, Job Placement Specialists or NHEP Employment Counselor Specialists for job-seekers and Employer Representatives or Veteran Employer Representatives for business customers may all be based out of the same NH Works Center, but target specific customer segments. Maintaining open lines of communication and utilizing a referral process has reduced redundancy and improved customer service. Agency leadership also promotes cross-training and information sharing on programs and services. While staff located at NH Works Centers specialize knowledge and skills in the workforce system, they also have enough knowledge of other programs and services to make effective referrals. Programs are promoted by all core and non-core WIOA program staff to all customers. To serve business customers, program staff routinely works directly with employers, conducting site visits and identifying current training needs or current jobs that need to be filled. This simultaneously works to provide real-time employment information for job seekers. The Interagency Business Team works to streamline access to all the services available from each workforce program. In addition exposure to opportunities to leverage training and employment funding opportunities, a Business Resource Center that promotes programs assisting in areas of finance, international trade, state and federal procurement contracts and tax credit programs is available through a partnership developed with the Division of Economic Development (housed in BEA). OWO also contracts Rapid Response and Layoff Aversion programs to the Division of Economic Development to leverage the close ties to the business community that already exist. Business Resource Specialists form a team with additional NH Works partner staff to meet with employees affected by a layoff or business closing, discuss benefits, programs, and opportunities for dislocated workers if more than 25 works from one employer will be dislocated. These services include job training or retraining programs, unemployment insurance, counseling, workshops, and all other resources available for all job seekers. There is close communication between BRC's and NH Works staff, improving service delivery for employer-customers. Regular meetings in communities around the state offer real time information on employer needs, which can then be matched to individual needs of NH Works and partner agency customers. OWO contracts with Southern NH Services, Inc. representing the Community Action Programs Association of five Community Action Programs (CAPS) covering different areas, as the primary service provider for many of the core WIOA employment and training services and National Emergency Grants. This includes training and education programs, economic and workforce development, and direct access to energy assistance, health, food, and nutrition assistance, Hispanic/Latino community services, housing and homeless programs, TANF work programs, and other various supportive and volunteer services available through the CAPS. Sponsored by the Workforce Innovation Board, New Hampshire opened the doors to its first and greatly anticipated Job Corps Center, in October 2015. Job Corps staff serves on SWIB and the Youth Council to ensure connection and continuity of

services. New Hampshire Department of Education (DOE) - The NH DOE administers core and non-core WIOA services, including Adult Basic Education (ABE) programs, Vocational Rehabilitation, contracted WIOA Youth programs, and Perkins Career and Technical Education (CTE) programs. The Bureau of Adult Education provides funding for programs serving 7,000 adults yearly who are improving their basic educational skills leading to a high school credential. The Bureau also administers the statewide HiSET (High School Equivalency Test) which results in approximately 1,800 adults each year receiving their certificate. ABE programs serve as the foundation and basic building blocks of all workforce development services, as the importance of individuals to have foundational skills in math and reading continue to grow. This holds true particularly when looking past entry-level jobs for job seeker customers and closing the gap with high-demand skills and occupations. ABE staff participates in workforce agency partner meetings and NH Works counselors work with students on-site in ABE classes, called "What's Next", to introduce career inventories, career pathways, and promote resources available through NH Works. Adult students also work with an Adult Career Pathways Coordinator, present in the classroom, who meets with students to discuss goals, challenges, and recalibrate employment expectations. This coordinator also builds bridges with local community colleges, CTE centers, and certificate programs to further facilitate adult students to continue into post-secondary education after completing ABE coursework. ABE staff also receives referrals from workforce partner agencies for customers who do not have a high school diploma or are basic skills deficient. The Bureau also provides refugee service programs. With approximately 500 local employers in refugee resettlement areas, ABE staff work closely with employers and develops programs in partnership to provide employees with on-site English literacy training. The Bureau of Vocational Rehabilitation (VR) provides assistance to eligible persons with disabilities throughout the state to gain and retain employment outcomes through the provision of direct vocational rehabilitation services, as funded under the Rehabilitation Act of 1973, as amended. VR is a joint State/Federal program that seeks to empower people to make informed choices, build viable careers, and live more independently in the community. To that end, VR supports the following programs and priorities: • Disability Determination Services • Independent Living • Rehabilitation Services • Services for the Blind and Visually Impaired • Services for the Deaf and Hard of Hearing • Transition VR operates under the awareness that collaboration with other agencies, community groups, and employers is what makes their services most meaningful for their customers. There has been continued outreach to the business community on benefits of hiring individuals with disabilities. VR staff also work to ensure other public workforce system resources are fully accessible, and closely align the personal interests of clients with the current job market, using the labor market information that is available. Currently there are strong relationships with local employers, regional workforce coalitions, community organizations such as Goodwill, and co-enrollment for customers such as On-the-Job-Training programs. Students are able to gain real world work experience through the Extended Learning Opportunity (ELO) program. The NH Department of Education supports and encourages local school districts to adopt policies that encourage 'extended learning'. Extended learning refers to the primary acquisition of knowledge and skills through instruction or study outside of the traditional classroom methodology, including, but not limited, to: • Apprenticeships • Community service • Independent study • Online courses • Internships • Performing groups • Private instruction Several vendors provide direct services for those with disabilities throughout the state. A close collaboration between VR, the state legislature, families, the governor's commission, Developmental Disability Council, and other stakeholders resulted in the passing of State Bill 47 to eliminate subminimum wage for individuals with disabilities in New Hampshire — a great success in closing the unemployment gap for this demographic. On the national level, there is a trend that

individuals with disabilities become isolated after leaving the secondary education system and lose access to many of the resources that are available, resulting in high unemployment for this segment of the population. VR staff are committed to closing this gap for New Hampshire residents and leverage many national resources in addition to the local and state level workforce services. A data system has been developed specifically for individuals with disabilities, called the Talent Acquisition Portal. Project Search, a national partnership for people with significant developmental disabilities, teaches work behavior, job skills, soft skills, communication, and other fundamental tools for success. Pepnet2 is a national partnership dedicated to increasing education and career choices for individuals who are deaf or hard of hearing. The Bureau of Career Development supports Career and Technical Education (CTE), including career pathway development that lead to further education and employment opportunities for students. Activities include, but are not limited to:

- Providing direction for the system of 30 secondary regional career and technical centers and sub centers
- Supporting career clusters/pathways
- Supporting facility development and renovation at the secondary regional centers
- Managing the use of federal CTE funds for program improvement at secondary and postsecondary institutions and correctional facilities
- Works closely with the NH Department of Education's Division of Higher Education that regulates/licenses private, postsecondary (i.e., post high school) career (i.e., job related schools. These schools are non-degree granting.
- Connecting secondary and postsecondary institutions (Tech Prep/School to Work)
- Supporting introductory offerings beginning at the middle school level leading to career and technical education
- Services of the Office of Civil Rights Compliance and Equity
- Disbursement of state tuition and transportation funds for CTE students

CTE centers use the National Career Cluster framework and work-based-learning is not just promoted, but integral to students' education. School administration, instructors, and staff members support internships, job shadows, industry tours, apprenticeships, and other work experiences for students. Some CTE centers have staff dedicated solely to developing business connections in the community to enhance these opportunities for students. There is close collaboration with high school guidance counselors, providing college information and tours, soft skills training and National Career Readiness Certificate preparation, portfolio development, mock interview opportunities, and more for students. By integrating career exposure to academic education, students are more prepared for both college and the workforce. CTE programs are grounded in relevant industries and business needs, with regional advisory boards and individual program-specific local boards led by business representatives driving the curriculum and learning outcomes for students. The state legislature is also working to have career and college planning as required coursework in K-12 education, which would require students to create and annually update an individual plan. In addition to the provision of programmatic content, skills, and knowledge CTE instructors integrate career and college readiness throughout their curriculum. CTE centers bring the real world of work into the classroom through Career & Technical Student Organizations (CTSOs), guest experts, simulated workplace experiences, and virtual job shadows. Additionally, partnerships between industry and CTE provide opportunities for students to gain real world experience through internships, job shadows, industry tours, cooperative programs, and/or part-time employment opportunities. These activities help facilitate the development of students soft skills as well as career specific requirements. The development of teacher externships provides CTE instructors with industry current skills due to participation as active learners within the facilities of their local industry partners. These skills then return to the CTE center and benefit students throughout the instructors programs. Articulation agreements (AA) and dual enrollment (DE) opportunities provide CTE students with opportunities to gain college credits while enrolled in CTE programs. The number of such agreements between CTE centers and postsecondary are continually increasing and covering a

broader range of career areas. The early college access is offered at low and/or no cost and is a benefit that may greatly reduce the financial burden incurred by CTE students and their parents/guardians as they pursue postsecondary education. WIOA Title I Youth The NH DOE is also contracted to provide core-WIOA employment and training services to economically disadvantaged youth that possess barriers to employment. This includes both in-school and out-of-school youth. Services focus on workforce development and target the training areas needed such as: career awareness, work-ready skills, and increased academic skills that result in academic and/or employment credentials/outcomes. Local service providers include NH Jobs for America's Graduates and MY TURN. Within the NH Works system, referrals and release forms allow agencies to share information and best serve the youth population based on each individual's unique needs and barriers. Apprenticeships Instruction for apprenticeships related to secondary programs is administered by the NH Department of Education. Apprenticeship program administration is done through the United States Department of Labor. Apprenticeship programs are primarily used on the demand-side, working with employers who have identified a need. Currently, about 300 employers offer apprenticeships across the state. Within the workforce system for job-seekers, there has been growing representation and promotion of this program as another opportunity for career training. With the awarding of the Department of Labor ApprenticeshipNH expansion grant in November of 2016, the Community College System has been working towards developing and extending apprenticeships across the state in three targeted sectors of Advanced Manufacturing, Health Care and Information Technology through instruction provided by their seven colleges. Community College System of New Hampshire - The Community College System of New Hampshire is deeply integrated into the workforce system, working closely with the NH DOE Bureau of Career Development services and providing post-secondary training programs fulfilling WIOA, CTE Perkins, and employer-directed skill training needs. There are seven campuses across the state, plus satellite locations and programs offered for local employers. Programs are designed to prepare students for today's job market and/or successful transfer to higher-level degrees at four year colleges. The Community College System has invested in supporting programs that are driven by local industry needs. Recently there has been an increased focus on identifying employment trends in the most in-demand sectors and working directly with employers to build programs around specific skills that are in seeing shortages. For example, there has been a strong regional focus on advanced manufacturing in direct response to employer needs. The focus has been on encouraging short-term training, on-line training, and customized training for companies while also eliminating duplication. In addition, CCSNH is working to further develop short term training apprenticeships and connections as mentioned above. The Community College System of New Hampshire's WorkReadyNH is one initiative that was developed through both state funding from the UI Trust Fund and administered by the Office of Workforce Opportunity and previous funding supported by a U.S. Department of Labor, Employment & Training Administration TAACCCT Grant. The WorkReadyNH program is offered at every community college location across the state. The WorkReadyNH program was initially developed as a partnership between the Community College System of NH, the Office of the Governor, the NH BEA, NH Employment Security, and NH Works. Employers have identified essential skills for workplace success, instruction is provided to job seekers and career builders at no-cost and results in a nationally recognized credential. Community College System staff also serve on workforce partner agency committees (e.g., SWIB, NH Works Consortium, Interagency Directors Group, etc.) and have established strong relationships at both the local and state level. Department of Health and Human Services -The New Hampshire Department of Health and Human Services (NH DHHS) administers a variety of programs which, though not partners in this plan are a required one-stop partner, and as such are an integral part of

the workforce system and the collaboration that takes place between agencies. The Financial Assistance to Needy Families Program (TANF) provides cash assistance to families with dependent children through the following programs of assistance which include, New Hampshire Employment Program (NHEP); Family Assistance Program (FAP); Interim Disabled Parent (IDP) program; or Families With Older Children (FWOC):

- The New Hampshire Employment Program (NHEP) is the mandatory work program that provides parents with job preparation, work and support services to enable them to permanently attach to gainful employment while providing financial assistance that allows children to be cared for in their own homes.
- The Families With Older Children (FWOC) program provides assistance to families that include a child who is over age 18, and under age 20, but still a full-time student in high school or the equivalent. These children meet the definition of a dependent child under State of New Hampshire law, but not under federal regulations. The FWOC program has a mandatory work requirement for the able-bodied parent.
- The Interim Disabled Parent (IDP) program provides assistance to families in which a parent is temporarily unable to participate in work programs due to their own medical condition. The IDP program has a mandatory work requirement only for the able-bodied adults in the household, and provides the same employment and training supports as the mandatory work program for able-bodied adult.
- The Family Assistance Program (FAP) provides financial assistance for families in which the children are deprived of the care of both parents due to continued absence or disability. The children may be cared for by the disabled parent (or parents) or by a caretaker relative. The relative is the designated guardian for a child/children deprived of the support of both parents. The relative caretaker may or may not be included in the case. There is no mandatory work requirement for the Family Assistance Program. In a relative caregiver case, if the relative chooses to be included in the assistance group for financial assistance, the relative would be mandatory for the work program, and case would be considered an NHEP case.

All TANF programs have the same cash eligibility requirements, and the same benefit limits. To qualify, the dependent children must lack parental support or care due to death, continued absence or because at least one parent in a two-parent home is disabled. TANF cash assistance is available for a maximum of 60 months. There is no limit on receipt of assistance for the children in families headed by a relative who does not receive TANF assistance for him/herself. Parents of families eligible for TANF cash assistance are also eligible for Medicaid; children of TANF eligible families are eligible for Children's Medicaid (CM). Employment and Training Programs and Support Services assist adults receiving cash benefits through the TANF program. Employment and training services are provided by DFA and other inter-agency staff located in your local District Office. Child Care Assistance assists parents engaged in work, training or educational activities. Payments to child care providers are coordinated by DFA in cooperation with the Child Development Bureau. Emergency Assistance assists families with dependent children who may qualify for TANF in obtaining and keeping safe and healthy permanent housing. Supplemental Nutrition Assistance Program (SNAP) provides eligible individuals and households with benefits to buy food items at grocery stores, and other participating food retailers. It also gives recipients a chance to learn more about purchasing and preparing nutritious meals. Eligibility and benefits is calculated based on household size, income, expenses and resources. Individuals may qualify even if they own their home, have no home or live with someone else. They can have a job and do not have to have children as long as their household meets eligibility guidelines. New Hampshire's Food Stamp Employment & Training (FSET) program is designed to assist Food Stamp recipients in obtaining and maintaining employment. New Hampshire operates a voluntary FSET program for all interested Food Stamp recipients. Failure to meet program requirements does not result in clients being sanctioned, or in any reduction or loss of Food Stamp benefits. The State's strategy for assisting those in the FSET program is to provide

participants with job search assistance which includes:

- Assessment, case management, resume review and referral to community agencies providing job search assistance such as the NH Works American Job Centers,
- The provision of mileage reimbursement for transportation expenses incurred while seeking employment,
- Referral to education and training programs such as the Workforce Innovation and Opportunity Act program, and
- Referral to job search training assistance programs, such as the WorkReadyNH program, offered within the NH Community College system.

Cross-agency Collaboration -To best address the education and skill needs of the workforce and employment needs of employers, close collaboration has been emphasized and focused across all partner agencies. By braiding funding and resources, the workforce system can better serve job seeker and business customers. In addition to the collaborative efforts stated above, core and non-core WIOA partners work together in the following ways.

- Interagency Directors Group (IDG) and Commissioner-level Consortium meet regularly to leverage opportunities and resources, as well as share best practices. This also enables policy alignment and operations-level decisions.
- Local NH Works partner meetings are held quarterly in six different regions across the state, which includes individuals from Employment Security, WIOA Adult, WIOA Youth contractors, TANF, Adult Education, Vocational Rehabilitation, resettlement agencies, contractors, and others involved with workforce services or wrap-around supportive services. With regular information sharing, communication among agencies has improved particularly around changes in services and new initiatives. These teams now include representatives from various youth serving agencies such as Job Corps, youth WIOA program contractors, Juvenile Justice, local school districts, and homeless community outreach partners.
- Regional roundtable discussions with community partners, such as in the North Country and Keene area, are particularly effective at fostering collaboration and partnerships with local employers.
- All partners, including employers, education/training programs, agency programs and services are invited to job fairs or other events for job seekers.
- Within the one-stop system, collaboration is particularly effective when conducting business outreach. Partner agencies share case notes and information on business customers.
- The Community College System and CTE work closely together, offering dual credit opportunities for students, sharing funding streams, recruiting at education and job fairs, and promoting career pathways.
- Collaboration between the Community College System and ABE is very successful, particularly when programs are co-located. For example, at Great Bay Community College, an MOU between ABE and the college allows ABE to teach remedial English and math courses. This better serves students by reserving financial aid or loans for college-level coursework. There is also a referral process in place and ABE programs can assist students with admissions at community colleges, enrollment, preparing for the Accuplacer and sharing scores, determining eligibility for specific job training programs, and more.
- Collaboration between Adult Education and Vocational Rehabilitation, with VR counselors attending ABE programs on a monthly basis. This activity is primarily focused on the special education population. Formal data sharing agreements exist across the following partners:

- NH Employment Security and the Office of Workforce Opportunity (Adult, Dislocated Worker, and Youth Programs)
- NH Employment Security and Vocational Rehabilitation

Interagency partner referrals for clients are made using the Release of Information Form, both English and Spanish versions, which can be found in Appendix B.

Memoranda of Understanding currently in place include: NH Department of Employment Security and the Department of Resources and Economic Development, Office of Workforce Opportunity to apportion and coordinate administration of the Unemployment Insurance Reemployment Service and Eligibility Assessment Grant with Title I of Workforce Investment Act — This non-financial agreement between NHES and BEA was created in order to carry out the provisions of the RESEA program and the provisions of the Subchapters and to assure that services provided within the

One-Stop Delivery System under these two programs do not overlap resulting in duplication of services. NH Rapid Response (Non-Financial Memorandum of Understanding — The purpose of the Rapid Response Memorandum of Understanding is to provide an understanding of the NH Rapid Response Process and to outline joint partner's roles in providing important NH Works Rapid Response Activities to affected dislocated workers. These procedures incorporate elements of flexibility and accountability into the New Hampshire Rapid Response Process so that an effective and timely early intervention response can be offered to affected workers, and responsibility for delivery of these services can be assigned. NH Works One-Stop Operator Consortium for operation of the NH Works One-Stop Centers — The Workforce Innovation Board and the: • NH Department of Business and Economic Affairs (BEA), • NH Department of Education (NHDOE) • NH Health and Human Services, Division of Family Assistance (DHHS) • NH Employment Security (NHES) • Community College System of NH (CCSNH) • Community Action Association of NH (CAP) have an MOU for the purpose of continuing the NHWORKS One Stop partnership as a “single service delivery system” or “One-Stop Delivery System” under WIOA, to engage in a joint planning process, and to establish the general terms and conditions under which the partnership will operate. NH Employment Security and NH Dept. of Business and Economic Affairs, Office of Workforce Opportunity, to apportion and coordinate administration for the Trade Act of 1974 as amended by the Trade Adjustment Assistance Reauthorization Act of 2002 — This agreement ensures the programs do not overlap nor duplicate programs and activities and agrees on joint activities. NH Works One-Stop Operator Consortium, Youth Council, and Adams and Associates — Manchester Job Corps Center — This agreement constitutes a memorandum of understanding between the Adams and Associates - Manchester Job Corps Operator, the NH Works One-Stop Operator Consortium (NH Works Consortium) and the NH Youth Council (Youth Council), for implementation upon federal award by US Dept. of Labor. Both the Youth Council and the NH Works Consortium are established subcommittees of the State Workforce Innovation Board. New Hampshire is a single state service delivery area, and as such has one state level board responsible for the State's WIOA one-stop delivery system known as NH Works. The NH Works system partners include the following: • NH Department of Business and Economic Affairs (BEA) • NH Department of Education (NHDOE) • NH Health and Human Services, Division of Family Assistance (DHHS) • NH Employment Security (NHES) • Community College System of NH (CCSNH) • Community Action Association of NH (CAP) The purpose of the memorandum is to provide an overview of the respective roles of the partner agencies within the NH Works system and identify recruitment, referral and information sharing as allowable within the parameter of existing services. Services to Veterans — Memorandum of Understanding among NH Department of Business and Economic Affairs, NH Employment Security, Southern NH Services, NH Department of Education, NH Health and Human Services and Community College System of NH is to establish a non-financial agreement among the above mentioned NH Works partners concerning their respective roles and responsibilities to “ensure maximum effectiveness and efficiency are achieved in providing services and assistance to eligible veterans” in accordance with funding agencies' statutes and participation in Capstone activities and other outreach to transitioning service members. Copies of these MOUs maybe found on the NH Works website, nhworks.org. Sector-Based Initiatives - In addition to the collaboration efforts stated previously, there is a growing focus in New Hampshire on targeting high-growth sectors that have the greatest workforce needs currently and into the future. Early sector-based initiatives have focused on meeting regional manufacturing needs, particularly filling the pipeline of future workers. In 2015, the Governor declared the “Year of STEM” due to the strong call from the business community to better develop these skills in New Hampshire's students. A STEM Task Force was created to identify recommendations to integrate STEM learning into K-12 education to

better prepare students for employment and post-secondary education in STEM degrees and credentials. The recommendations are now in the implementation stage. WorkReadyNH, operational through the Community College System of NH via a contract with the Office of Workforce Opportunity has grown out of continued conversations between employers, state workforce agencies, community colleges, and other stakeholders for both academic and work readiness preparation. More recently, the New Hampshire Sector Partnerships Initiative (SPI) has been created with assistance from a federal National Emergency Grant, with the state's five major economic and employment sectors being coordinated with private industry employers, educational institutions, training providers and community-based organizations. The mission of the sector partnerships is to develop new pipelines and employment and training opportunities that will assist both employers in need of a skilled and trained workforce, and job seekers aspiring to career pathways. The sectors include manufacturing, healthcare, hospitality, technology and infrastructure (with an emphasis on construction). Elements of each sector include extensive research, development of sector champions and public/private partners, asset mapping of each sector, a sector launch to create public awareness and promote sector development programs, and ongoing sector meetings to design and implement sector initiatives. Sector initiatives to date include the creation of a microelectronic boot camp for WIOA eligible job seekers that was a partnership among a large private industry manufacturer, the community college system, the NH Works system (including a community-based partner) and other cooperating employers. Three New Hampshire manufacturers located in the state's North Country partnered with a Career and Technical Educational Center (CTE), NH Works, the local community college and a regional non-profit development organization to purchase state-of-the-art CNC machining equipment and create a curriculum unavailable in the region to train both high school student and adults in CNC machining. Other SPI programs have been created in healthcare and hospitality career paths that include nationally-recognized certifications. An SPI website and sector specific marketing materials are underdevelopment and sector advisors working through intermediaries are in place to promote and enhance sector activities statewide. Additional initiatives aimed at addressing workforce development include:

- 10,000 Mentors — promoting the personal connection between businesses and students
- HiTech Council — The NH High Tech Council creates a vibrant ecosystem for technology companies that want to launch, grow or relocate in New Hampshire. We are committed to expanding the tech-driven economy by building partnerships, enhancing workforce skills and knowledge, and shaping public policy.
- 65 by 25 — Goal for 65% of the population to have had a post high school educational experience by 2025
- Project SEARCH at the University of New Hampshire — an on-campus program designed to promote post-secondary education for high school students
- Regional Center for Advanced Manufacturing — a training facility focused on Advanced Manufacturing that also does outreach to promote careers in manufacturing. A program in Product Design and Safety Studies was developed specifically based on workforce needs
- New Hampshire Business Education Coalition — The New Hampshire Coalition for Business & Education (NHCBE) is a sounding board for good ideas to improve education in the Granite State and as an advocacy group for good ideas that show promise. The Coalition will also look to support existing education initiatives in New Hampshire that are successful and making a difference
- Expanded Running Start programs — new dual enrollment between state community college and university systems are being developed. A 2+2 program allows students to apply to both community college and the state university system at the same time. If a student maintains a certain GPA during 2 years at a community college, they have the opportunity for automatic admission into a state university for the remaining 2 years to finish an undergraduate degree.

B. THE STRENGTHS AND WEAKNESSES OF WORKFORCE DEVELOPMENT ACTIVITIES

Provide an analysis of the strengths and weaknesses of the workforce development activities identified in (A) above.

STRENGTHS The New Hampshire workforce development system emphasizes cross—agency collaboration, which is the cornerstone strength of workforce activities in the state. This has resulted in the following strengths of the combined workforce activities outlined: • Communication has improved greatly among core and non—core WIOA programs and enables a more seamless customer—focused experience. The NH Works brand and one—stop career centers has been successful in fostering a comprehensive resource for job seeker and business customers. • Funding streams are being leveraged and braided appropriately. Workforce partner agencies are operating in a fiscally responsible manner, are accountable to funders, and have successfully received additional funding from both community and federal sources. This includes grants from the New Hampshire Charitable Foundation, and the previous federal TAACCCT and NEG grants described above. • Substantial resources are available for residents who are unemployed and underemployed and engage in workforce programs and services. • Activities are being aligned to employer needs. The past several years have seen the identification of specific skills, licensures and certifications that are critically needed by local employers. Workforce training programs are being designed around these needs and the educational system, both secondary and post—secondary, are responding with greater agility. State labor market information is also now provided based on special industry segments or geographic regions, such as nursing, trucking transportation, and IT. Sector—based initiatives are emerging as a key strategy to bridge the skills and employment gap. • Youth, who are particularly at risk for disengaging with the educational and workforce development system, receive more individualized support and have more wraparound supportive services available to build skills and reduce barriers to education and employment. • The education system is expanding articulation agreements among high schools, CTE centers, community colleges, and the public university system. **WEAKNESSES** While there has been great progress, there is still room for improvement within the workforce development system to better serve the needs of customers. • Communication largely relies on personal relationships and could be systematized and institutionalized at the organizational level. While information sharing has improved, cross training on program requirements and services would benefit staff and customers. • Greater wraparound supportive services for all individuals seeking services from workforce agency partners is needed, particularly surrounding substance abuse treatment, public transportation, and childcare. These are the most commonly cited barriers to successful education and employment attainment amongst service providers and community members. • The collaboration between school systems and local businesses has been successful, but can be expanded. Career pathways are being developed, but should expand to encompass every level of the education system and reduce the burden on single, highly—engaged businesses. This could be done through more focused and formal collaboration, such as what was developed through the previous TAACCCT grant funding surrounding Advanced Manufacturing careers. • Development of a richer career pathways system that provides more resources for advanced skill development, particularly with middle—skills and advanced technical skills needs growing in the state’s targeted sectors. Currently, workforce programs focus on the unemployed and underemployed low—skills population.

C. STATE WORKFORCE DEVELOPMENT CAPACITY

Provide an analysis of the capacity of State entities to provide the workforce development activities identified in (A) above.

The process and success of creating an integrated WIOA Combined State Plan demonstrates the capacity of the State of New Hampshire to successfully provide workforce development activities, across numerous state agencies, in a cohesive customer—centric manner that benefits jobseeker and business customers. Due in part to the small size of the state, partner agencies have been able to form strong, collaborative relationships even when not able or required to be collocated. Workforce development activities and funding streams are being streamed efficiently, leveraged where appropriate, and increasing support from local business partners and other community groups. The capability of the State will only improve as real—time job posting data, using Burning Glass Labor Insight supported by the Office of Workforce Opportunity, is combined with the current workforce initiatives, growing sector strategies, and emphasis on career pathways continues to expand and gain traction. The State faces challenges due to demographic shifts, the current state of the labor market, and funding constraints. New Hampshire is suffering from an out—migration of youth, particularly for higher—level educational opportunities. Without a critical mass of people, there are not just a lack of workers, but not enough individuals to support extensive training programs. An aging population also makes it more difficult for businesses to fill positions, coupled with the majority of dislocated workers suffering from the greatest skills deficiencies as well as older workers (aged 40+). Without the coordination of workforce agencies and policies to attract and retain skilled workers and combat these uneven demographics, the system’s capabilities to provide services in the future could be compromised. Retention issues at local businesses have also developed because, though diversified, the work opportunities tend to be “a mile wide and an inch thick”. Developing richer career pathways that integrates all skill levels will help combat this issue. Lastly, the State does not benefit from an income tax or sales tax, forcing state workforce agencies to balance aspirations with the resources available. New Hampshire also has a low unemployment rate, which makes it difficult to attract outside funding.

B. STATE STRATEGIC VISION AND GOALS

The Unified or Combined State Plan must include the State’s strategic vision and goals for developing its workforce and meeting employer needs in order to support economic growth and economic self-sufficiency. This must include—

1. VISION

Describe the State’s strategic vision for its workforce development system.

In order to prepare the New Hampshire workforce and meet the needs of employers within our state, the New Hampshire State Workforce Innovation Board has adopted a strategic vision for the workforce development system, a mission statement to define our work, and aggressive, yet realistic goals for the next four years. The vision of the New Hampshire State Workforce Innovation Board is to serve as a catalyst to establish a secure and sustainable workforce that can meet current and future skilled labor needs and provide a competitive advantage for New Hampshire businesses. Our mission is to promote life—long learning by partnering with businesses, agencies, and organizations to bring the state’s education, employment and training programs together into a workforce development system that will provide the means for residents of New Hampshire to gain sufficient skills, education, employment and financial independence. As we work toward this vision, we will strive to provide a workforce development system that:

- is demand—driven and takes a sector—based approach.
- engages business as a true partner with the public workforce system.
- provides well—defined and easily accessible career pathways with multiple entry and exit points that promote and result in stackable credentials.
- offers a client—centric system for individual

customers and business customers to access services that address their unique needs in a seamless way. • leverages supportive services from multiple partners to eliminate barriers facing New Hampshire’s citizens. • operates based on collaboration and trust among partners. • promotes accountability and fiscal responsibility.

2. GOALS

Describe the goals for achieving this vision based on the above analysis of the State’s economic conditions, workforce, and workforce development activities. This must include—

- A. Goals for preparing an educated and skilled workforce, including preparing youth and individuals with barriers of employment* and other populations.**
- B. Goals for meeting the skilled workforce needs of employers.

* Individuals with barriers to employment include displaced homemakers; low-income individuals; Indians, Alaska Natives, and Native Hawaiians; individuals with disabilities, including youth who are individuals with disabilities; older individuals; ex-offenders; homeless individuals, or homeless children and youths; youth who are in or have aged out of the foster care system; individuals who are English language learners, individuals who have low levels of literacy, and individuals facing substantial cultural barriers; eligible migrant and seasonal farmworkers (as defined at section 167(i) of WIOA and Training and Employment Guidance Letter No. 35-14); individuals within 2 years of exhausting lifetime eligibility under the Temporary Assistance for Needy Families Program; single parents (including single pregnant women); and long-term unemployed individuals.

** Veterans, unemployed workers, and youth and any other populations identified by the State.

Our workforce development system has identified the following five (5) goals in order to ensure our system A) prepares an educated and skilled workforce, including preparing youth and individuals with barriers to employment and other populations, and B) meets the skilled workforce needs of employers. **GOAL 1: CREATE A DEMAND-DRIVEN WORKFORCE DEVELOPMENT SYSTEM THAT BASES STRATEGIES, SERVICES, AND INVESTMENTS ON A DATA-INFORMED APPROACH, WITH A FOCUS ON SECTOR STRATEGIES.** As mentioned above, New Hampshire’s workforce development system has recently taken steps to assure workforce development programs and education and training designed to prepare individuals, aligned to in demand skills and occupations. State labor market information is provided based on special industry segments and sector-based initiatives are emerging as a key strategy to bridge the skills and employment gap. But, we need to do more to ground all strategies and activities in a thorough and evolving understanding of sector demand. Expanding sector partners will be key at the macro, industry-wide level and will be coupled with more collaborative, solutions-based business services to individual companies in New Hampshire. 1.1 Establish a framework to support industry-driven sector partnerships throughout the state 1.2 Build upon the Interagency Business Team’s (IBT) momentum surrounding collaborative business services strategies by engaging additional partners and

formalizing information sharing protocols 1.3 Engage more locally with economic development to ensure the systems are aligned and operate from an up-to-date understanding of in-demand sectors and occupations with regular sector analysis at the state and local levels

GOAL 2: OFFER FLEXIBLE TRAINING AND EDUCATION OPPORTUNITIES THAT ARE ALIGNED TO BUSINESS NEEDS, INCLUDING THE DEVELOPMENT OF CAREER PATHWAYS AND APPRENTICESHIPS FOR ALL POPULATIONS, INCLUDING YOUTH AND PERSONS WITH DISABILITIES TO PREPARE FOR EMPLOYMENT. The TAACCCT funding New Hampshire previously received surrounding Advanced Manufacturing careers has demonstrated the importance of formal collaboration and focused coordination on career pathways. Additional career pathways are being developed, but should be expanded to encompass all levels of education to ensure multiple entry- and exit-ramps exist for participants. Of particular importance for Goal 2 is tying career pathways to the lessons we will learn from sector partnerships and ensuring they are driven by an up-to-date understanding of sector demands. We also must ensure the foundation of each pathway is strongly rooted, with ties to basic academic skills and employability skills. In expanding career pathways that are aligned to sector needs, the New Hampshire workforce development system recognizes apprenticeships as a proven model, especially for developing sector-specific, technical skills. We will also seek to promote apprenticeships as a workforce development strategy in Goal 2.

2.1 Leverage knowledge/experience from industry-driven sector partnerships to inform career pathways offered in New Hampshire and promote greater access for youth, persons with disabilities and other target populations. 2.2 Ensure career pathways include opportunities to develop foundational skills; Include adult education as an entry-point to career pathways for individuals who have not previously earned their high school diploma or the equivalent; continue the WorkReadyNH and/or similar programs for individuals in need of soft skill/employability skill development. 2.2. Continue the expansion of sector based/supported employment/credential industry specific training programs for OSY participants. 2.3 Work with network of the state’s community colleges and other post-secondary education institutions to expand best practices related to flexible, business-driven training and education 2.4 Work with K-12 education, career and technical education, postsecondary education, and business to promote career pathways for in-demand sectors and occupations to students in the talent pipeline. 2.5 Continue to advance apprenticeship as a workforce strategy

GOAL 3: INCREASE AWARENESS OF SERVICES AVAILABLE THROUGH THE TALENT DEVELOPMENT SYSTEM TO SUPPORT BUSINESSES AND INDIVIDUALS In many ways, the services available from NH Works Centers and our partners are the “best kept secret.” In a survey of businesses throughout the state, over 90 percent who had utilized NH Works services reported they would return and over 90 percent reported they would recommend the services to another business. Similarly, 97 percent of the individuals who responded to the survey were satisfied with services. Services delivered are high quality, but there are many more businesses and New Hampshire citizens that can benefit from our services. Hence, the need to increase awareness about the system. We need clear communication strategies that promote the benefits for each customer and we can do more to engage our external partners in sharing this message with stakeholders throughout the state.

3.1 Employ proven strategies for marketing and outreach that target audiences (e.g. small and medium-sized businesses, sector-specific stakeholders, long-term unemployed individuals,

underemployed individuals, youth, etc.) 3.2 Work with chambers of commerce, business and industry associations to promote services of NH Works and its partners to businesses 3.3 Work with community-based organizations, libraries, schools, and partners' networks to promote services of NH Works and its partners to individuals and youth.

GOAL 4: STREAMLINE ACCESS TO EMPLOYMENT AND WORK-AND-LEARN

OPPORTUNITIES The nuances within the labor market can make it difficult for individuals and businesses to connect with one another. Furthermore, the workforce development system is complex and not often easy for customers to navigate. As a system, we need to provide more streamlined access to employment opportunities and other strategies that can enhance connections between businesses and individuals, such as work-and-learn opportunities. In order to address Goal 4, we need to establish ways within the system to offer a "No Wrong Door" and "Whole Person" approach for all customers — so their engagement with one partner within the system allows them access to the full suite of services and resources available from system partners. We also need to be more intentional about connecting businesses and "learners", whether they are traditional students or working learners, for work-and-learn opportunities that can expose individuals to future employment opportunities, aid in skill development, and help retain talent in New Hampshire. 4.1 Explore a common information system or the ability for system interfaces that will increase individuals' and businesses' access to all employment and training resources available to support their needs. 4.2 Expand the infrastructure for employers and individuals to pursue work-based learning opportunities along the full spectrum of options (internships, apprenticeship, etc.); map the existing resources and assets to support work-based learning in New Hampshire; continue to assess business interest in work-based learning and the ideal engagement strategies from the businesses' perspectives; determine the most appropriate way(s) to link resources from various programs and partners to offer full spectrum of work-based learning opportunities 4.3 Make it easier for businesses and individuals to navigate the workforce development system by simplifying language and avoiding acronyms and "system lingo".

GOAL 5: EXPAND COMMUNICATION AND COLLABORATION AMONG PARTNER AGENCIES

AND PROGRAMS One of the strengths within the New Hampshire workforce development system is the ongoing collaboration among partners. As a small state, our partners at the state level regularly coordinate through our Interagency Directors Group (IDG) and collaborate on multiple state councils and boards. While very strong, this collaboration needs to expand deeper into our system. Goal 5 focuses on ensuring partner communication and collaboration increases at all levels — from state administrators and policy makers, to program managers throughout the state, and extends to front-line staff within our NH Works Centers and beyond. This will help us to provide more comprehensive solutions to the businesses and individuals we work with and will help us serve them in a more customer-centric way. 5.1 Explore opportunities to share information more systematically among partners. 5.2 Prioritize professional development of front-line staff on business services, partner programming/resources, and best practices. 5.3 Develop a peer-to-peer learning network that offers opportunities for all levels of staff to identify best practices within the state, encourages information sharing among partners, and reinforces professional development of staff. As mentioned above, trust and relationship-building is key for successful collaboration. In addition to prioritizing professional development of staff, the New Hampshire workforce development system and its partners will also develop

a peer-to-peer learning network that will bring together staff from multiple agencies at multiple levels. This will allow for networking opportunities, outside-of-the-box thinking, identification of best practices in New Hampshire and externally, and will encourage collaboration. The peer-to-peer learning network will consist of virtual learning opportunities and information sharing (e.g. webinars, conference calls, and online resources) as well as in person opportunities (e.g. meetings, events).

3. PERFORMANCE GOALS

Using the table provided in Appendix 1, include the State's expected levels of performance relating to the performance accountability measures based on primary indicators of performance described in section 116(b)(2)(A) of WIOA. (This Strategic Planning element only applies to core programs.)

For PY18 and PY19 the following goals have been approved: Adult employment second quarter after exit is 75.5% for PY18 and 76.0% for PY19. Adult employment fourth quarter after exit is 72.5% for PY18 and 73.0% for PY19. Adult Median Earnings is \$5,500 for PY18 and \$5,600 for PY19. Adult Credential Attainment Rate is set at 55% for PY18 and 56% for PY19. PY18 and PY19 will remain as baseline years for the Adult Measurable Skills Gain and Effectiveness in Serving Employers performance measures. Dislocated Worker employment second quarter after exit is 86.5% for PY18 and 86.5% for PY19. Dislocated Worker fourth quarter after exit is 81.5% for PY18 and 82.0% for PY19. Dislocated Worker Adult Median Earnings is \$7,800 for PY18 and \$7,900 for PY19. Dislocated Worker Credential Attainment Rate is set at 66% for PY18 and 67% for PY19. PY18 and PY19 will remain as baseline years for the Dislocated Worker Measurable Skills Gain and Effectiveness in Serving Employers performance measures. Youth employment second quarter after exit is 63.5% for PY18 and 64.0% for PY19. Youth employment fourth quarter after exit is 60.0% for PY18 and 61.0% for PY19. Youth Median Earnings shall be baseline data for PY18 and PY19. Youth Credential Attainment Rate is set at 60.5% for PY18 and 61% for PY19. PY18 and PY19 will remain as baseline years for the Youth Measurable Skills Gain and Effectiveness in Serving Employers performance measures. WIOA Title III Labor Exchange employment second quarter after exit is 67.0% for PY18 and 67.5% for PY19. WIOA Title III Labor Exchange fourth quarter after exit is 66.5% for PY18 and 67.0% for PY19. WIOA Title III Labor Exchange Median Earnings is \$6041.00 for PY18 and \$6246.00 for PY19. PY18 and PY19 will remain as baseline years for the WIOA Title III Labor Exchange Effectiveness in Serving Employers performance measure. Measurable Skills Gain is a primary measure for Adult Basic Education, negotiated levels for PY18 and PY 19 are set at 38 and 39, respectively. A complete list of the proposed Performance Goals for Core Programs table can be found in Appendix C.

4. ASSESSMENT

Describe how the State will assess the overall effectiveness of the workforce development system in the State in relation to the strategic vision and goals stated above in sections (b)(1), (2), and (3) and how it will use the results of this assessment and other feedback to make continuous or quality improvements.

The State Workforce Innovation Board and its subcommittees including the NH Works Consortium, Youth Council, Performance and Evaluation, Sector Strategy Committee, and the NH Works Interagency Directors Group will monitor the effectiveness of the strategic

vision and goals that have been laid out in the plan in an ongoing fashion throughout implementation. At the strategy level, various state level collaborative committees and groups that are described throughout this plan will be involved with implementation to ensure that communication is kept among partners related to what is working, what is not, and how quality can be continuously improved. These groups also include business representatives, so they present an opportunity to understand effectiveness from the perspective of business and industry. To understand effectiveness, frequent updates will allow agency directors and board members to see how the plan is advancing and assess the progress each strategy is making toward the system's goals. In addition to these progress reports, the Performance and Evaluation committee as well as the Workforce Innovation Board will monitor performance data and labor market trends to assess the larger and long-term impacts that are being made through this strategic work. The Performance and Evaluation group currently provides oversight for the implementation of WIOA performance measures and will monitor these in conjunction with the strategic plan. Business and industry on this group will ensure that monitoring and assessment focuses beyond just measures, however, and continues to promote a customer-centric implementation process. Immediately upon implementation, the IDG will develop process measures and quantitative metrics, to the extent available, to monitor the progress and success of the goals identified in this plan. For example, the surveys conducted during the planning process provide data that can be used as a baseline for measuring the quality of services as perceived by customers of NH Works. These and other program effectiveness assessment shall be on-going and modified in response to outcomes/results as they are presented.

C. STATE STRATEGY

The Unified or Combined State Plan must include the State's strategies to achieve its strategic vision and goals. These strategies must take into account the State's economic, workforce, and workforce development, education and training activities and analysis provided in Section (a) above. Include discussion of specific strategies to address the needs of populations provided in Section (a).

1. DESCRIBE THE STRATEGIES THE STATE WILL IMPLEMENT, INCLUDING INDUSTRY OR SECTOR PARTNERSHIPS RELATED TO IN-DEMAND INDUSTRY SECTORS AND OCCUPATIONS AND CAREER PATHWAYS, AS REQUIRED BY WIOA SECTION 101(D)(3)(B), (D). "CAREER PATHWAY" IS DEFINED AT WIOA SECTION 3(7) AND INCLUDES REGISTERED APPRENTICESHIP. "IN-DEMAND INDUSTRY SECTOR OR OCCUPATION" IS DEFINED AT WIOA SECTION 3(23).

The strategies the State will implement, including sector partnerships related to in-demand occupations and career pathways are outlined in detail on the following section that identifies goals and strategies for achieving goals which are aligned with sector and career pathway development. Furthermore, the State maintains a list of in-demand occupations that is used to guide our decision making process. Our list identifies not only the occupations within the state for which there is an established demand, but also identifies occupations in established sector industries, STEM occupations, occupations for Registered Apprenticeship and the required level of achievement needed to succeed in a particular occupations as determined through the ACT assessment process. Specifically, career

pathway mapping developed through a collaborative effort between our Community College and Career Technical Education is shared with partner agency staff to assist in the development of employment plans and/or other career guidance documents.

2. DESCRIBE THE STRATEGIES THE STATE WILL USE TO ALIGN THE CORE PROGRAMS, ANY COMBINED STATE PLAN PARTNER PROGRAMS INCLUDED IN THIS PLAN, REQUIRED AND OPTIONAL ONE-STOP PARTNER PROGRAMS, AND ANY OTHER RESOURCES AVAILABLE TO THE STATE TO ACHIEVE FULLY INTEGRATED CUSTOMER SERVICES CONSISTENT WITH THE STRATEGIC VISION AND GOALS DESCRIBED ABOVE. ALSO DESCRIBE STRATEGIES TO STRENGTHEN WORKFORCE DEVELOPMENT ACTIVITIES IN REGARD TO WEAKNESSES IDENTIFIED IN SECTION II(A)(2).

In crafting the five (5) goals for New Hampshire’s workforce development system, we have identified corresponding strategies that will help us meet these goals over the next four years. Strategies are outlined for each goal below. These strategies have been specifically crafted to 1) include sector strategies and career pathways, as required by WIOA section 101(d)(3)(B),(D); and 2) align core programs included within this plan to achieve fully integrated customer services consistent with our strategic vision and goals describe above and to strengthen workforce development activities in regard to gaps identified in the workforce analysis. Furthermore, it is understood that all partners to this plan and the participants they serve shall be a party to and benefit from the activities undertaken to achieve these goals. GOAL 1: CREATE A DEMAND—DRIVEN WORKFORCE DEVELOPMENT SYSTEM THAT BASES STRATEGIES, SERVICES, AND INVESTMENTS ON A DATA—INFORMED APPROACH, WITH A FOCUS ON SECTOR STRATEGIES STRATEGY 1.1 Establish a framework to support industry—driven sector partnerships throughout the state “Grass—roots” industry partnerships and sector—based initiatives exist in pockets throughout the state. A wider—spread and more consistent network of sector partnerships is needed, however, in order to more strategically engage employers in aligning services and career pathways to demand. STRATEGY 1.2 Build upon the Interagency Business Team’s (IBT) momentum surrounding collaborative business services strategies by engaging additional partners and formalizing information sharing protocols New Hampshire’s IBT includes representatives from all core partners and several additional partners (Community College System of New Hampshire, Office of Apprenticeship) that have collaborated to secure the support of NeoSerra, a customer relationship management system that will facilitate information sharing and collaboration around business services. While this positions New Hampshire as a best practice, additional partners can be engaged and other processes within the business services strategy need to be formalized. STRATEGY 1.3 Engage more locally with economic development to ensure the systems are aligned and operate from an up—to—date understanding of in—demand sectors and occupations with regular sector analysis at the state and local levels At the state—level, relationships between workforce development and economic development are strong. Throughout the state, however, local economic development organizations are inconsistently engaged with the workforce system. Leveraging data analyses as a common language can help to align the two systems and ensure talent is being prepared for not just current demand, but also emerging and/or future jobs in New Hampshire. GOAL 2: OFFER FLEXIBLE TRAINING AND EDUCATION OPPORTUNITIES THAT ARE ALIGNED TO BUSINESS NEEDS, INCLUDING THE DEVELOPMENT OF CAREER PATHWAYS AND APPRENTICESHIPS FOR ALL, INCLUDING

YOUTH AND PERSONS WITH DISABILITIES TO PREPARE FOR EMPLOYMENT. STRATEGY 2.1 Leverage knowledge/experience from industry—driven sector partnerships to inform career pathways offered in New Hampshire We know that in a Career Pathway System, sector partnerships provide the most valuable information about collective industry needs that should be used to inform the design, implementation, and eventual outcomes of career pathways. With the framework and subsequent launch of sector partnerships throughout the state (see Goal 1, Strategy 1.1), education and training providers, workforce partners, and policy makers will be equipped with the information needed to develop relevant, demand—driven career pathways for New Hampshire citizens. STRATEGY 2.2 Ensure career pathways include opportunities to develop foundational skills. STRATEGY 2.2.A - Include adult education, vocational rehabilitation and other core partners as appropriate as an entry—point to career pathways for individuals who have not previously earned their high school diploma or the equivalent. STRATEGY 2.2.B Continue the WorkReadyNH and/or similar programs for individuals in need of soft skill/employability skill development. Strategy 2.2.C. Continue the expansion of sector based. Supported employment/credential industry specific training programs for OSY participants. to As in most states, businesses in New Hampshire are desperate for individuals that possess the basic academic skills and foundational employability skills. Furthermore, in the 2013—2014 school year, there were 6,983 students enrolled in adult education in New Hampshire. These nearly 7,000 individuals, along with participants in other programs such as vocational rehabilitation program need to be connected to career pathways so they can advance and to address employers' needs for talent. For employability skills, New Hampshire has a foundation to build upon with the WorkReadyNH program that is currently offered by the community colleges. This program, or other similar programs, should be continued and expanded to the extent possible to prepare workers with the foundational competencies that are so important for success. STRATEGY 2.3 Work with network of the state's community colleges and other post—secondary education institutions to expand best practices related to flexible, business—driven training and education Best practices for flexible, employer—driven education and training exist throughout the state. For example, Nashua Community College partnered with GE Aviation for precision manufacturing. This and other promising practices can be explored, evaluated for replicability, and brought to scale where appropriate. Further, more flexible education and training programs will allow non—traditional learners — working adults, individuals with families, etc. — to address unique barriers they may be facing. STRATEGY 2.4 Work with K—12 education, career and technical education, post—secondary education, and business to promote career pathways for in—demand sectors and occupations to students in the talent pipeline Equally important to the development of career pathways aligned to sector demand is the need to ensure the pipeline of talent into these pathways — and ultimately in the jobs — is robust and sustainable. This means it is important for the workforce development system to help promote in demand occupations and their relevant career pathways to students and emerging talent. Partnerships and connection will be key to this strategy, particularly the connection between business and education. The New Hampshire workforce development system will help to convene partners and coordinate efforts to ensure the talent pipeline stays full. STRATEGY 2.5 Continue to advance apprenticeship as a workforce strategy In expanding career pathways that are aligned to sector needs, the New Hampshire workforce development system recognizes apprenticeships as a proven model, especially for developing sector—specific, technical skills. Educating workforce professionals and

partners about the value and process of apprenticeships will be important to this strategy as will the systemic promotion of the apprenticeship model to businesses and individuals.

GOAL 3: INCREASE AWARENESS OF SERVICES AVAILABLE THROUGH THE TALENT DEVELOPMENT SYSTEM TO SUPPORT BUSINESSES AND INDIVIDUALS. STRATEGY 3.1 Employ proven strategies for marketing and outreach that target audiences (e.g. small and medium—sized businesses, sector—specific stakeholders, long—term unemployed individuals, underemployed individuals, youth, etc.) As mentioned previously, in a survey of businesses throughout the state, over 90 percent who had utilized NH Works services reported they would return and over 90 percent reported they would recommend the services to another business. Similarly, 97 percent of the individuals who responded to the survey were satisfied with services. This means the quality of services in NH Works Centers is high. However, focus groups conducted during this process revealed that more awareness, especially among the business community, is needed. Rather than ad hoc promotion, however, the New Hampshire workforce system will benefit from implementing communications strategies that will employ strategic messaging to target audiences.

STRATEGY 3.2 Work with chambers of commerce, business and industry associations to promote services of NH Works and its partners to businesses Increasing awareness of the system cannot be solely by workforce partners. We must rely on our external partners and stakeholders that have existing relationships with business and industry to carry the message as well. If they are not already aware of the value the workforce system can provide, we will educate local economic development organizations, chambers of commerce, business and industry associations, and any other groups that have existing relationships with business to help promote the benefits businesses can receive by engaging with the system.

STRATEGY 3.3 Work with community—based organizations, libraries, schools, and partners’ networks to promote services of NH Works and its partners to individuals and youth Just as in Strategy 3.2, we must rely on partners and stakeholders that regular work with and interact with youth and individuals who may be seeking career services to help increase awareness of the services and resources available to support their career planning and make connections to employment opportunities. This will include schools, post—secondary education institutions, community—based organizations, parent organizations/associations, and the like.

GOAL 4: STREAMLINE ACCESS TO EMPLOYMENT AND WORK—AND—LEARN OPPORTUNITIES. STRATEGY 4.1 Explore a common information system or the ability for system interfaces that will increase individuals’ and businesses’ access to all employment and training resources available to support their needs Among the core partners and other partners included within this plan, there are a number of different information systems and data management systems being utilized. This results in customers of the system having to provide the same information to multiple partners and dual data entry by staff. A common information system or at least the ability for the multiple systems to interface with one another for key data would create efficiencies that would be valuable to both the customers and staff. The New Hampshire workforce system will explore the possibilities of a common system or system interfaces, considering the functionality that will be needed, sensitivity and confidentiality of data, impacts to customer flow (and the ability to provide customer—facing interfaces), impacts to work flow, financial and non—financial resources needed to support such a system, and barriers to implementation. Each of the partners has invested significant resources and energy in developing a case management system that meets the legal requirements of their program. The agencies share with NH Employment Security specific data that is used for calculating

performance measures and accessing Unemployment Insurance data for performance calculation. STRATEGY 4.2 Expand the infrastructure for employers and individuals to pursue work—based learning opportunities along the full spectrum of options (internships, apprenticeship, etc.) building on the current efforts such as those offered through VR, CTE, WIOA Youth and other core partners. STRATEGY 4.2.A Map the existing resources and assets to support work—based learning in New Hampshire. STRATEGY 4.2.B Continue to assess business interest in work—based learning and the ideal engagement strategies from the businesses’ perspectives. STRATEGY 4.2.C Determine the most appropriate way(s) to link resources from various programs and partners to offer full spectrum of work—based learning opportunities (e.g. Department of Labor School—to—Work Approved Unpaid Work Sites, Vocational Rehabilitation Work Based Learning program, On—the—job training resources from WIOA and TANF, Office of Apprenticeship services, etc.) This could be a digital infrastructure that offers the ability for businesses and emerging workers to be connected for work—based learning opportunities online. But, it may also be clarifying the message, resources, and roles/responsibilities among partners to support work—based learning connections in New Hampshire. Much mapping of the various assets has already been done and will provide a foundation for Strategy 4.2. With a thorough understanding of the resources currently available and employers’ feedback on ideal engagement strategies around work—based learning, the New Hampshire workforce development system will be well positioned to link and leverage resources that will form the infrastructure to support these valuable strategies. STRATEGY 4.3 Make it easier for businesses and individuals to navigate the workforce development system by simplifying language and avoiding acronyms and “system lingo” Acronyms and “alphabet soup” is a common challenge among government programs and the workforce system and its partner programs are no exception. But, beyond acronyms, we need to move toward a system that more clearly and concisely aligns system services to customer needs. Whether that is communicating the impact NH Works services can have on a business’ bottom line or how training can help an individual support his family, system language will be simplified in Strategy 4.3 so it is easier for customers to navigate the sometimes complex process of accessing services.

GOAL 5: EXPAND COMMUNICATION AND COLLABORATION AMONG PARTNER AGENCIES AND PROGRAMS. STRATEGY 5.1 Explore opportunities to share information more systematically among partners Among members of the NH Works Consortium and Interagency Directors Group, there has been significant progress on sharing information among partners. For example, data sharing agreements exist among many interagency partners, and on the business—facing side, movement has been made toward a common CRM for business services. Furthermore, partners have agreed to accept the assessments a customer has completed through another program rather than having to complete it again. There is more work to be done, however. Opportunities to share information that will be explored including a more systematic referral process, interfacing information systems (as reflected in Goal 3, Strategy 3.1), and the like. STRATEGY 5.2 Prioritize professional development of front—line staff on business services, partner programming/resources, and best practices In New Hampshire, one of the greatest strengths is the existing collaboration, communication, and trust that exists among state—level partners. The Interagency Directors Group, for example, provides a regular opportunity to come together for joint planning, resource alignment, and brainstorming on how to overcome barriers. These relationships have led to many successes and an ongoing willingness to collaborate. However, staff at all levels within the system — whether they are program managers, team

leaders, or front—line staff — do not have the same depth of knowledge about one another’s services or the existing relationships that are so essential for collaboration. More professional development opportunities for staff on topics such as cross—agency programs and services, innovative service delivery strategies, trends in key sectors, and the like will allow them not only to increase their knowledge—base but also generate a better understanding of how all services and programs can fit together to create a truly comprehensive system. STRATEGY 5.3 Develop a peer—to—peer learning network that offers opportunities for all levels of staff to identify best practices within the state, encourages information sharing among partners, and reinforces professional development of staff As mentioned above in Strategy 5.2, trust and relationship—building is key for successful collaboration. In addition to prioritizing professional development of staff, the New Hampshire workforce development system and its partners will also develop a peer—to—peer learning network that will bring together staff from multiple agencies at multiple levels. This will allow for networking opportunities, outside—of—the—box thinking, identification of best practices in New Hampshire and externally, and will encourage collaboration. The peer—to—peer learning network will consist of virtual learning opportunities and information sharing (e.g. webinars, conference calls, and online resources) as well as in person opportunities (e.g. meetings, events).

III. OPERATIONAL PLANNING ELEMENTS

The Unified or Combined State Plan must include an Operational Planning Elements section that supports the State’s strategy and the system-wide vision described in Section II.(c) above. Unless otherwise noted, all Operational Planning Elements apply to Combined State Plan partner programs included in the plan as well as to core programs. This section must include—

A. STATE STRATEGY IMPLEMENTATION

The Unified or Combined State Plan must include—

1. STATE BOARD FUNCTIONS

Describe how the State board will implement its functions under section 101(d) of WIOA (i.e. provide a description of Board operational structures and decision making processes to ensure such functions are carried out).

The New Hampshire Office of Workforce Opportunity (OWO) serves as the state—level administrative entity for the Workforce Innovation and Opportunity Act (WIOA) Adult, Dislocated Worker and Youth funds flowing to New Hampshire from the U.S. Department of Labor (USDOL). The Department of Resources and Economic Development (DRED) is the state entity fiscal agent and is the official grant recipient of WIOA funds. USDOL, Region I office in Boston, Massachusetts provides federal oversight and technical assistance to OWO. The Governor, in accordance with section 106(d) of WIOA, has designated New Hampshire as a “Single State Local Area.” As a single service area, New Hampshire has developed a highly aligned governance and administrative structure that sets policy direction, performance goals, and provides oversight to hold the workforce development system fully accountable. The State Workforce Innovation Board (SWIB) serves as the advisory body for the development, updating and evaluation of the planning process to ensure that workforce development programs remain fully responsive to New Hampshire’s economic development and labor market needs. State agencies work in a coordinated manner to oversee the implementation of a host of specific workforce development programs. Local agencies or community—based administrative arms of state agencies are responsible for managing workforce programs and providing direct services to customers. The New Hampshire workforce development system, diagramed in the following pages, allows the SWIB, in conjunction with the New Hampshire Works Consortium, the Interagency Directors Groups, and the NH Works American Job Centers to execute the functions of a state workforce board pursuant to section 101(d) of WIOA. The functions of a state board according to WIOA are listed below, including notes of how the SWIB will carry out some of these functions due to New Hampshire’s status as a Single State Local Area. 1. The development, implementation, and modification of the State plan; 2. The review of statewide policies, of statewide programs, and of recommendations on actions that should be taken by the State to align workforce development programs in the State in a manner that supports a comprehensive and streamlined workforce development system in the State, including the review and provision of comments on the State plans, if any, for programs and activities of one—stop partners that are not core programs; 3. The development and continuous improvement of the workforce development system in the

State, including: a. The identification of barriers and means for removing barriers to better coordinate, align, and avoid duplication among the programs and activities carried out through the system; b. The development of strategies to support the use of career pathways for the purpose of providing individuals, including low—skilled adults, youth, and individuals with barriers to employment (including individuals with disabilities), with workforce investment activities, education, and supportive services to enter or retain employment; c. The development of strategies for providing effective outreach to and improved access for individuals and employers who could benefit from services provided through the workforce development system; d. The development and expansion of strategies for meeting the needs of employers, workers, and jobseekers, particularly through industry or sector partnerships related to in—demand industry sectors and occupations; e. The identification of regions, including planning regions, for the purposes of section 106(a), (*Note: New Hampshire is a Single State Area and as such must assume role of applicable local board functions) f. The development and continuous improvement of the one—stop delivery system statewide, including providing assistance to local areas, the one—stop operator consortium, one—stop partners, and providers with planning and delivering services, including training services and supportive services, to support effective delivery of services to workers, jobseekers, and employers; (i.e., the SWIB will focus on technical assistance to the statewide one—stop delivery system) and g. The development of strategies to support staff training and awareness across programs supported under the workforce development system; 4. The development and updating of comprehensive State performance accountability measures, including State adjusted levels of performance, to assess the effectiveness of the core programs in the State as required; 5. The identification and dissemination of information on best practices, including best practices for: a. The effective operation of one—stop centers, relating to the use of business outreach, partnerships, and service delivery strategies, including strategies for serving individuals with barriers to employment; b. The SWIB will focus on the development of an effective state board and its subcommittees and contractors, enabling the state to exceed negotiated levels of performance; and c. Effective training programs that respond to real—time labor market analysis, that effectively use direct assessment and prior learning assessment to measure an individual’s prior knowledge, skills, competencies, and experiences, and that evaluate such skills, and competencies for adaptability, to support efficient placement into employment or career pathways; 6. The development and review of statewide policies affecting the coordinated provision of services through the State’s one—stop delivery system described in section 121(e), including the development of: a. Objective criteria and procedures for use by the board in assessing the effectiveness and continuous improvement of one—stop centers. The State will utilize criteria and procedures to assess effectiveness and continuous improvement of all one—stop centers; b. Guidance for the allocation of one—stop center infrastructure funds under section 121(h); and c. Policies relating to the appropriate roles and contributions of entities carrying out one—stop partner programs within the one—stop delivery system, including approaches to facilitating equitable and efficient cost allocation in such system; 7. The development of strategies for technological improvements to facilitate access to, and improve the quality of, services and activities provided through the one—stop delivery system, including such improvements to: a. Enhance digital literacy skills (as defined in section 202 of the Museum and Library Services Act (20 U.S.C. 9101); referred to in this Act as “digital literacy skills”); b. Accelerate the acquisition of skills and recognized postsecondary credentials by participants; c. Strengthen

the professional development of providers and workforce professionals; and d. Ensure such technology is accessible to individuals with disabilities and individuals residing in remote areas; 8. The development of strategies for aligning technology and data systems across one—stop partner programs to enhance service delivery and improve efficiencies in reporting on performance accountability measures, including the design and implementation of common intake, data collection, case management information, and performance accountability measurement and reporting processes and the incorporation of local input into such design and implementation, to improve coordination of services across one—stop partner programs; 9. The development of allocation formulas for the distribution of funds for employment and training activities for adults, and youth workforce investment activities, to local areas as permitted under sections 128(b)(3) and 133(b)(3); 10. The preparation of the annual reports described in paragraphs (1) and (2) of section 116(d); 11. The development of the statewide workforce and labor market information system described in section 15(e) of the Wagner—Peyser Act (29 U.S.C. 491—2(e)); and 12. The development of such other policies as may promote statewide objectives for, and enhance the performance of, the workforce development system in the State.

The following describes the relationship between the board’s operational structure, including sub—groups within the workforce development system, and the implementation of the state board functions described in points 1 through 12 above. The table below provides an outline of each group’s function(s), but is not meant to be all inclusive as many groups overlap within the collaborative system. Several of the functions of a state board also take a different form in New Hampshire due to the state’s status as a single state workforce area. Board Functions by Subgroup Group Function State Workforce Innovation Board 1—12 Executive Committee 1—12 Youth Council 3, 12 Performance and Evaluation 4, 8, 12 One—Stop Operators Consortium 3, 5, 6, 8, 12 Interagency Directors Group 3, 5 Interagency Business Team 3(b)(d) Professional Development Team 3(g), 7 Sector Strategy Team 3(d) Performance Team 5(c)

STATE WORKFORCE INNOVATION BOARD The State Workforce Innovation Board is chaired by a businessperson and has 37 members, of whom 19 members (51%) are business representatives. The Board is charged with implementing WIOA in New Hampshire in a way that meets the demands for a 21st century workforce including the following priorities: • Increasing affordability of higher education for all New Hampshire residents; • Aligning workforce programs with the needs of business and industry; • Expanding job training; • Modernizing STEM education; and • Establishing college and career readiness standards. The SWIB mission is to promote lifelong learning by partnering with businesses, agencies, and organizations to bring the state’s education, employment, and training programs together into a workforce development system that will provide the means for residents of New Hampshire to gain sufficient skills, education, employment, and financial independence. The Board’s vision is to serve as a catalyst to establish a secure and sustainable workforce that will meet current and future skilled labor needs and provide a competitive advantage for New Hampshire businesses. The state Board and the workforce development system identified the following five (5) goals in order to ensure their system A) prepares an educated and skilled workforce, including preparing youth and individuals with barriers to employment and other populations, and B) meets the skilled workforce needs of employers. Goal 1: Create a demand-driven workforce development system that bases strategies, services, and investments on a data-informed approach, with a focus on

sector strategies. Goal 2: Offer flexible training and education opportunities that are aligned to business needs, including the development of career pathways and apprenticeships. Goal 3: Increase awareness of services available through the talent development system to support businesses and individuals Goal 4: Streamline access to employment and work-and-learn opportunities Goal 5: Expand communication and collaboration among partner agencies and programs

EXECUTIVE COMMITTEE The Executive Committee is chaired by the Chairperson of the Board and is comprised of current SWIB members. The Executive Committee has the authority to exercise all powers of the Board. Each member of the Executive Committee serves a 1-year term, or until his or her successor is duly elected and takes office. Membership consists of not fewer than five (5) and not more than ten (10) members, appointed by the SWIB. The Chairperson has general charge and supervision over the OWO affairs, in conjunction with the State Board and Executive Committee, and works as a microcosm of the board. The Executive Committee allows the board to be flexible and proactive in the needs of workforce development system.

YOUTH COUNCIL The Governor established the Youth Council as a sub-group of the Board in September 1999. The Youth Council is composed of twenty (20) members representing youth service agencies, public housing, labor, parents, juvenile justice, secondary and post-secondary education, business, and state agencies. The Youth Council is charged with identifying and meeting the needs of the emerging workforce. As part of the overall workforce development strategy, this sub-group of the Council focuses linking and expanding a host of education reform and youth development programs. The goal of the Youth Council is twofold. First, to sustain and improve the state's competitiveness in the global market by developing a highly skilled and flexible workforce. Second, to empower the state's youth to choose and follow career paths that lead to personal fulfillment and economic security.

PERFORMANCE AND EVALUATION The Performance and Evaluation sub-committee consists of representatives from business and core and non-core program agencies. The group provides leadership and direction for the development, implementation, and oversight of WIOA performance measures. The team is also tasked with establishing standards for the NH Works System to improve statewide uniformity for customer services and delivery. The group works in conjunction with Performance Team (described below) to oversee the Eligible Training provider list system. By including business representation, the team ensures that these activities align with industry demands and assist in the overall customer-centric focus of the workforce development system.

ONE-STOP OPERATOR CONSORTIUM (NH WORKS CONSORTIUM) The NH Works Consortium is a standing committee of the SWIB and serves as the One-Stop Operator in New Hampshire. Membership is assigned by the OWO and is comprised of Commissioner, Deputy Commissioner, State Director and/or other executive level staff from the state agencies responsible for the 6 WIOA core programs and other workforce system partners (i.e., NH Employment Security (NHES), NH Department of Education (DOE), NH Community College System (CCSNH), NH Department of Business & Economic Affairs (BEA), NH Department of Health and Human Services (DHHS) and the Community Action Association). The Chair of the State Board serves as the Chair of the Consortium. Decisions at the Consortium level are reached by a consensus, or in consultation with the SWIB and/or the Governor, as appropriate. The Consortium guides the work of the Interagency Directors Group (IDG), which in turn works with management staff within each partner agency, creating a flexible system that can respond to the needs of the State. The Consortium also oversees the implementation of system-wide workforce development strategies and goals at the service delivery level, consistent with the vision and goals set

forth by the SWIB. The Consortium is the primary committee charged with designing and implementing continuous improvement tools and processes for the day-to-day operations at the NH Works Centers. INTERAGENCY DIRECTORS GROUP (IDG) IDG is a management team established to work in collaboration with the NH Works Consortium. IDG is comprised of director-level staff from each of the state agencies responsible for WIOA core programs with additional members representing Temporary Assistance for Needy Families (TANF), the Community College System, and Federal apprenticeship staff. This team represents a direct connection between workforce system participants and policy makers. The IDG functions as a strategic mechanism to facilitate communication among partner agencies. This produces a more customer-centric system quickly identifying issues relevant to system-wide operations. The team identifies new or emerging issues that affect the work of the NH Works Center operations on a system level, and report them back to the NH Works Consortium with recommendations for change and/or continuous improvements as appropriate. Using existing NH Works Center operating agreements and the state Memorandum of Understanding as its guide, the IDG is accountable to the timely provision of solutions, improvements, and/or policy issuances, with the direction set forth by the NH Works Consortium. Decisions at the IDG level are reached by consensus of the team members, or in consultation with the NH Works Consortium. All decisions at the IDG level are submitted as recommendations to the NH Works Consortium for further discussion and final approval prior to implementation.

INTERAGENCY BUSINESS TEAM The Interagency Business Team (IBT) is a system improvement team established by the SWIB in collaboration with the NH Works Consortium. Members are assigned by the OWO in consultation with the NH Works Consortium. Like the other groups, the IBT includes core and non-core partners of this plan, as well as additional agencies outside of the plan. IBT members must currently have a position within their agency that allows for them to have day-to-day contact with the business community and therefore have a working knowledge of their local NH Works service delivery system and the direct needs of the businesses in their respective areas. The IBT functions as a collaborative mechanism to facilitate communication between partner agencies involved with current and ongoing employer services offered through the NH Works Centers. The IBT is a strategic alliance of the system partners, providing a streamlined employer service structure. This helps to eliminate duplicated services and promotes information sharing among agencies. The goal of the team is to identify strategies for better coordination of business services and provide a frontline voice to policy makers. Recommendations identified by the IBT for continuous improvement, and/or replication of best practices for working with employers at the local level, are submitted to the IDG for comment prior to being submitted to the NH Works Consortium for further discussion and/or final approval.

PROFESSIONAL DEVELOPMENT TEAM The Professional Development Team (PDT) is an interagency team established by the IDG in collaboration with the NH Works Consortium. The team serves as a state-level capacity building and planning team whose mission is to "Build the Capacity of NH Works Staff to Enhance Customer Service" within the workforce development system. The PDT's primary customers are NH Works Center staff and WIOA Youth providers. Team members coordinate partner agency training opportunities to reduce duplication, leverage existing training resources (e.g., trainers, training funds, training rooms, etc.) from within the system and/or the region to affect system efficiencies, as well as plan, develop and implement staff training opportunities. The PDT approach fosters continuous improvement throughout the system by the sharing information and skill development among the

partners. All decisions at the PDT level are submitted as recommendations to the IDG for further discussion. Training plans and/or other staff training recommendations are reviewed and approved by the IDG and submitted to the NH Works Consortium for final approval. SECTOR STRATEGY TEAM The Sector Strategy Team is an interagency committee created by the IDG to assist in creating a more demand-driven workforce system that is flexible to the needs of business and jobseekers. The team is focused on sector strategies that include regional, industry-focused approaches to workforce and economic development that improve access to good jobs and increase job quality in ways that strengthen a specified industry's workforce. The Sector Strategy Team utilizes a multiagency team-based approach to align the needs of business with the services delivered in the workforce system. In addition the Sector Strategy Team is tasked with spearheading the system's career pathway agenda. The team works under the guidance of the IDG and all recommendations are submitted the NH Works Consortium for final approval. PERFORMANCE TEAM The Performance Team was created by the IDG to review and coordinate the requirements and performance of training providers in regards to the WIOA. This interagency group is made up program-level staff from the agency responsible for WIOA core programs and includes a business representative. The group reviews policies and procedures as they relate to training providers and programs. The team's goal is to establish guidelines for the Eligible Training Provider List (ETPL) that allows New Hampshire jobseekers to make informed decisions based on data and labor market demand. This sub-group provides recommendations to the Performance and Evaluation Committee and/or NH Works Consortium for final approval.

2. IMPLEMENTATION OF STATE STRATEGY

Describe how the lead State agency with responsibility for the administration of each core program or a Combined State Plan partner program included in this plan will implement the State's Strategies identified in Section II(c). above. This must include a description of—

A. CORE PROGRAM ACTIVITIES TO IMPLEMENT THE STATE'S STRATEGY

Describe the activities the entities carrying out the respective core programs will fund to implement the State's strategies. Also describe how such activities will be aligned across the core programs and Combined State Plan partner programs included in this plan and among the entities administering the programs, including using co-enrollment and other strategies, as appropriate.

The lead State agencies responsible for WIOA core programs and non-core programs included in the combined plan are the Office of Workforce Opportunity (OWO), New Hampshire Employment Security (NHES), and New Hampshire Department of Education (DOE). Program responsibility by agency is as follows: DBEA/OWO administers the Adult, Dislocated Worker, and Youth WIOA Title I programs and the Senior Community Service Employment Program (Title V Older Americans Act). NH Employment Security administers the Wagner-Peyser and Trade Adjustment Assistance for Worker Program, Jobs for Veterans State Grants and Unemployment Insurance programs, Re-employment Services and Eligibility Assessment Program and the Migrant and Seasonal Farmworker Program. NH DOE administers the Adult Basic Education and Family Literacy (WIOA Title II) , Vocational Rehabilitation (Title I Rehabilitation, as amended by Title IV) and the Career and Technical Education (Card D. Perkins Career and Technical Education Act). The Federal

Apprenticeship program is also an important non-core partner essential to the going development of apprenticeship opportunities. The Office of Workforce Opportunity (OWO), New Hampshire Employment Security (NHES), and New Hampshire Department of Education (DOE) will work in partnership to carry out the goals of the SWIB through the network of collaboration described in section 3(a)(1). The workforce development system core (DBEA, NHES, NH DOE) and non-core (Federal Apprenticeship, DHHS, NHDOE/CTE) partners will execute the following goals and strategies.

GOAL 1: CREATE A DEMAND-DRIVEN WORKFORCE DEVELOPMENT SYSTEM THAT BASES STRATEGIES, SERVICES, AND INVESTMENTS ON A DATA-INFORMED APPROACH, WITH A FOCUS ON SECTOR STRATEGIES. Strategies: 1.1 Establish a framework to support industry-driven sector partnerships throughout the state; 1.2 Build upon the Interagency Business Team's (IBT) momentum surrounding collaborative business services strategies by engaging additional partners and formalizing information sharing protocols; 1.3 Engage more locally with economic development to ensure the systems are aligned and operate from an up-to-date understanding of in-demand sectors and occupations with regular sector analysis at the state and local levels

GOAL 2: OFFER FLEXIBLE TRAINING AND EDUCATION OPPORTUNITIES THAT ARE ALIGNED TO BUSINESS NEEDS, INCLUDING THE DEVELOPMENT OF CAREER PATHWAYS AND APPRENTICESHIPS FOR ALL POPULATIONS, INCLUDING YOUTH AND PERSONS WITH DISABILITIES TO PREPARE FOR EMPLOYMENT. Strategies: 2.1 Leverage knowledge/experience from industry-driven sector partnerships to inform career pathways offered in New Hampshire and promote greater access for youth, persons with disabilities and other target populations. 2.2 Ensure career pathways include opportunities to develop foundational skills; Include adult education as an entry-point to career pathways for individuals who have not previously earned their high school diploma or the equivalent; continue the NHWorkReady and/or similar programs for individuals in need of soft skill/employability skill development and continue the expansion of sector-based/supported employment/credential industry specific training programs for OSY participants.. 2.3 Work with network of the state's community colleges and other post-secondary education institutions to expand best practices related to flexible, business-driven training and education. 2.4 Work with K-12 education, career and technical education, postsecondary education, and business to promote career pathways for in-demand sectors and occupations to students in the talent pipeline. 2.5 Continue to advance apprenticeship as a workforce strategy

GOAL 3: INCREASE AWARENESS OF SERVICES AVAILABLE THROUGH THE TALENT DEVELOPMENT SYSTEM TO SUPPORT BUSINESSES AND INDIVIDUALS. Strategies include: 3.1 Employ proven strategies for marketing and outreach that target audiences (e.g. small and medium-sized businesses, sector-specific stakeholders, long-term unemployed individuals, underemployed individuals, youth, etc.). 3.2 Work with chambers of commerce, business and industry associations to promote services of NH Works and its partners to businesses. 3.3 Work with community-based organizations, libraries, schools, and partners' networks to promote services of NH Works and its partners to individuals and youth.

GOAL 4: STREAMLINE ACCESS TO EMPLOYMENT AND WORK-AND-LEARN OPPORTUNITIES Strategies: 4.1 Explore a common information system or the ability for system interfaces that will increase individuals' and businesses' access to all employment and training resources available to support their needs. 4.2 Expand the infrastructure for employers and individuals to pursue work-based learning opportunities along the full spectrum of options (internships, apprenticeship, etc.); map the existing resources and assets to support work-based learning in New Hampshire; continue

to assess business interest in work-based learning and the ideal engagement strategies from the businesses' perspectives; determine the most appropriate way(s) to link resources from various programs and partners to offer full spectrum of work-based learning opportunities.4.3 Make it easier for businesses and individuals to navigate the workforce development system by simplifying language and avoiding acronyms and "system lingo".
GOAL 5: EXPAND COMMUNICATION AND COLLABORATION AMONG PARTNER AGENCIES AND PROGRAMS Strategies: 5.1 Explore opportunities to share information more systematically among partners.5.2 Prioritize professional development of front-line staff on business services, partner programming/resources, and best practices.5.3 Develop a peer-to-peer learning network that offers opportunities for all levels of staff to identify best practices within the state, encourages information sharing among partners, and reinforces professional development of staff.

B. ALIGNMENT WITH ACTIVITIES OUTSIDE THE PLAN

Describe how the activities identified in (A) will be aligned with programs and activities provided by required one-stop partners and other optional one-stop partners and activities provided under employment, training (including Registered Apprenticeships), education (including career and technical education), human services and other programs not covered by the plan, as appropriate, assuring coordination of, and avoiding duplication among these activities.

New Hampshire understands that in order to implement a functional and effective workforce development system, partnerships outside of the non-core programs must be developed and maintained. These partnerships cover a wide array of programs and services to assist jobseekers in overcoming barriers and/or increasing their employability skills, and thereby creating a pipeline of talent that businesses need for success. These partners and programs include but are not limited to the following: New Hampshire Department of Health and Human Services (DHHS) (Temporary Assistance for Needy Families (TANF), Supplemental Nutrition Assistance (SNAP, Division for Children, Youth and Families (Juvenile Justice and Child and Family Services); New Hampshire Department of Business and Economic Affairs (DBEA) (Business Resource Center for Economic Development, Job Training Fund and Talent Attraction and Tourism; New Hampshire Employment Security (Migrant and Seasonal Farm Workers); New Hampshire Community Technical College System (CCSNH) (Post-Secondary Education Services, Carl Perkins Funds); NH DOE (K-12 Education) and the US Department of Labor (Job Corps and Registered Apprenticeships)

An example of how these outside partners are working in collaboration with core partners and non-core partners identified in this plan can be seen in the apprenticeship program. One of the SWIB's goals is to offer flexible training options to meet the needs of businesses through career pathways. The apprenticeship program through the federal Office of Apprenticeships offers customized training for businesses through the development of career pathways. These work-based learning opportunities are a result of core partner staff working directly with the Office of Apprenticeship in identifying the needs of the business, recruiting, placing participants, and providing wraparound supportive services to the businesses and job seekers to ensure a successful and sustained outcome. The partners will continue to expand apprenticeship opportunities to unemployed and underemployed jobseekers by working together throughout the state. There is also a strong collaboration with the TANF program to provide on-the-job training dollars for customers who may not

be seeking an apprenticeship, but would benefit from work-based learning experiences. One of our strategies for Pre-Apprenticeship and Registered Apprenticeship was to weave Apprenticeship staff within our subcommittees. Their staffs are members of state-wide committees including State Workforce Board, Youth Council, Business Relations Team, and Shared Youth Vision. Furthermore we have woven the Pre-Apprenticeship and Registered Apprenticeship within the tool kit of the various partners' job developers so that this opportunity may be considered whenever an individual is placed (on-the-job training, work-based learning, and/or direct placement). This includes partner staff completing the initial apprenticeship materials and forwarding to the Office of Apprenticeship. In addition, as required under WIOA, apprenticeship opportunities are added to the State's Eligible Training Provider list to ensure participants pursuing training opportunities are aware of and have access to apprentice opportunities. In addition, community partners representing the various interests of target populations regularly attend the local NH Works Partners meetings.

WorkReadyNH is an employability skills training program designed to meet the needs of New Hampshire businesses. It is a joint endeavor by the Community College System of NH, Office of the Governor, DRED, Employment Security, and NH Works, and funded by the State of New Hampshire's Unemployment Insurance Fund and contracted with the Office of Workforce Opportunity. This program provides training, at no cost to the participant, on skills employers have identified as essential in the workplace. The program is delivered at the community colleges where participants engage in remedial skill building (i.e., math and reading). They are then exposed to over 60 hours of job seeking and soft skills curriculum that includes: job interviews; general expectations; workplace safety; communication skills; team-building & conflict resolution; problem-solving; meetings; on-the-job training; customer service and performance review.

In addition to these skills, participants have the ability to earn a nationally-recognized credential — National Career Readiness Certificate (NCRC). The NCRC gauges an individual's level in reading for information, locating information, and applied mathematics. This multi-agency program is another example of how New Hampshire is working with partners across the workforce system. Participants from TANF, WIOA, SNAP, ABE, and others are often co-enrolled to coordinate career services and resources. New Hampshire is dedicated to continuing this model of collaboration through the WorkReadyNH program.

While not a contributing partner to the NH Works MOU infrastructure costs, the NH Department of Health and Human services is a full partner in all other ways. Key staff are members of the various interagency teams identified throughout this plan and local services are coordinated to ensure TANF and/or SNAP participants have direct and ongoing access to services offered through the NH Works offices. In addition, the primary contractor for the TANF work program known as the NH Employment Program (NHEP) is Southern NH Services, Inc., which is also the primary contractor for WIOA Adult and Dislocated Worker programs statewide.

Understanding that transportation is often a barrier for serving some individuals, members of the state board and the IDG are also engaging with the State Coordinating Council for Transportation. Agencies are discussing ways to coordinate the various transportation services to reduce duplication, increase availability, and maximize the scarce resources that are available. Workforce and human services agencies have been engaged to provide the

voice of their customers. Staff has also participated in providing input for the Governor's Advisory Commission on Intermodal Transportation's 10 year plan, as another way to make sure the voice of the customer is heard. In an effort to increase system-wide collaboration, these outside partners will continue to be included in the operation of the board functions described above through SWIB membership and sub-group participation. Outside partners included in this collaboration are members of the Youth Council, IDG, NH Works Consortium, and the IBT. This aids in the prevention of duplicated services and activities, but also ensures there is strategic coordination among all the partners in the NH workforce development system.

The Job Corps Center in Manchester, NH has established strong community and state level relationships to ensure youth served in the state have access to employment and training opportunities that best meet their individual needs. Referrals flow between WIOA youth programs, the Job Corps center, the local community colleges, as well as local school districts. Often youth are co-enrolled when maximum benefit is achieved. Job Corps representative sit on both the Youth Council and the State Workforce Innovation Board. In 2018 the Department of Business and Economic Affairs will be developing a 10 year plan, which will include the mapping of existing workforce development programs in an effort to identify opportunities for even better coordination and efficiency of limited resources within the state.

C. COORDINATION, ALIGNMENT AND PROVISION OF SERVICES TO INDIVIDUALS

Describe how the entities carrying out the respective core programs, Combined State Plan partner programs included in this plan, and required and optional one-stop partner programs will coordinate activities and resources to provide comprehensive, high-quality, customer-centered services, including supportive services (e.g. transportation), to individuals, including those populations identified in section II(a)(1)(B), and individuals in remote areas The activities described shall conform to the statutory requirements of each program.

The NH Workforce Innovation Board in conjunction with its subcommittee, the NH Works Consortium oversees the operation of the twelve (12) NH Works American Job Centers as described previously. Both the Youth Council and the NH Works Consortium are established subcommittees of the State Workforce Innovation Board. New Hampshire is a single state service delivery area, and as such has one state level board responsible for the State's WIOA one-stop delivery system known as NH Works. The NH Works system partners include the following: NH Department of Resources and Economic Development (DRED); NH Department of Education (NHDOE); NH Health and Human Services, Division of Family Assistance (DHHS); NH Employment Security (NHES); Community College System of NH (CCSNH); and the Community Action Association of NH (CAP). The NH Works one-stop centers are the frontline services for individuals within the workforce development system. The Office of Workforce Opportunity contracts its adult, dislocated worker, and National Emergency Grant services to the Community Action Associations. The staff from the Community Action Association, NH Employment Security, and NH Department of Education/Vocational Rehabilitation is co-located to provide a seamless customer-centric service. For individual job seekers, there is a clear and effective process when entering a one-stop center, which is reflected on the front-end beginning with an intake process. Job seekers can access an array of services and activities including but not limited to: NH Works

Center Services Career Services (Basic, Individual, and Follow-up); Determination of Eligibility; Assessments; Labor Exchange Information; Labor Market Information; Unemployment Insurance Information; FAFSA Assistance; Development of Individual Employment Plan; Group Counseling; Individual Counseling; Career Planning; Internships; Short-Term Per-Vocational Services (soft skills such as communication, punctuality, and personal maintenance skills); Workforce Preparation Activities (i.e., MS office, keyboarding, and Internet); Financial Literacy; Follow-up Services, Training Services and Occupational Skills Training; On-the-Job Training; Registered Apprenticeships; Adult Education and Literacy; Customized Training and Supportive Services to support career and training services. Co-enrollment in core programs and non-core programs is common, and staff uses a universal referral form for interagency service delivery. When co-enrollment is applicable and beneficial to the individual, a multi-agency case management team meeting is conducted where a services strategy is agreed upon and a “lead” case manager is assigned to coordinate services to eliminate duplication of services. In addition to the WIOA services outlined above, individuals are able to access energy assistance, health, food and nutrition assistance, Hispanic/Latino community services, housing and homeless programs, Welfare-to-Work programs, and other various supportive and volunteer services through the NH Works centers. All activities conform to the statutory requirements of each program and are accessible to all individuals. All program partner (core and non-core) agencies have access to the New Hampshire Job Matching System (JMS), which allows for collaboration among partners when providing any type of job search assistance. Memorandums of Understanding and Formal Data sharing agreements exist across the partner agencies outlining roles and responsibilities to support communication, coordination and referrals. Information sharing is key to the collaboration, coordination and alignment of services to individuals in New Hampshire. As described above the SWIB, NH Works Consortium, and IDG lead the effort at the state level. At a more community or program level NH Works partners hold quarterly meetings. These meetings are held in six (6) different regions across the state, which includes representatives from Employment Security, WIOA, Vocational Rehabilitation, TANF, resettlement agencies, contractors, and others involved with workforce services or wraparound supportive services. These quarterly meetings ensure open communication and system alignment. For Youth services, a Local Shared Youth Vision Team was created. The group includes representatives from various youth-serving agencies such as Job Corps, WIOA Youth program contractors, ABE, Juvenile Justice, VR, local school districts, homeless community outreach partners, and more. These meetings are held at both the regional and state level, with the goal of sharing information and assisting each other in navigating the various regulations as well as developing a systematic way to determine where youth should go first to receive the best services possible for an individual’s unique situation. The US Department of Labor, Office of Apprenticeship has two staff members assigned to New Hampshire. We have effectively woven the staff with representation at the State Board, Youth Council, Interagency Directors Group, Interagency Business Team and Shared Youth Vision to ensure inclusion of their programs. Furthermore, we have included pre-apprenticeship, work-based learning and Registered Apprenticeship within the partners’ job developers’ tool kit. Whenever an individual is placed (on-the-job training, work experience, or direct placement), the employer and participant is made aware of these programs and encouraged to participate. Moving forward, New Hampshire will continue the collaboration outlined above. To better improve coordination of services and activities, there will be an increase in professional

development. This will be accomplished through the recommendation of the PDT subgroup. Cross training agency staff will ensure the NH Works Centers remain a vibrant one-stop center where staff can provide direct linkages and meaningful information on partner services as outlined in WIOA 121(e). All of these efforts for coordination, alignment, and services are to ensure that the education and workforce systems increase opportunities for all, including individuals with disabilities and/or barriers.

D. COORDINATION, ALIGNMENT AND PROVISION OF SERVICES TO EMPLOYERS

Describe how the entities carrying out the respective core programs, any Combined State Plan partner program included in this plan, required and optional one-stop partner programs will coordinate activities and resources to provide comprehensive, high-quality services to employers to meet their current and projected workforce needs and to achieve the goals of industry or sector partners in the state. The activities described shall conform to the statutory requirements of each program.

The primary function of the Interagency Business Team (IBT) is to coordinate and align services to employers at a state and community level. The IBT functions as a collaborative mechanism to facilitate communication among partner agencies. This collaboration is specific to services to employers, both current and ongoing, offered through the NH Works Centers. The IBT is a strategic alliance of the system partners to provide a streamlined employer service structure in an effort to eliminate duplicated services and promote information sharing among agencies. The IBT is made up of partners from core, non-core, and outside programs. Team membership includes staff from federal apprenticeship, vocational rehabilitation, economic development, employment security, the community college system and a representative from WIOA Adult and Youth. The IBT focuses on sector strategies and other demand-driven initiatives supported by apprenticeship and other work based learning options for training to meet business needs. The IBT is spearheading the rollout of NEOSERRA, a business intelligence tool. New Hampshire will implement the NEOSERRA software, which will allow all core and non-core program partners to access and update business information. This software will allow frontline staff partners to read business case notes, enter services, and coordinate activities in terms of businesses services. This will further prohibit duplication of services and create a more customer-focused system. On the local level, business services and activities are delivered statewide by a team of NH Works partner staff whom are universally called Business Resource Specialists (BRS). Services that are available to businesses in the NH Works center include by are not limited to: labor exchange Information ; customized services which, include screening and referral of jobseekers, employer application assistance, recruitment events such as job fairs, and human resources consultation services such as, writing/reviewing job descriptions, developing performance appraisals ,creating orientations, helping with interview skills, analyzing employee turnover ,explaining labor laws, as well as the provision of labor market, sector strategies, career pathways apprenticeship, rapid response and layoff aversion information. All activities and services conform to the statutory requirements of each program and are accessible to employers. In order to coordinate these activities at the community level, regular BRS team meetings that include appropriate NH Works staff and partners are conducted. These meeting allow discussion on employer needs, which can then be matched to individual needs of NH Works and partner agency customers thereby creating a more customer-centric workforce system. Support

through the NH Works Professional Development Team provides for continued professional development opportunities for BRS staff across agencies to cross train, share information, and maximize resources. The US Department of Labor, Office of Apprenticeship has two staff members assigned to New Hampshire. We have effectively woven the staff with representation at the State Board, Youth Council, Interagency Directors Group, Interagency Business Team and Shared Youth Vision to ensure inclusion of their programs. Furthermore, we have included pre-apprenticeship, work-based learning and Registered Apprenticeship within the partners' job developers' tool kit. Whenever an individual is placed (on-the-job training, work experience, or direct placement), the employer and participant is made aware of these programs and encouraged to participate. All of these efforts for coordination, alignment, and services are to ensure that the education and workforce systems increase opportunities for all individuals including individuals with disabilities and/or barriers to employment, on the local level. On the state level the Governor has charged the newly formed Office of Business and Economic Affairs to serve as the State's lead entity for coordinating business activities within the state. The BEA is working to attract new business and new talent to support New Hampshire's growing economy. As well as work with existing businesses from addressing skill shortages to working with employers to promote recovery friendly work environments to support the State's opioid recovery efforts.

E. PARTNER ENGAGEMENT WITH EDUCATIONAL INSTITUTIONS

Describe how the State's Strategies will engage the State's community colleges and area career and technical education schools, as partners in the workforce development system to create a job-driven education and training system. WIOA section 102(b)(2)(B)(iv).

Engagement with educational institutions is led by NH DOE — a core and a non-core program partner and the Community College System of NH State office. NH DOE represents the K-12 education system, Adult Education, Vocational Rehabilitation, and CTE and is the contractor for WIOA Youth. The Career and Technical Education (CTE) plan is incorporated into this combined plan and works directly with staff to share resources and braid services as applicable. The Community College System, while not imbedded in this plan, is a full partner in the State's workforce development system playing a key role in connecting students with workforce initiatives and vice versa. Representatives from education participate on the SWIB, Youth Council, IDG, IBT, Shared Youth Vision, and the NH Works Consortium. In addition, the Community College System of NH (CCSNH) has a representative on each of these committees and the US Department of Labor, Registered Apprenticeship has staff on the State Board, Youth Council, Interagency Business Team to ensure inclusion of apprenticeship approaches in ongoing workforce development efforts, and the sharing of information and resources as appropriate.

A current effort includes funding and support from the National Governor's Association to coordinate existing and/or develop new work based learning opportunities for Youth. The NH DOE/CTE and CCSNH play a lead role in bringing system and business partners together for this purpose. Vocational Rehabilitation, the State Apprenticeship Director and Business and Industry leadership are members of the core team organized around this effort.

Engagement begins through the board and sub-groups' function, but disseminates to service-level staff. This institutionalized partnership is how New Hampshire will prepare

the future workforce through a pipeline of skilled workers including individuals with barriers and/or disabilities to meet the demands of business. NH DOE, OWO, and NH Employment Security understand that engagement with education needs to exist at every level. Only with engagement with education at every level will a true demand-driven education and training system exist. Currently, staff from NH DOE CTE and the Community College system are working on the state's career pathway project, which will coordinate and link pathway opportunities within identified occupational clusters for individuals from secondary to post secondary through employment.

F. PARTNER ENGAGEMENT WITH OTHER EDUCATION AND TRAINING PROVIDERS.

Describe how the State's Strategies will engage the State's other education and training providers, including providers on the state's eligible training provider list, as partners in the workforce development system to create a job-driven education and training system.

As described above, New Hampshire understands that engagement with education and training providers at all levels is necessary in order for a truly demand—driven workforce system to exist. The State will utilize the eligible training provider list (ETPL) to engage all training providers that offer opportunities leading to in—demand careers. In order to be included on the ETPL, training must be for occupations in industry sectors that are in—demand and result in completion of an industry—recognized credential, national or state certificate, or degree, including all industry appropriate competencies, licensing and/or certification requirements. New Hampshire also values Registered Apprenticeship as an important strategy for including a wider range of training opportunities for jobseekers that are work—based and demand—driven. Apprenticeship programs registered under the National Apprenticeship Act (NAA) are exempt from initial eligibility procedures to be included on the ETPL. Registered Apprenticeship programs must verify the status of their program on an annual basis in order to remain on the ETPL. As the state develops sector partnerships through the state, other education and training providers will be solicited to help develop, design and/or deliver occupation specific training. On—going engagement of other education and training providers is also necessary to develop robust community based career pathways.

G. LEVERAGING RESOURCES TO INCREASE EDUCATIONAL ACCESS

Describe how the State's strategies will enable the State to leverage other Federal, State, and local investments that have enhanced access to workforce development programs at the above institutions, described in section (E).

NH BEA, NH Employment Security, and NH DOE will lead and utilize the workforce development system partnerships as described above to ensure all resources are leveraged for education participants in attaining their educational goals. Core and non-core program staff will utilize WIOA, TAA, Vocational Rehabilitation, Pell Grants, public and private grants, and other resources to assist participants in their education goals. Professional development, guided by the PDT, and accurate training program information, provided through the ETP Team, will ensure all program staff are up-to-date with the latest educational resources information .

H. IMPROVING ACCESS TO POSTSECONDARY CREDENTIALS

Describe how the State's strategies will improve access to activities leading to recognized postsecondary credentials, including Registered Apprenticeship certificates. This includes credentials that are industry-recognized certificates, licenses or certifications, and that are portable and stackable.

With support from initiatives such as 65 by 25, which focuses marketing and creating greater access to education opportunities that lead to a credential, and the work developed through the Sector Strategies and Career Pathways efforts underway, system partners will work to improve access to postsecondary credentials. Beginning by focusing on high school diploma or equivalency attainment the state will align resources to improve access to services. This will be done by ensuring NH Works participants who lack a high school diploma are referred to Adult Basic Education (ABE) for services. A commitment to work-readiness programs such as WorkReadyNH will enable many participants to be introduced or reconnected to the education system.

In addition, the US Department of Labor, Office of Apprenticeship is a key partner in the ongoing development of registered apprenticeships that will result in recognized credentials as described in earlier sections and can be a key component in credentials that are portable and stackable. The WIOA ETPL system will identify apprenticeship training programs to the extent that employers and training providers are willing to post opportunities. The system will offer information on training programs that lead to credentials, licensure, and/or business recognized certificates to assist participants in making training choices that result in documented achievement. These activities, along with the state strategy outlined under Goal 2 in the combined plan (i.e., offer flexible training and education opportunities that are aligned to business needs, including the development of career pathways and apprenticeships for all participants, and the corresponding strategies for achieving this goal, will generate improved access to postsecondary credentials. New Hampshire will utilize a demand-driven system to identify which trainings leading to credentials are essential to business' needs. This information will inform corresponding career pathways from high school diploma through advanced degrees. Career pathways will create a pipeline of skilled and credentialed workers that New Hampshire businesses demand today and into the future.

I. COORDINATING WITH ECONOMIC DEVELOPMENT STRATEGIES.

Describe how the activities identified in (A) will be coordinated with economic development entities, strategies and activities in the State.

At the state level, the Office of Workforce Opportunity is a unit within the NH Department of Business and Economic Affairs (BEA). BEA was established by an act of the New Hampshire State Legislature in July 2017. The department is comprised of the Division of Economic Development and the Division of Travel and Tourism Development. In its authorizing legislation, RSA 12-O:24 requires the Department, with input and assistance from the Council of Partner Agencies (CPA) established under RSA 12-O:7 and other public and private organizations with whom it chooses to work, to develop a rolling 10-year economic development strategy and operating plan. The plan is scheduled for completion by December 1, 2018 and the following must be achieved:

- Align with growth sectors: work with the SPI and the CPA effort to confirm and align with the growth sectors represented in that initiative.
- Review existing plans: There are plans, personnel and programs, both

within DED as well as among economic development entities in the state, which will be a guide for this process. • Develop an eco-system map: The state has a considerable number of organizations that have direct or indirect involvement in economic development services, programs, planning, and implementation. The map should identify those organizations and their role, and should include pre-determined development zones or areas and their governing body throughout the state (i.e., industrial parks and development authorities). • Evaluate NH's workforce development structure: A primary component of NH's short-term development is the establishment and maintenance of career pathways for a wide array of careers in the State. Recommend efficiencies and leverage opportunities across those platforms and funding mechanisms (federal and state) and recommend programs and strategies to complement and address new opportunities. • Analyze NH's foreign direct investment opportunities: As a state that borders a sovereign nation, foreign investment is a critical element to NH's economic growth. The plan will work with the Office of International Commerce to analyze what opportunities there are, if the state is taking advantage of these opportunities, and strategies the state can execute to develop more or better opportunities. • Define key benchmarking data points for tracking: Define a number of broad benchmarking statistics that will be used to track outcomes and progress of this plan. These should include benchmarks related to specific data and broad averages and trends and be focused on key growth sectors to develop a rolling 10-year economic development strategy and operating plan. Through joint staff meetings with Economic Development as well as representation on IBT, NH Works Consortium, and Workforce Innovation Board, ensures coordination with economic development strategies. Furthermore OWO subcontracts Rapid Response responsibilities to the Division of Economic Development (DED), and at the state level DED is the lead entity in the state's sector development effort. The strategies outlined under Goal 1 of the combined plan will increase collaboration by engaging more community economic development partners to identify the needs businesses. By coordinating at a state and community level, New Hampshire will establish an industry-driven system focused on the needs of both jobseekers and businesses.

B. STATE OPERATING SYSTEMS AND POLICIES

The Unified or Combined State Plan must include a description of the State operating systems and policies that will support the implementation of the State strategy described in **Section II Strategic Elements** . This includes—

1. THE STATE OPERATING SYSTEMS THAT WILL SUPPORT THE IMPLEMENTATION OF THE STATE'S STRATEGIES. THIS MUST INCLUDE A DESCRIPTION OF—

A. STATE OPERATING SYSTEMS THAT SUPPORT COORDINATED IMPLEMENTATION OF STATE STRATEGIES (E.G., LABOR MARKET INFORMATION SYSTEMS, DATA SYSTEMS, COMMUNICATION SYSTEMS, CASE-MANAGEMENT SYSTEMS, JOB BANKS, ETC.).

Open lines of communication are established through Commissioner level agency representatives on the State Board and the Governor's direct relationship with the State Board Chair, on down through partner agency representation on the State Board subcommittees, and the staff that provide committee support. Meeting minutes and

products are shared with stakeholders. Sub—committee Chairs present to the full board on committee work, activities and recommendations at the quarterly board meetings. Local level communication is achieved through management teams and/or local one—stop partner meetings, which bring together co—located staff and other community partners to share workforce system information. Information is shared in a variety of ways. The following is a list of some standard mechanisms for communication across the system, and with the public:

- State Board agendas are posted on the NH Work’s website and at the State House.
- State Board minutes are posted on the NH Work’s website.
- Committee minutes are included in State Board packets at each quarterly meeting.
- Committee Chairs report committee activity updates at each quarterly meeting.
- Board and committee members are kept abreast of federal and state initiatives and directives are forwarded to board members and/or communicated at committee meetings, as appropriate.
- Written policies, procedures, and agreements are sent via internet to board members, committee members, management staff, program operators and local one—stop teams, as appropriate.

The interagency business team has also just adopted a customer relationship management system, Neoserra, for use by multiple agencies with business—serving staff to share information. This customer relationship management system (CRM) was previously used by some staff within the Department of Business and Economic Affairs, and it was determined that it could meet the needs of a wider group, to coordinate business contacts, assisting with business recruitment, retention, and expansion, as well as partners in the workforce development system. This information will promote a coordinated response to business needs, making services more efficient and potentially eliminating duplication of efforts. The approval and adoption process is currently in process for this system, and it is hoped that it will be ready for staff training in mid—winter 2016, with full implementation in late PY15. The Economic Labor Market Information Bureau (ELMIB) is the State’s lead agency for providing labor market information to all relevant agencies and partners. Over the years, New Hampshire’s award winning ELMIB has produced numerous reports and publications tailored to the specific needs of NH Works Center staff, and have provided training to local staff, demystifying labor market information, making it a viable tool for employment counselors and customers alike. ELMIB staff maintains a presence on both the state and local level and is available to provide training, technical assistance, presentations, workshops, products, and other services to the State Board, partners, community agencies, employers and the local One—Stop Center staff, to provide a coordinated picture of the labor market and available data. The New Hampshire Job Match System (JMS) is accessible via the Internet for all customers and partners or can be accessed at One—Stop Centers. All programs encourage customers to register in the JMS regardless of services received or the programs in which they are participating. Employer customers are also directed to the JMS and have access to information on all registered jobseekers across all programs. Partner programs do not currently have a common case management system as each has invested significant resources and energy in developing a case management system that meets the legal requirements of their program. However, staff do collaborate on individual cases when a customer is receiving or is eligible for services from more than one program. Agencies also share specific data with NH Employment Security that is used for calculating performance measures and accessing Unemployment Insurance data for performance calculation.

B. DATA-COLLECTION AND REPORTING PROCESSES USED FOR ALL PROGRAMS AND ACTIVITIES, INCLUDING THOSE PRESENT IN ONE-STOP CENTERS*.

New Hampshire manages customer data collection and reporting for WIOA Title I Adult and Youth programs through the State Board administered e—TEAMS case management and reporting system. All entities that receive WIOA funds are mandated to use this system consistent with service delivery contractual agreements. The ELMIB has been designated the Performance Accountability and Customer Information Agency (PACIA) by the Governor of New Hampshire and as such performs the necessary performance analysis and reporting functions under WIOA under contract with the Office of Workforce Opportunity. ELMIB generates the performance related items that must be submitted to the U.S. Department of Labor (DOL) as part of the WIOA Quarterly Summaries and Annual Report. These performance related items require the integration of the WIOA Standardized Record Data (WIASRD) with UI wage records, and program cost data acquired from OWO, Community Action Programs (CAPS), the NH Department of Education (DOE), the Community College System of NH (CCSNH), the Department of Business and Economic Affairs (DBEA), and WIOA Eligible Training Providers. ELMIB also performs additional program evaluation tasks as requested by partners involving Participant Individual Record Layout (PIRL)—like data (formerly WIASARD) and UI Wage Record Data, and analyzes WIOA participant data based on a variety of characteristics to help OWO define how differences in the population served over time or from local area to local area may affect performance. System integration is encouraged through the use of a single client record for program participants being served under WIOA. The e—TEAMS system has the ability to record and report partner services. In addition, all partners are encouraged to register customers in the NHES Job Match System to track customers. Performance is managed at multiple levels throughout the system: the State Workforce Innovation Board, the Performance and Evaluation Committee, the One—Stop Operator Consortium and the Interagency Directors Group. Financial performance management is a function of the Executive Committee of the State Board; reports and recommendations are shared at all levels of system management.

* For the PY 2016 state plan, descriptions of data collection and reporting processes need only include currently known indicators.

2. THE STATE POLICIES THAT WILL SUPPORT THE IMPLEMENTATION OF THE STATE'S STRATEGIES (E.G., CO-ENROLLMENT POLICIES AND UNIVERSAL INTAKE PROCESSES WHERE APPROPRIATE). IN ADDITION, PROVIDE THE STATE'S GUIDELINES FOR STATE-ADMINISTERED ONE-STOP PARTNER PROGRAMS' CONTRIBUTIONS TO A ONE-STOP DELIVERY SYSTEM.

New Hampshire has developed a variety of Memorandum of Understanding and policies to govern the workforce system, ensure high quality services, promote collaboration among system partners, and outline legislative, regulatory, and quality requirements for the workforce system. For additions and updates, the NH Works Consortium will lead the development of state policies and their communication and implementation, including guidelines for state-administered one-stop programs' contributions to the one-stop delivery system. Policies and procedures will comply with all requirements outlined by WIOA and respective federal and state legislation. They will be disseminated to all partner agencies and used to provide guidance to the workforce system and the implementation of the State Plan. In addition to coordination among core partners, the NH Works Consortium will continue to encourage coordination with non-core partner agencies to strengthen the alignment between the Governor's vision and the goals and strategies that are outlined in this plan to meet that vision.

Policies governing participant services are maintained at the sub-recipient level and include such topics as: Career Services and the description of each component; Individualized Career Services and description of components; Training Services and description of services; Follow-up services and description of components; Employer Services including description; Use of Individual Training Accounts including description; On-the-Job Training policy and procedures, Training Contracts including description, Mechanism for Service Delivery and its components, Methods of Referral and description; Universal access and its description

Specific policies at the State level include: A. Dual Enrollment Policy (WIOA Adult and Youth). This policy seeks the coordination of services for client(s) enrolled in two or more funding streams. Documentation of said services must be coordinated by the funding stream personnel and actions reflected within e-teams. File must contain documentation of said coordination. Furthermore, attainment of all co-enrollment performance measures for dually or concurrently served clients will be the responsibility of all parties serving the individual. The policy describes the procedures to be followed. A similar policy outlines the role and responsibilities of partner agencies when dislocated workers and trade act recipients are dually enrolled to ensure coordination of limited resources and maximum benefit to the participant. B. WIOA Priority of Service Policy: (Applicable to Adult, Dislocated Worker, and Youth Programs administered by OWO) this policy establishes Priority of Service, including Veterans priority. A priority requirement with respect to funds allocated for employment and training activities requests center staff to give priority to recipients of public assistance, other low-income individuals, and individuals who are basic skills deficient in the provision of individualized career services and training services. Priority is given in the following order: First, to veterans and eligible spouses who are also included in the groups given statutory priority for WIOA adult formula funds. This means that veterans and eligible spouses who are also recipients of public assistance, other low-income individuals, or individuals who are basic skills deficient would receive first priority for services provided with WIOA adult formula funds. Second, to non-covered persons (that is, individuals who are not veterans or eligible spouses) who are included in the groups given priority for WIOA adult formula funds. Third, to veterans and eligible spouses who are not included in WIOA's priority groups. Last, to non-covered persons outside the groups given priority under WIOA. This policy also addresses serving separating service members and military spouses with Dislocated Worker Funds as required under TEGl 22-04. Regarding military spouses, WIOA expands the definition of dislocated workers to include military spouses who have lost employment as a direct result of a relocation to accommodate a permanent change in duty station of the spouse. Military spouses may also qualify if they are a dependent spouse of a member of the Armed Forces on active duty whose family income is significantly reduced, as determined by the State or local area, because of a deployment, a call or order to active duty, a permanent change of station, or the service-connected death or disability of the service member. Military spouses also can qualify if they are unemployed or underemployed and are experiencing difficulty in obtaining or upgrading employment. C. Additional Barrier Criteria for WIOA Youth Programs. New Hampshire's Youth Council, under the auspices of the State Workforce Investment Board, and in collaboration with the Office of Workforce Opportunity, the grant recipient for WIOA Youth funds has identified the criterion as follows: In-School Youth: A youth determined to be at risk of dropping out of school as defined by the Jobs for America's Graduates program model definitions: One or more years behind modal grade for one's age

group, with particular emphasis on those two or more years behind modal grade. Below average academic test scores relative to students in his/her class with particular emphasis on those in the bottom 25% of the test score distribution. Above average number of absences during the past school year in comparison to other students in the school. D. Eligible Training Provider List policy and procedures govern the operation of the statewide Eligible Training Provider List (ETPL) in New Hampshire. They address the activities of the Governor, State Workforce Investment Board (SWIB) and their NH Works locations, and those training providers who wish to offer services to individuals whose training is funded by the Workforce Innovation and Opportunity Act (WIOA). This directive supersedes the Workforce Investment Act (WIA) and establishes the minimum performance standards for initial and subsequent eligibility for training providers who list training programs on the ETPL. Establish procedures for determining the initial and subsequent eligibility of public and/or private training providers to be included in the statewide ETPL. The ETPL process emphasizes: informed customer choice, performance accountability, and continuous improvement; develop and operate the ETPL in partnership with the SWIB. The ETPL is designed to gather and display useful information on training providers, their services and the quality of their programs; determines if the applicant meets State criteria for listing; compiles a comprehensive state list (the ETPL), and disseminate the ETPL with cost and performance information to the AJC (American Job Center) system. Using this process WIOA Adult program workers may issue an Individual Training Account (ITA) to an adult or dislocated worker (eligible participant) to fund training services after the customer's needs have been determined. The training provider must be selected from those listed on the ETPL, with limited exception. E. Conflict of Interest - The Workforce Innovation and Opportunity Act ("WIOA") and the New Hampshire Revised Statutes Annotated require that the State Workforce Innovation Board adopt standards for conflict of interest and self-dealing transactions. The Conflict of Interest policy outlines the conditions under which a conflict may exist and the process that needs to be followed to comply with the standards as articulated. The policy states that conflicts aren't limited to situations in which a board or committee member has a direct interest in a matter that involves economic commitment or gain. It can also arise from participation in a matter by his family member or by organizations with whom the member has certain ties, where it would be natural to assume some favoritism could be shown. A member with a conflict should not participate in a or vote on any formal action by the board that results in either approval of a transaction with a specific party, or of the definitive economic terms on which it will be completed, and that member should not be present when the final decision is taken. F. State Monitoring Policy - The purpose of this policy and procedure is to establish a monitoring system which contains acceptable standards for ensuring accountability. The system includes monitoring and implementation of sub-grantee contracts, carrying out monitoring activities at reasonable intervals, and taking prompt and appropriate corrective action when evidence indicates a possible violation of the Act, regulations or policies of the Office of Workforce Opportunity (OWO) and/or State Workforce Investment Board (SWIB).

Copies of policies that support the implementation of the State's strategies may be found at <http://www.nhworks.org/state-workforce-investment-board/State-Plan.aspx> The most recent WIOA One-Stop Operator MOU, revised in January 2018, identifies the partners and roles and responsibilities for the oversight, maintenance and financial support of the 12 NH Works American Job Centers located throughout the state. The MOU includes a detailed analysis of the costs associated with one-stop center operations and costs assigned to both

co-located partners and partners who are not colocated but for whom there is an identified benefit derived from the services provided through the local NH Works American Job Centers. In general colocated partners support operational and infrastructure costs calculated cost per FTE; non-colocated partners are assigned a cost based on infrastructure costs alone and are calculated based on estimated usage of services.

3. STATE PROGRAM AND STATE BOARD OVERVIEW

A. STATE AGENCY ORGANIZATION

Describe the organization and delivery systems at the State and local levels for the programs covered in the plan, including the organizational structure. Include an organizational chart.

State Level Organization Chart:

Governor - SWIB

CCSNH DHHS NHES NH DOE DBEA

NH Works consortium Interagency Directors Group

The Governor appoints a Commissioner for each of the key state agencies directly involved in the State's workforce development efforts (i.e., NH Employment Security, NH Department of Business and Economic Affairs, NH Department of Education and the Department of Health and Human Services) and a Chancellor for the Community College System of New Hampshire. The Governor also appoints the Chair of the State Workforce Board and all other board members consistent with WIOA procedures. The heads of each partner entity are appointed members of the state board. In addition, the Governor holds joint monthly meetings with the heads of each agency which allows for further cross-communication and information sharing specific to workforce development efforts related to the following services and programs.

NH Department of Education: WIOA Youth Services (contract with the Office of Workforce Opportunity); Vocational Rehabilitation; Adult Basic Education; Carl Perkins Funding Career & Technical Education

NH Department of Business and Economic Affairs: WIOA Rapid Response Services; Business Resource Center for Economic Development; Office of Workforce Opportunity, which is the administrative entity for WIOA Adult, Dislocated Worker & Youth and employs workforce board staff charged with leading the State's strategic planning for workforce issues and system policy making guidance, as well as contracts with Community Action Association to serve as primary contractor for WIOA adult and dislocated worker funds, including National Dislocated Worker Grants. Specifically, OWO contracts with NH DOE for WIOA Youth program services, the Community College System of NH for the NHWorkReady Program, DED for Rapid Response Services, and serves as the administrative entity for State SCSEP program.

NH Employment Security operates the following programs: Wagner-Peyser, Migrant and Seasonal Farm Workers, Jobs for Veterans' Service Grant, Unemployment Insurance; Foreign Labor Certification, WOTC/WTW Tax Credits; Labor Market Information Bureau;

Trade Act Program , Re-employment Services and Eligibility Assessment Program and serves as the PACIA entity.

NH Department of Health and Human Services; TANF programs — NHEP work program; Division for Children, Youth, and Families (Juvenile Justice and Family Services); SNAP program.

Community College System of New Hampshire: Post-secondary education services (eligible training provider for WIOA); Carl Perkins funds for Post-Secondary Improvement activities.

The Office of Workforce Opportunity (OWO) serves as the state level administrative entity for Workforce Innovation and Opportunity Act (WIOA) Adult and Youth funds flowing to the State from the US Department of Labor. The Department of Business and Economic Affairs is the state entity fiscal agent and is the official grant recipient of WIOA funds. The US Department of Labor, Region I office in Boston, Massachusetts provides federal oversight and technical assistance to the OWO. As a single state service delivery area, New Hampshire has developed a highly aligned governance and administrative structure that sets policy direction and performance goals and provides oversight to hold the workforce development system fully accountable. The state workforce innovation board serves as the advisory body for the development, update and evaluation of the planning process to ensure that workforce development programs remain fully responsive to New Hampshire’s economic development and labor market needs. State agencies work in a coordinated manner to oversee the implementation of a host of specific workforce development programs. Local agencies (or local administrative arms of state agencies) are responsible for managing programs and providing services to customers. The chart above is intended to identify only the primary state level program operators. The workforce development system consists of many other programs and services that prepare people for employment and training. New Hampshire has established an infrastructure that supports planning, policy-making and accountability across multiple workforce programs. Multiple committees of the State Board and other state-level interagency groups provide a vehicle for developing cohesive policies and strategies and managing performance across multiple programs. These committees include the One-Stop Operator Consortium (NH Works Consortium), Interagency Directors Group, Interagency Business Team, Professional Development Team, Sector Strategy Team, Performance Team, Performance and Evaluation Committee of the SWIB, and the Youth Council. These groups were described previously in Section III (a)(1) State Board Functions.

B. STATE BOARD

Provide a description of the State Board, including—

The Governor established and certified the Workforce Opportunity Council (Council) as the State’s Workforce Board under WIA on September 22, 1999. The Council name was changed to State Workforce Investment Board in 2009 with the creation of the Office of Workforce Opportunity (OWO) in the NH Department of Resources and Economic Development (DRED). In 2017 the Governor established the Department of Business and Economic Affairs (BEA); OWO is an office within BEA. The board’s name changed to the State Workforce Innovation Board (SWIB) with the implementation of WIOA. The Board is chaired by a businessperson and typically has about 37 - 40 members, of whom 51% are business representatives including a minimum of one small business representative. In addition the board includes: • The Governor (Section 101(b)(1)(A)); • Two representatives

of the State Legislature (Section 101(b)(1)(B)): • Lead officials from state agencies that oversee workforce development programs including chief elected officials (Section 101(b)(1)(C)(iii)) 9as required for a local board); and • Representatives of the workforce including labor and community-based organizations (Section 101(b)(1)(C)(ii)). Board members are generally selected according to the following criteria: geographic representation, industry sectors, company size, and workforce and economic development expertise. A strategic member selection process allows for the state board to have a diverse population, which represents the needs of the entire state. These members serve a two or three-year term and are appointed by the Governor with the expectation of the legislatives appointees. The full state board membership holds business meetings three times a year. Subcommittees meet monthly, bi-monthly or quarterly depending on the need. Meetings and meeting minutes are posted on the NH Works website for public view. The functions of a state board are listed in Section III (a)(1) of this plan, outlining each function and the groups involved in assisting the state board in carrying out that function. Please refer to Section III (a)(1) for a description of the activities of the SWIB, its committees, and other interagency groups for carrying out the state board’s functions.

I. MEMBERSHIP ROSTER

Provide a membership roster for the State Board, including members’ organizational affiliations.

Membership includes the following individuals and the entities they represent. The Governor: or proxy: Representatives of Business: Dick Anagnost (Chair), President, Anagnost Companies; Rick Wheeler, VP Human Resources, Associated Grocers of New England; Tim Sink, President, Greater Concord Chamber of Commerce; Brenda Quinn, Director, e-STEM Solutions; David Cioffi; Retired Business Owner; Mike Alberts, New England Wire Technologies; Michael Dunican, VP, North American Equipment Upfitters; Lee Nyquist, Esq Shaheen & Gordon, PA; Alan Reische, Esq. (Vice Chair), Sheehan Phinney Bass & Green; David Juvet, VP, Business and Industry Association; Lynda Erdbrink, VP/Principal Engineer, CHI Engineering Services; Dwight Davis, Senior Partners; Val Zanchuck, Graphicast, Inc.; Michael Somers, NH Lodging and Restaurant Association; Peter McNamara, NH Automobile Dealers Association; Eric Proulx, General Manager Tanger Outlets@ Tilton; Sara Currier, Dartmouth Hitchcock Hospital. Union Representatives: Glen Bracket, President, NH AFL-CIO and Bob Martel, LIUNA Representing Apprenticeship; Jonathan Mitchell, IBEW Representing Legislature: Representative William Hatch and Senator Jay Kahn. Representing Government/Workforce Leads and Community Based Organizations: Kelly Clark, Regional Director, AARP NH; Donnalee Lozeau, Executive Director, Southern New Hampshire Services Katherine Merrow, VP Community Impact, Charitable Foundation; Maureen Beauregard, Executive Director Families in Transition; Tamer Kaheil, Job Corps;; Taylor Caswell, Commissioner, Dept. of Business & Economic Affairs; George Copadis, Commissioner, Employment Security; Ken Merrifield, Commissioner NH Dept. of Labor;; Charles Ansel, Community College System of New Hampshire; William Hatch, NH State Representative; Jay Kahn, NH State Senator . A membership roster is found in Appendix D.

II. BOARD ACTIVITIES

Provide a description of the activities that will assist State Board members and staff in carrying out State Board functions effectively.

The Governor established and certified the Workforce Opportunity Council (Council) as the State's Workforce Board under WIA on September 22, 1999. The Council name was changed to State Workforce Investment Board in 2009 with the creation of the Office of Workforce Opportunity (OWO) in the NH Department of Resources and Economic Development (DRED). In 2017 the Governor established the Department of Business and Economic Affairs (BEA); OWO is an office within BEA. The board's name changed to the State Workforce Innovation Board (SWIB) with the implementation of WIOA. The Board is chaired by a businessperson and has 37 members, of whom 19 members (51%) are business representatives including a minimum of one small business representative. In addition the board includes: • The Governor (Section 101(b)(1)(A)); • Two representatives of the State Legislature (Section 101(b)(1)(B)); • Lead officials from state agencies that oversee workforce development programs including chief elected officials (Section 101(b)(1)(C)(iii)); and • Representatives of the workforce including labor and community—based organizations (Section 101(b)(1)(C)(ii)). Board members are generally selected according to the following criteria: geographic representation, industry sectors, company size, and workforce and economic development expertise. A strategic member selection process allows for the state board to have a diverse population, which represents the needs of the entire state. These members serve a three—year term and are appointed by the Governor with the expectation of the legislatives appointees. The Office of Workforce Opportunity (OWO) serves as the state level administrative entity for all WIOA Title I Adult, Dislocated Worker and Youth funds flowing to New Hampshire from the US Department of Labor (USDOL). The Department of Resources and Economic Development (DRED) is the state entity fiscal agent and is the official grant recipient of WIOA funds. The USDOL, Region I office in Boston, Massachusetts provides federal oversight and technical assistance to the OWO. The Governor in accordance with section 106(d) of WIOA has designated New Hampshire as a "Single State Local Area." As single service area, New Hampshire has developed a highly aligned governance and administrative structure that sets policy direction and performance goals and provides oversight to hold the workforce development system fully accountable. The State Workforce Innovation Board (SWIB) serves as the advisory body for the development, update, and evaluation of the planning process to ensure that workforce development programs remain fully responsive to New Hampshire's economic development and labor market needs. State agencies working in a coordinated manner oversee the implementation of a host of specific workforce development programs. Local agencies (or local administrative arms of state agencies) are responsible for managing programs and providing services to customers. This workforce development system allows the SWIB in conjunction with the NH Works Consortium, the Interagency Directors Groups, and the New Hampshire Works American Job Centers to execute the functions of a state workforce board pursuant to section 101(d) of WIOA. The full state board membership holds three business meetings a year. Subcommittees meet monthly, bi—monthly or quarterly depending on the need. Meetings and meeting minutes are posted on the NH Works website for public view. The functions of a state board are listed in Section III (a)(1) of this plan, outlining each function and the groups involved in assisting the state board in carrying out that function. Please refer to Section III (a)(1) for a description of the activities of the SWIB, its committees, and other interagency groups for carrying out the state board's functions.

4. ASSESSMENT AND EVALUATION OF PROGRAMS AND ONE-STOP PROGRAM PARTNERS

A. ASSESSMENT OF CORE PROGRAMS

Describe how the core programs will be assessed each year based on State performance accountability measures described in section 116(b) of WIOA. This State assessment must include the quality, effectiveness, and improvement of programs broken down by local area or provider. Such state assessments should take into account local and regional planning goals.

New Hampshire, as a single workforce area, will assess its core programs through the oversight activities conducted by the interagency management teams described throughout this plan and on-going continuous improvement strategies including but not limited to the following: Program Monitoring of WIOA Title I and SCSEP programs; annual NH Works Customer Satisfaction Surveys — participants, employers and staff; On-going assessment of performance conducted by the Performance and Evaluation Committee (e.g., recommend performance standards, review partner performance, and make recommendations for improvement) including WIOA Adult, Youth, Vocational Rehabilitation, Adult Education and Family Literacy, Wagner Peyser and other partner services as appropriate; Vocational Rehabilitation Agency will be working on a new statewide comprehensive needs assessment in 2016; Annual state level third party program monitoring and audits; Third-party evaluations, as needed; Professional Development Team activities that focus on providing training to improve services. The Performance and Evaluation Team, a standing subcommittee of the SWIB will review performance outcomes for each of these programs and identify continuous improvement needs and/or best practices as appropriate. A comprehensive one-stop center certification and ADA compliance, no less than once every two years.

B. ASSESSMENT OF ONE-STOP PROGRAM PARTNER PROGRAMS

Describe how other one-stop delivery system partner program services and Combined State Plan partner programs included in the plan will be assessed each year. Such state assessments should take into account local and regional planning goals.

All partner programs included in the plan will be addressed as referenced in (4)(A) immediately above. Other one—stop partner programs may be assessed through similar strategies as those listed, or through the use of newly designed assessment tools/strategies applicable to specific program services as they are developed. Under consideration is a requirement that other NH Works partners submit their performance reports annually to the SWIB for review.

C. PREVIOUS ASSESSMENT RESULTS

Beginning with the state plan modification in 2018 and for subsequent state plans and state plan modifications, provide the results of assessments of the effectiveness of the core programs and other one-stop partner programs and Combined State Plan partner programs included in the Unified or Combined State plan during the preceding 2-year period (i.e. the 2-year period of the plan modification cycle). Describe how the State is adapting its strategies based on these assessments.

The Workforce Innovation Board has been consistent in effectively monitoring the performance of WIA (and now WIOA), Title I programs as well as its Youth Council, which

reviews WIA (WIOA) Youth program performance quarterly. In addition, state board members sit on the NH Employment Security Unemployment Advisory Committee that reviews Wagner Peyser Performance. Program monitoring was cited by US DOL Region I for excellence in the state's most recent comprehensive review. As detailed below, the common measure goals for each of these programs were met or exceeded during the preceding 2-year period, specifically the program performance measures for program year 2014 and program year 2015 for Adult measures for Entered Employment, Six Months Retention and Average Earnings were exceeded in both years. Dislocated Worker Entered Employment and Average Earnings were exceeded in both years, while the Six Months Retention goal was met in 2014 and exceeded in PY2015. Youth Placement in Employment goals were exceeded in both years. The Attainment of Degree or Certificate goal was exceeded in PY2014, but failed in PY2015 due to the shift in OSY from ISY activities. Literacy & Numeracy Gains were met in both program years. Wagner-Peyser Labor Exchange met goals for Entered Employment and Six months retention in both program years, and exceeded the average earnings goals in both years. Similarly, the State SCSEP program met or exceeded program goals over the last two years. The NH Department of Education oversees the performance outcomes of Vocational Rehabilitation, Adult Education, and Carl Perkins funding to ensure of both federal and state standards are met. In addition, to the continuation of oversight of performance outcomes, a SWIB subcommittee has been recently re-established to focus on NH Works partners' performance and eligible training providers, the Performance and Evaluation Committee. Not only do they establish and monitor partner performance, they will also look at continuous improvement strategies related to credential, skills gains, and business performance and work with the IDG to implement and manage improved processes. For the 2018 state plan modification, New Hampshire will utilize findings from these monitoring activities to provide an assessment of the effectiveness of all partner programs.

D. EVALUATION

Describe how the State will conduct evaluations and research projects on activities under WIOA core programs; how such projects will be coordinated with, and designed in conjunction with, State and local boards and with State agencies responsible for the administration of all respective core programs; and, further, how the projects will be coordinated with the evaluations provided for by the Secretary of Labor and the Secretary of Education under WIOA.

The State assures compliance with this requirement through the ongoing continuous improvement activities described throughout this plan, such as monitoring, customer satisfaction surveys for participants and employers, quarterly data analysis, annual review of the NH Works one—stop service centers, and other such activities and/or reports. In addition, the SWIB working with the NH Works' One Stop Operator Consortium shall identify services/programs for which a third—party evaluator may be engaged to assess program effectiveness. In this situation, the board must recommend a strategy to the Governor for the use of the Title I Governor's set aside funds to accomplish this activity. In addition, moving forward the State will require an evaluation component in each WIOA discretionary grant it receives and will set aside grant funds for this purpose; which would be coordinated with evaluations known to be conducted by the Labor and/or Education National office. As we have in the past, the State will also take advantage of workforce

system evaluations of conducted by graduate students. The Interagency Work Groups (Consortium, IDG, and IBT) will work with Board and other partners to integrate evaluation and research projects that impact the workforce system in New Hampshire. Information developed by the multitude on state level workforce development initiatives underway (STEM, Advanced Manufacturing, 65 by 25, Work—based Learning Project, etc.) will be considered in the development of an integrated evaluation and research approach.

5. DISTRIBUTION OF FUNDS FOR CORE PROGRAMS

Describe the methods and factors the State will use in distributing funds under the core programs in accordance with the provisions authorizing such distributions.

A. FOR TITLE I PROGRAMS

For Title I programs, provide a description of the written policies that establish the State's methods and factors used to distribute funds to local areas for—

I. YOUTH ACTIVITIES IN ACCORDANCE WITH WIOA SECTION 128(B)(2) OR (B)(3),

New Hampshire as a single workforce area that receives minimum state funds employs a basic methodology consistent with the federal requirements for distribution of funds by funding source. Using the Notice of Obligation for funding, 15% of the monies are set aside for state level requirements. The remaining monies are contracted to WIOA contractors for state-wide services (85% Adult, 85% Youth and no less than 60% for Dislocated Worker). There is one statewide contractor for WIOA Adult and Dislocated Worker state formula funds and one statewide contractor for Youth funding. Contractors are required to ensure an equitable distribution of funds and services statewide. In determining distribution of local area allocations for WIOA programs, contractors use the same three formula factors that are used to determine the state allocations. These factors are: 1. Relative number of unemployed individuals in areas of substantial unemployment. 2. Relative excess number of unemployed individuals. 3. Relative number of economically disadvantaged individuals. When fully funded, WIA Dislocated Worker grant funds are distributed as follows: 60% to local workforce areas (no less) 25% for Rapid Response activities (up to) and 15% for statewide activities. In addition, for youth programs, a minimum of 75% of all funds must be expended for Out-of-School Youth; and a minimum of 20% of youth contractor funds for work-based learning.

Contractors are required to offer summer youth employment opportunities that link academic and occupational learning as part of the menu of services required by WIOA. The summer youth employment activity is not a stand-alone program. WIOA Youth contractors must integrate a youth's participation in summer employment into a comprehensive strategy for adding the youth's employment and training needs. Youth participating in any WIOA funded element must be provided with a minimum of twelve months of follow-up. When a youth is enrolled as an out-of-school youth, he/she maintains that designation regardless of any new enrollment in education, until the youth is exited from the WIA participation. In addition, state and local contractors are required to develop annual enrollment plans, line-item budgets, staffing plans, and required WIOA policy and procedures maintained as an operations manual. All documents are submitted to the OWO for final approval to ensure locally distributed funds are being expended in accordance with WIOA and Board parameters.

II. ADULT AND TRAINING ACTIVITIES IN ACCORDANCE WITH WIOA SECTION 133(B)(2) OR (B)(3),

III. DISLOCATED WORKER EMPLOYMENT AND TRAINING ACTIVITIES IN ACCORDANCE WITH WIOA SECTION 133(B)(2) AND BASED ON DATA AND WEIGHTS ASSIGNED.

B. FOR TITLE II:

I. MULTI-YEAR GRANTS OR CONTRACTS

Describe how the eligible agency will award multi-year grants or contracts on a competitive basis to eligible providers in the State, including how eligible agencies will establish that eligible providers are organizations of demonstrated effectiveness.

The NH Department of Education will award multiyear grants or contracts on a competitive basis to eligible providers within the state to enable eligible providers to develop and implement and improve adult education and literacy activities in the state. Grants and contracts The Request for Proposals (RFP) for three year grants will be issued by the Bureau of Adult Education, NH Department of Education in January, 2017. The due date for competed applications will be March 1, 2017. The grants will be submitted to the State Workforce Board for review and comment on March 10, 2017. The grants will be returned to the Bureau of Adult Education by April 1, 2017. Final approval of grant applications will take place prior to July 1, 2017.

All potential applicants for AEFLA funds will need to provide information/data that shows demonstrated effectiveness in providing adult education and literacy activities in prior years. Applicants that cannot meet that requirement will not be eligible for AEFLA funding. The Bureau of Adult Education will use commonly accepted student assessment data to make the determination as to whether or not an organization qualifies as an eligible provider.

The review process used by the Bureau of Adult Education will be based upon the thirteen criteria for rating local program applications in WIOA. One of those criteria is demonstrated effectiveness of the organization submitting the proposal.

(i) Describe how the eligible agency will ensure direct and equitable access to all eligible providers to apply and compete for funds and how the eligible agency will ensure that it is using the same grant or contract announcement and application procedure for all eligible providers.

New Hampshire Department of Education ensures that all eligible providers have 1) direct and equitable access to apply and compete for grants or contracts and 2) the same grant or contract announcement process and application process is used for all eligible providers.

Notice of the availability of AEFLA funds will be posted on the NH Department of Education's web site under Available Grants. In addition the notice of availability of funds will be published in the Manchester Union Leader, the only state wide daily newspapers. This will insure that all potential applicant who are eligible providers, whether current or new agencies, will be made aware of the availability of funds.

There will be one application that will be used for all Title II/state adult education funds including Corrections and IET/IELCE. Evidence of prior demonstrated effectiveness will be required as part of the application package and will be used, as required, as one of the criteria for awarding Title II funding.

II. ENSURE DIRECT AND EQUITABLE ACCESS

Describe how the eligible agency will ensure direct and equitable access to all eligible providers to apply and compete for funds and how the eligible agency will ensure that it is using the same grant or contract announcement and application procedure for all eligible providers.

New Hampshire Department of Education ensures that all eligible providers have 1) direct and equitable access to apply and compete for grants or contracts and 2) the same grant or contract announcement process and application process is used for all eligible providers.

Notice of the availability of AEFLA funds will be posted on the NH Department of Education's web site under Available Grants. In addition the notice of availability of funds will be published in the Manchester Union Leader, the only state wide daily newspapers. This will insure that all potential applicant who are eligible providers, whether current or new agencies, will be made aware of the availability of funds.

There will be one application that will be used for all Title II/state adult education funds including Corrections and IET/IELCE. Evidence of prior demonstrated effectiveness will be required as part of the application package and will be used, as required, as one of the criteria for awarding Title II funding.

C. TITLE IV VOCATIONAL REHABILITATION

In the case of a State that, under section 101(a)(2)(A)(i) of the Rehabilitation Act designates a State agency to administer the part of the Vocational Rehabilitation (VR) services portion of the Unified or Combined State Plan under which VR services are provided for individuals who are blind, describe the process and the factors used by the State to determine the distribution of funds among the two VR agencies in the State.

New Hampshire designates one state agency to administer all Vocational Rehabilitation services, including those for individuals who are blind, thus does not need to split the distribution of funds.

6. PROGRAM DATA

A. DATA ALIGNMENT AND INTEGRATION

Describe the plans of the lead State agencies with responsibility for the administration of the core programs, along with the State Board, to align and integrate available workforce and education data systems for the core programs, unemployment insurance programs, and education through postsecondary education, and to the extent possible, the Combined State Plan partner programs included in this plan. The description of the State's plan for integrating data systems should include the State's goals for achieving integration and any progress to date.

I. DESCRIBE THE STATE'S PLANS TO MAKE THE MANAGEMENT INFORMATION SYSTEMS FOR THE CORE PROGRAMS INTEROPERABLE TO MAXIMIZE THE EFFICIENT EXCHANGE OF COMMON DATA ELEMENTS TO SUPPORT ASSESSMENT AND EVALUATION.

Currently, all partner programs except Adult Education, use the NH Employment Security Unemployment Insurance Data for calculation of performance measures related to employment, retention and wage gain through a data exchange. Furthermore, Wagner Peyser and WIOA Title I funded programs transmit their reporting data for calculation of performance measures for all of its funds. Financial agreements exist between the NH Employment Security and the respective partner for these services. It is certainly our vision to continue these relationships and provision of management information data sharing systems for determining various partner performance. Due to statutes surrounding the inability to use Social Security numbers in Adult Education programming, the survey methodology for performance calculation will be utilized.

II. DESCRIBE THE STATE'S PLANS TO INTEGRATE DATA SYSTEMS TO FACILITATE STREAMLINED INTAKE AND SERVICE DELIVERY TO TRACK PARTICIPATION ACROSS ALL PROGRAMS INCLUDED IN THIS PLAN.

The NH Works Partners continue to explore methods for integration of data systems beyond performance reporting. Many of the partners receive no state funds and as a minimum—funded state, limited resources exist. All of the partners have a computerized case management system (except Adult Education) that meets their funding stream's specific requirements with several million dollars invested in each system. To integrate some of the partners case management system for a streamlined intake and service delivery system will require additional funding targeted for this purpose.

III. EXPLAIN HOW THE STATE BOARD WILL ASSIST THE GOVERNOR IN ALIGNING TECHNOLOGY AND DATA SYSTEMS ACROSS REQUIRED ONE-STOP PARTNER PROGRAMS (INCLUDING DESIGN AND IMPLEMENTATION OF COMMON INTAKE, DATA COLLECTION, ETC.) AND HOW SUCH ALIGNMENT WILL IMPROVE SERVICE DELIVERY TO INDIVIDUALS, INCLUDING UNEMPLOYED INDIVIDUALS.

New Hampshire's Board recognizes the value of aligning partner's technology and data systems for common intake, data collection, eliminating duplication of services and more effective management of the system. However, with limited resources, the Board will continue to explore new methodologies and funding sources to help us achieve these goals. To address this issue, utilizing grant funds from the US Department of Labor received by NH Employment Security, efforts are underway to work with Workforce Connect to develop a common entry portal for NH Work partner agency staff.

IV. DESCRIBE THE STATE'S PLANS TO DEVELOP AND PRODUCE THE REPORTS REQUIRED UNDER SECTION 116, PERFORMANCE ACCOUNTABILITY SYSTEM. (WIOA SECTION 116(D)(2)).

Using existing methodologies for reporting and performance accountability system, we are prepared to update our case management system and related computer scripts to gather needed information for reporting. Furthermore, Adult Education is working to develop an agreement with NH Employment Security to gather and share related information to the extent allowable under the law.

Planning Note: States should be aware that Section 116(i)(1) requires the core programs, local boards, and chief elected officials to establish and operate a fiscal and management accountability information system based on guidelines established by the Secretaries of Labor and Education. States should begin laying the groundwork for these fiscal and management accountability requirements, recognizing that adjustments to meet the elements above may provide opportunity or have impact on such a fiscal and management accountability system.

B. ASSESSMENT OF PARTICIPANTS' POST-PROGRAM SUCCESS

Describe how lead State agencies will use the workforce development system to assess the progress of participants who are exiting from core programs in entering, persisting in, and completing postsecondary education, or entering or remaining in employment. States may choose to set additional indicators of performance.

New Hampshire Workforce partners will utilize WIOA performance standards for determining effectiveness for individuals served within these programs: within the program as well as post—program outcomes. WIOA Title I will provide a year of post training follow—up services. In addition, customer satisfaction surveys are administered semi—annually to NH Works customers. The Performance and Evaluation Committee will monitor the quarterly outcomes of the programs using for the first year the federal standards. As time and need permits, additional state standards may be established.

C. USE OF UNEMPLOYMENT INSURANCE (UI) WAGE RECORD DATA

Explain how the State will meet the requirements to utilize quarterly UI wage records for performance accountability, evaluations, and as a source for workforce and labor market information, consistent with Federal and State law. (This Operational Planning element applies to core programs.)

With the exception of Adult Education, New Hampshire Workforce Partners have existing contracts and relationships with NH Employment Security to utilize quarterly UI wage records for performance accountability, evaluation, and a source for workforce and labor market information consistent with Federal and State Law. NH Employment Security will be working with Adult Education to expand their services to include Adult Education to the extent allowable in the law.

D. PRIVACY SAFEGUARDS

Describe the privacy safeguards incorporated in the State's workforce development system, including safeguards required by section 444 of the General Education Provisions Act (20 U.S.C. 1232g) and other applicable Federal laws.

All partners maintain participant confidentiality at all times. • Confidentiality requirements include any information regarding project applications or participants and their immediate families that make be obtained through application forms, interviews, test, reports from public agencies or counselors, or any other source. • Reasonable steps are taken to ensure the physical security of all data gathered and inform each of its employees, contractors and subrecipients having any involvement with personal data or other confidential information of the laws and regulations related to confidentiality.

7. PRIORITY OF SERVICE FOR VETERANS

Describe how the State will implement and monitor the priority of service provisions for veterans in accordance with the requirements of the Jobs for Veterans Act, codified at section 4215 of 38 U.S.C., which applies to all employment and training programs funded in whole or in part by the Department of Labor. States should also describe the referral process for veterans determined to have a significant barrier to employment to receive services from the Jobs for Veterans State Grants (JVSG) program's Disabled Veterans' Outreach Program (DVOP) specialist.

The State Veteran Services plan defines the veteran priority of service for Wagner-Peyser pursuant to the Jobs for Veterans Act. In the local One-Stop Career Centers veterans receive priority of service from all partner staff. Priority is given to veterans for all new job listings posted on the NHWorks Job Match System by placing new job orders on a twenty-four hour veteran hold during which time the job order is only viewable by staff for the referral of veterans, and on-line the job order can only be viewed by registrants that are identified as veterans. The DVOP specialists and the LVER staff work in daily collaboration with one-stop delivery system partner staff to promote employment, training, placement and other opportunities for veterans. Intra-staff collaboration is also enforced via program updates shared among partners during regularly scheduled staff meetings. One of the LVER's principal duties is to conduct outreach to employers, employer associations, and business groups to promote the advantages of hiring veterans, to assist veterans in gaining employment, and to develop relationships, jobs, training, or job training opportunities for veterans and eligible persons. The LVER's second primary function is to facilitate employment, training and placement services provided to veterans within the NHWORKS system via capacity building to ensure easier access to the appropriate employment and training services for eligible job-seeking veterans and eligible persons. NHWORKS monitors priority of service through review of the States Performance Outcome Data, quarterly Manager's Report on Service to Veterans and observation. In addition, the WIOA adult program tracks veteran enrollments quarterly, monitoring access and outcomes to ensure veterans receive priority services. Local sub-recipient policy and process manuals outline the veteran priority process to be followed. Currently veterans represent just over 11% of total enrollments in the adult and dislocated worker WIOA funded program; up from just over 7% in 2012. Veterans and eligible spouses (covered persons) are given priority of service for the receipt of employment, training, and placement services provided under all WIOA funded programs. A veteran or eligible spouse either receives access to a service earlier than others, or if resources are limited, the veteran or eligible spouse receives access to the service instead of others. Veterans must first meet program eligibility requirements, as outlined in 38 U.S.C. 4215, in order to obtain priority of service. Once an eligible veteran or eligible person is identified as having an Significant Barrier to Employment (SBE), as defined in VPL 03-14, including change 1 and change 2 or current guidance; or are a member of a population designated by the Assistant Secretary, as outlined in VPL 04-14 or current guidance, they will be referred to the DVOP specialist. The DVOP specialist will place the veteran or eligible person into case management and facilitate intensive services to help overcome the SBE's and assist the veteran to become job ready.

8. ADDRESSING THE ACCESSIBILITY OF THE ONE-STOP DELIVERY SYSTEM FOR INDIVIDUALS WITH DISABILITIES

Describe how the one-stop delivery system (including one-stop center operators and the one-stop delivery system partners), will comply with section 188 of WIOA (if applicable) and applicable provisions of the Americans with Disabilities Act of 1990 (42 U.S.C. 12101 et seq.) with regard to the physical and programmatic accessibility of facilities, programs, services, technology, and materials for individuals with disabilities. This also must include a description of compliance through providing staff training and support for addressing the needs of individuals with disabilities. Describe the State's one-stop center certification policy, particularly the accessibility criteria.

The collaborative partnerships that exist with collocation of partner agency staff from Employment Security (Wagner—Peysner, Veterans Services, Farm Workers, Trade Act); Vocational Rehabilitation (people with disabilities, adult basic education); Community Action Agency (WIOA services dislocated workers, displaced homemakers, low—income individuals and connects to CAP services such as Head Start, Fuel Assistance, and other support programs); Older Worker Program (employment and support programs); and Granite State Independent Living (benefit specialists for the disabled) ensures that the full range of employment and training programs are accessible in one location to meet the needs of specific target populations. In addition, although no longer co—located, a close relationship and co—enrollment exists with the NH Employment Program (TANF recipients). Collectively, these partner agencies form a network of internal and external resources and services accessible to individuals in need of specific and/or specialized assistance in overcoming barriers to employment. In addition, One—stop career centers are fully accessible and offer a variety of specialized equipment and resources to address the needs of people with disabilities, and through the “language line” and access to interpreter services, people with limited English—speaking proficiency are able to access information and services. The State will continue to support enhanced services to those with significant barriers to employment through a variety of new and ongoing strategies. Accessibility and quality of service provision will continue to be evaluated affecting greater access to employment opportunities for people with disabilities and will continue to be addressed through the collaborative partnership established through the Governor's Task Force on People with Disabilities, which is directly linked to One—Stop center activities, and continuous improvement strategies that include staff development and adopting new approaches to service delivery will be planned for and implemented to achieve improved services and outcomes. As referenced earlier, all partners provide employment and training services in response to the needs of individuals with disabilities. One of the NH Works Partners, NH Department of Education, Bureau of Vocational Rehabilitation focuses on individuals with significant disabilities. They are co—located at each of the twelve NH Works offices. VR has productive relationships with all of the NH Works partners. Together they assist those mutual customers with disabilities in obtaining necessary services to improve their ability to obtain and maintain employment. The long—term strategy to improve services to and employment outcomes of individuals with disabilities includes plans for promotion and development of employment opportunities, job counseling and job placement. This is achieved through individual and partner resources, as appropriate. Joint services to employers have included those listed below and similar events are anticipated for the future: • Yearly employment leadership awards to highlight employers with inclusive hiring practices for people with disabilities. • Business to business expos • Business summits • Chamber of Commerce events • Partnering for staff capacity at large job fairs (i.e. Merrimack Premium Outlets, etc.) VR personnel also provided partner placement

staff with the ACRE model. This training program improved the job placement and coaching skills of youth staff assisting people with disabilities in obtaining and maintaining employment. Furthermore, NH Vocational Rehabilitation was recognized in 2012 as the Business Assistance Organization of the Year by the Business NH Magazine and the NH Association of Chamber of Commerce Executives. The Professional Development Team has included programs pertaining to serving individuals with disabilities. For example, in the fall of 2015, all NH Works office staff were required to complete At Your Service: Welcoming Customers with Disabilities online training course (<http://www.wiawebcourse.org/>). The course was self-paced and can be completed in multiple sessions. In the spring is the annual NH Works Training Conference where traditionally a workshop regarding this training need occurs. In addition, on-going trainings pertaining to serving individuals with disabilities will occur as the need is determined by the Professional Development Team. The State's one-stop certification process for its comprehensive center includes a review of the Center using the American's with Disabilities Act Checklist for Readily Achievable Barrier Removal. Furthermore, all of the partner programs require accessibility in both rented and state-owned properties.

9. ADDRESSING THE ACCESSIBILITY OF THE ONE-STOP DELIVERY SYSTEM FOR INDIVIDUALS WHO ARE ENGLISH LANGUAGE LEARNERS.

Describe how the one-stop delivery system (including one-stop center operators and the one-stop delivery system partners) will ensure that each one-stop center is able to meet the needs of English language learners, such as through established procedures, staff training, resources, and other materials.

New Hampshire's one stop system staff continues to train on best practices for working with individuals with disabilities and/or barriers to employment. ADA, EO and other related training topics are a priority for the interagency Professional Development team charged with identifying and implementing training opportunities for NH Works one-stop center staff. All center staff was required to complete the one stop specific online tool - At Your Service Welcoming Customers with Disabilities, a project of the ADA national work network. In addition, Centers are assessed once every two years for physical accessibility using the Americans with Disabilities Act Checklist for Readily Achievable Barrier Removal. Centers are each equipped with tools, such as the language line service, to support the needs of individuals with limited English proficiency. Access to a list of interpreter's services is through the NH Department of Education website, and/or the Community Action Agencies. Computer labs are available at each of the NH Works centers with extensive computer-based learning tools, and are the state's main effort to provide basic skills, literacy, and English as Second Language training to WIOA customers on a drop-in, open-access basis. If a customer is determined in need of these services, they are referred directly to WIOA Title II Adult Education services for remedial basic skills, English as a Second/Other Language and related services.

IV. COORDINATION WITH STATE PLAN PROGRAMS

Describe the methods used for joint planning and coordination among the core programs, and with the required one-stop partner programs and other programs and activities included in the Unified or Combined State Plan.

Partners in the New Hampshire workforce system have a solid foundation for collaboration that eased the combined planning process. Joint planning and coordination of the core programs and the other programs and activities covered by New Hampshire's Combined State plan are guided by several mechanisms, as described previously, that the state has established for oversight, planning, and alignment. With strategic direction from the State Workforce Innovation Board, the New Hampshire One Stop Consortium is responsible for joint planning and oversees the integration of service delivery strategies carried out in the NH Works centers. With executive representation from the state agencies responsible for the six WIOA core programs and all other partners included in this plan, the One Stop Consortium sets the direction for joint planning and coordination among program partners. With this direction, the Interagency Directors Group (IDG) is responsible for direction staff, policy alignment, and overall implementation of joint plans. Throughout the planning process for this Combined State Plan, both the New Hampshire One Stop Consortium and the Interagency Directors Group, in addition to the State Workforce Innovation Board, were actively involved in identifying goals and strategies for the next four years. The methods utilized to develop this plan included:

- Labor market and economic analysis
- Stakeholder Engagement
 - o Focus groups with adult education and career and technical education representatives, vocational rehabilitation and representatives from the developmental disability service community, workforce agency and partner staff, and business owners and economic development in four different locations in the state
 - o Interviews with agency directors, community college and university leadership, key business owners, and other important stakeholders
 - o Surveys of workforce agency partners, education and training institutions, economic development organizations, businesses, and individuals
- Planning meetings and input sessions with the State Workforce Innovation Board, the Interagency Directors Group, the NH Works Consortium, and the Interagency Business Team

In the future, joint planning and coordination will maintain this data—informed, inclusive approach to ensure sound decision—making. The Joint planning and coordination will maintain this data-informed, inclusive approach to ensure sound decision-making whenever update and/or plan modifications are required. Most recently partner entities and key stakeholders came together to respond to the 2-year plan modification requirement. Joint planning discussions were held culminating in a formal public hearing on March 28, 2018, to inform and solicit feedback for inclusion in the State Plan modification, as appropriate.

V. COMMON ASSURANCES (FOR ALL CORE PROGRAMS)

The Unified or Combined State Plan must include assurances that—

1. The State has established a policy identifying circumstances that may present a conflict of interest for a State Board or local board member, or the entity or class of officials that the member represents, and procedures to resolve such conflicts; Yes
2. The State has established a policy to provide to the public (including individuals with disabilities) access to meetings of State Boards and local boards, and information regarding activities of State boards and local boards, such as data on board membership and minutes; Yes
3. The lead State agencies with optimal policy-making authority and responsibility for the administration of core programs reviewed and commented on the appropriate operational planning elements of the Unified or Combined State Plan, and approved the elements as serving the needs of the populations served by such programs; Yes
4. (a) The State obtained input into the development of the Unified or Combined State Plan and provided an opportunity for comment on the plan by representatives of local boards and chief elected officials, businesses, labor organizations, institutions of higher education, the entities responsible for planning or administrating the core programs, required one-stop partners and the other Combined Plan programs (if included in the State Plan), other primary stakeholders, including other organizations that provide services to individuals with barriers to employment, and the general public, and that the Unified or Combined State Plan is available and accessible to the general public; (b) The State provided an opportunity for review and comment on the plan by the State Board, including State agency official(s) for the Unemployment Insurance Agency if such official(s) is a member of the State Board; Yes
5. The State has established, in accordance with WIOA section 116(i), fiscal control and fund accounting procedures that may be necessary to ensure the proper disbursement of, and accounting for, funds paid to the State through allotments made for the core programs to carry out workforce development activities; Yes
6. The State has taken appropriate action to secure compliance with uniform administrative requirements in this Act, including that the State will annually monitor local areas to ensure compliance and otherwise take appropriate action to secure compliance with the uniform administrative requirements under WIOA section 184(a)(3); Yes
7. The State has taken the appropriate action to be in compliance with WIOA section 188, Nondiscrimination, as applicable; Yes
8. The Federal funds received to carry out a core program will not be expended for any purpose other than for activities authorized with respect to such funds under that core program; Yes
9. The State will pay an appropriate share (as defined by the State board) of the costs of carrying out section 116, from funds made available through each of the core programs; Yes

10. The State has a One-Stop certification policy that ensures the physical and programmatic accessibility of all One-Stop centers with the Americans with Disabilities Act of 1990 (ADA); Yes

11. Service providers have a referral process in place for directing Veterans with Significant Barriers to Employment (SBE) to DVOP services, when appropriate; and Yes

12. Priority of service for veterans and eligible spouses is provided in accordance with 38 USC 4215 in all workforce preparation, development or delivery of programs or services funded directly, in whole or in part, by the Department of Labor. Yes

VI. PROGRAM-SPECIFIC REQUIREMENTS FOR CORE PROGRAMS

The State must address all program-specific requirements in this section for the WIOA core programs regardless of whether the State submits either a Unified or Combined State Plan.

PROGRAM-SPECIFIC REQUIREMENTS FOR ADULT, DISLOCATED WORKER, AND YOUTH ACTIVITIES UNDER TITLE I-B

The Unified or Combined State Plan must include the following with respect to activities carried out under subtitle B--

A. ADULT, DISLOCATED WORKER, AND YOUTH ACTIVITIES GENERAL REQUIREMENTS

1. REGIONS AND LOCAL WORKFORCE DEVELOPMENT AREAS

A. IDENTIFY THE REGIONS AND THE LOCAL WORKFORCE DEVELOPMENT AREAS DESIGNATED IN THE STATE.

B. DESCRIBE THE PROCESS USED FOR DESIGNATING LOCAL AREAS, INCLUDING PROCEDURES FOR DETERMINING WHETHER THE LOCAL AREA MET THE CRITERIA FOR “PERFORMED SUCCESSFULLY” AND “SUSTAINED FISCAL INTEGRITY” IN ACCORDANCE WITH 106(B)(2) AND (3) OF WIOA. DESCRIBE THE PROCESS USED FOR IDENTIFYING REGIONS AND PLANNING REGIONS UNDER SECTION 106(A) OF WIOA. THIS MUST INCLUDE A DESCRIPTION OF HOW THE STATE CONSULTED WITH THE LOCAL BOARDS AND CHIEF ELECTED OFFICIALS IN IDENTIFYING THE REGIONS.

C. PROVIDE THE APPEALS PROCESS REFERRED TO IN SECTION 106(B)(5) OF WIOA RELATING TO DESIGNATION OF LOCAL AREAS.

D. PROVIDE THE APPEALS PROCESS REFERRED TO IN SECTION 121(H)(2)(E) OF WIOA RELATING TO DETERMINATIONS FOR INFRASTRUCTURE FUNDING.

New Hampshire is a single workforce area, and therefore does not designate regions or local workforce development areas.

2. STATEWIDE ACTIVITIES

A. PROVIDE STATE POLICIES OR GUIDANCE FOR THE STATEWIDE WORKFORCE DEVELOPMENT SYSTEM AND FOR USE OF STATE FUNDS FOR WORKFORCE INVESTMENT ACTIVITIES.

Policies and MOUs governing the workforce development system may be found on the NH Works website (<http://www.nhworks.org/state-workforce-investment-board/State-Plan.aspx>) All of the State partner agencies are following NH State Laws and Accounting principles which can be found at NH Manual of Procedures (<http://gencourt.state.nh.us/rules/manual/amendedmanualeffective5-1-16.pdf>) In addition, the Department of Education Federal Funds Handbook can be found at NH Department of Education Federal Funds Handbook at

(http://www.education.nh.gov/documents/fed_funds_handbk.pdf) As a single workforce area, funds are distributed as outlined in the federal statute. The State does not currently provide the Office of Workforce Opportunity with any state funds to assist with Adult, Dislocated Worker, or Youth funding.

B. DESCRIBE HOW THE STATE INTENDS TO USE GOVERNOR'S SET ASIDE FUNDING. DESCRIBE HOW THE STATE WILL UTILIZE RAPID RESPONSE FUNDS TO RESPOND TO LAYOFFS AND PLANT CLOSINGS AND COORDINATE SERVICES TO QUICKLY AID COMPANIES AND THEIR AFFECTED WORKERS. STATES ALSO SHOULD DESCRIBE ANY LAYOFF AVERSION STRATEGIES THEY HAVE IMPLEMENTED TO ADDRESS AT RISK COMPANIES AND WORKERS

The Governor's Set aside funding may be used for system costs including operation of the One-Stop delivery system, disseminating the state list of eligible training providers, conducting evaluation of programs or activities, technical assistance, capacity development, and activities for hard to serve populations. Most recently Governor released the use of discretionary funds to support state sector development efforts, as recommended and implemented by the State Workforce Innovation Board.

New Hampshire Rapid Response is defined by the strength and depth of its partnerships. Its network of State, local, and community partners are diverse, innovative, and compassionate. The magnitude of its reach can be felt from the state line in southern New Hampshire to the most northern border touching Canada. Rapid Response is a complex, challenging, and invaluable service. The extensive collaboration between multiple, separate state and federal agencies, private entities, and community supports has proven invaluable to NH companies and their workers. Rapid Response customers have benefited immensely from the partnerships with economic development activities, apprenticeships and incumbent worker programs, Trade Act programs, and numerous reemployment programs. Partner assistance has also provided vocational, health, financial, and educational resources and supports to workers and their families. The experience and dedication of the Rapid Response Partners, State and Local Teams, and Federal supports has consistently allowed for the highest level of quality and service delivery to participants throughout NH. In addition to the on-site services provided through response for layoff and closure events, Rapid Response provides an ongoing, comprehensive approach to identifying, planning for, and responding to layoffs, and preventing or minimizing their impacts wherever possible. To ensure high quality and maximum effectiveness, successful rapid Response strategies include at least the following: • Informational and direct reemployment services for workers; • Solutions for businesses in transition (growth and decline); • Convening, facilitating, and brokering connections, networks, and partners; and, • Strategic planning, data gathering and analysis designed to anticipate, prepare for, and manage economic transition. Rapid Response activities are defined as those activities that include initial contact with the affected company including all state and federal Worker Adjustment and Retraining Notification Act (WARN) activities, company fact-finding activities, lay-off aversion activities, and contact with and coordination of the local Rapid Response Team for the purpose of planning and implementing Rapid Response information sessions as defined in this document.

Employee Retention Activities: For the purposes of this policy, Employee Retention activities are defined as those which include contact with a company when the company is

faced with issues that could impact their workforce. Causal issues and possible solutions are assessed, alternatives to layoffs are discussed and guidance is offered regarding working and communication with the workforce during difficult times. Employee Retention is an integral element of Rapid Response activities.

Rapid Response Roles and Responsibilities: State Dislocated Worker Unit Administrator (DWUA) The State Dislocated Worker Unit Administrator (DWUA) oversees the operations of Rapid Response activities. The DWUA reports to the Director of the Office of Workforce Opportunity. The DWUA works directly with the DED Regional Business Resource Specialists to compile timely and relevant reports to the Director; is responsible for the design and production of reports, Dislocated Worker packets, and other public and internal documents and reports; and notification to employers regarding state and federal WARN Act laws and related information.

Division of Economic Development (DED) Regional Business Resource Specialist(s) The DED Regional Business Resource Specialist(s) is the primary liaison with affected employers experiencing a layoff(s) during the initial development and deployment of rapid response informational sessions. The DED Regional Business Resource Specialists are responsible for making the initial contact with any company facing a major layoff, plant closing or other similar mass job dislocation for the purposes of: • Soliciting employer buy-in and timely commitment to helping affected dislocated workers, • Working with a local Rapid Response team from NH Works partners to arrange a meeting(s) of affected employees for the purpose of describing available services, • Facilitating the Rapid Response meeting and introducing partner presenters, • Collecting/updating the information needed to complete a “Fact Finding Report” and RR follow-up report. When applicable, this should be done at an on-site meeting with company officials. The Regional Business Resource Specialists are also responsible for ensuring that results of the fact finding research will be sent via email to members of local Rapid Response Team, the Office of Workforce Opportunity State Director, the NHES Operations Director and the WIOA Administrator and others as deemed appropriate. Any layoff, plant closing, or mass job dislocation due to natural or other disasters shall be reported by staff from all participating agencies to the Division of Economic Development (DED) Regional Business Resource Specialist as soon as possible. The quickness and conciseness of information is paramount in providing initial Rapid Response Services to displaced workers. No independent actions should be undertaken before notification to and consultation with the DED Regional Business Resource Specialist.

Local Rapid Response Team (Local Dislocated Worker Unit) Local Rapid Response teams are comprised of partner agency personnel in the affected NH Works Center as well as other agencies and organizations as necessary. Required partners include: • The DED Regional Business Resource Specialist • Local NHES Manager • Workforce Development Coordinator When appropriate, the following partners and relevant agencies and organizations should be included but not limited to: • Department of Education: Bureau of Vocational Rehabilitation, Bureau of Adult Education • NHES Trade Act staff • Labor union representative (if a collective bargaining unit is affected) • Managers or designated representatives of other partner agencies (e.g., Health and Human Services) • Affected company representative • Local officials • NH or US Department of Labor • NHES LMI staff (economic data input) • Community College representation

The responsibilities of the Local Rapid Response Team(s) include the delivery of services at the local level. Among the activities they will undertake are: • Participate in the presentation of information and distribution of Dislocated Worker Packets AND Rapid Response Worker Surveys to affected dislocated workers (both Rapid Response meeting attendees and non-attendees). • Plan and coordinate any allowable initial services necessary to assist affected dislocated workers.

State Rapid Response Team (State Dislocated Worker Unit) In the event of major layoffs and/or closures impacting a community or region's economy and workforce, a State Rapid Response Team is led by the Office of Workforce Opportunity. The Dislocated Worker Unit Administrator will convene a partners meeting comprised of policy level decision makers of core partners and other agencies and organizations as needed, including but limited to: • The Governor's Office • Chair, Statewide Workforce Board • Department of Resources & Economic Development • NH Employment Security • NH Dept. of Labor • NH Dept. of Health & Human Services • NH Department of Education: Bureau of Vocational Rehabilitation, Bureau of Adult Education • NH Community Action Agencies • Area elected officials • Labor-Management Committee (if applicable) The responsibility of the State Rapid Response Team is to develop strategy and identify resources to determine needed services and the most efficient delivery of services.

Office of Workforce Opportunity Lead Role The Statewide Rapid Response lead is the Dislocated Worker Unit Administrator (DWUA). The DWUA oversees the operations and implementation of the initial NH Works Rapid Response services and activities described in the New Hampshire State Workforce Plan and the related Non-Financial Memorandum of Understanding (MOU). The DWUA reports to the Director of the Office of Workforce Opportunity, for the purposes of this project. The DWUA has a primary responsibility for convening and chairing the meeting of policy level decisions makers (see above); consultations regarding Rapid Response for general or company-specific concerns and issues; answering all media questions regarding the Rapid Response activities; updating the Governor's Office and partners on the status of the dislocation; reporting data to appropriate state and federal agencies and personnel and to the state level team. Working with local NH Works partners as well as appropriate federal, state and local officials and agencies, the DWUA will supervise development of prospective strategies for addressing dislocation events and ensuring rapid access to the best range of allowable assistance.

Rapid Response and Employee Retention Information Materials Information packets and new technologically appropriate methods of providing information are the responsibility of the Office of Workforce Opportunity. The DED Regional Business Resource Specialists will be responsible for collecting information from partner agencies and other resources that will be provided to dislocated workers and employers participating in employee retention. The Dislocated Worker Unit Administrator will compile and prepare materials for distribution. The packets shall be uniform in nature and appropriate to the particular circumstance of the layoff, closure or employee retention effort.

Rapid Response Procedures: A minimum of twenty-five (25) displaced workers must be affected for full services (i.e. formal rapid response information sessions) to be implemented under the Rapid Response procedure, with consideration given to available resources in the local NH Works center. When the numbers of layoff are less than twenty-five (25), the affected dislocated workers will be provided with an information packet and

will be referred to NH Works offices for assistance. It is important that NH Works personnel contact the DED Regional Business Resource Specialist when they become aware of layoff activity (announced or rumored). The DED Regional Business Resource Specialist will confirm the activity and clarify the information to share with the area Rapid Response team. This messaging procedure will reduce the likelihood of inaccurate rumors and enhance the effectiveness of coordinated communication. Worker participation is critical to the success of the readjustment process and is ensured when employer cooperation is an early and collaborative part of the process. To achieve the highest level of worker participation, the DED Regional Business Resource Specialist will contact company officials to confirm the information regarding layoff or closure activity, describe NH Rapid Response services and request a list of dislocated workers with contact, occupational, and profile information, as available. In the event of a twenty-five-person or more layoff/closure, the DED Regional Business Resource Specialist will request input from the company to complete a Rapid Response Fact Finding Report and cooperation with arranging a Rapid Response Information Session. Smaller groups of affected workers will be provided with Rapid Response Packets. Receipt of a state or federal WARN Act by any personnel shall immediately be forwarded to the NH Commissioner of Labor, with copies to the Commissioner of DRED; the State Director of OWO; and the Commissioner of Employment Security. No other actions, including contact with the filing employer, shall be initiated without authorization. The NH Department of Labor shall maintain a list of all state and federal WARN Act notices received. A Rapid Response Information Session will be offered to the dislocated workers in a timely manner, preferably on site at the company. The information session, whenever possible, will not be held on the day of the notification. Alternative neutral sites may be utilized when onsite meetings are not feasible or permitted. The main purpose of the Rapid Response Informational Session with affected workers is to inform them of the availability of re-employment services. The meeting also helps workers cope with the emotional, financial and job-hunting stresses that accompany unemployment. A Rapid Response informational meeting is facilitated by the DED Regional Business Resource Specialist. The DED Regional Business Resource Specialist will: Open the session and distribute the rapid Response Information Packets. • Provide a brief overview of Rapid Response • Introduce and moderate the panel of presenters • Identify other partner agencies and program of NH Works The NHES Representative will: • Explain how to access Unemployment Compensation Benefits • Distribute relevant UI information not contained in the Rapid Response packet • Provide NH Works locations and NHES website • Discuss available Employment Services and available workshops The Community Action Agency Representative will: • Explain available Workforce Innovation and Opportunity Act (WIOA) services • Distribute and collect completed Worker Surveys and Sign-in sheets. • Provide general information on local resources Whenever one of the primary agencies cannot be present at a Rapid Response Information Session, the absent agency will provide the informational packets or materials for distribution to affected dislocated workers. It is the intent that the Community Action staff will make every effort to contact workers who attended Rapid Response Sessions and completed Dislocated Worker surveys to encourage WIOA participation.

C. IN ADDITION, DESCRIBE THE STATE POLICIES AND PROCEDURES TO PROVIDE RAPID RESPONSES IN CASES OF NATURAL DISASTERS INCLUDING COORDINATION WITH FEMA AND OTHER ENTITIES.

In the event of a Natural Disaster, the Dislocated Worker Unit (DWU) shall convene partners immediately to coordinate a comprehensive response specific to the emergency situation. The work of the DWU shall include activities necessary to plan and deliver services to enable dislocated workers to transition to new employment as quickly as possible, following a natural or other disaster resulting in a mass job dislocation. Appropriate to the level and/or nature of a dislocation, the Dislocated Worker Unit Administrator will convene a partners meeting comprised of policy level decision makers from core partners and others as needed. This meeting may include, but shall not be limited to: • The Governor's Office staff • Chair, Statewide Workforce Board • Department of Resources & Economic Development • NH Employment Security • NH Dept. of Labor • NH Dept. of Health & Human Services • NH Department of Education: Bureau of Vocational Rehabilitation, Bureau of Adult Education • NH Community Action Agencies • Area elected officials • Labor-Management Committee (if applicable) The responsibility of the State Rapid Response Team is to develop strategy and identify resources to determine needed services and the most efficient delivery of services. This may include the inclusion of FEMA, if appropriate and necessary for the situation. As appropriate, the DWU will follow guidance provided in the NHES Unemployment Insurance (UI) Information Technology (IT) Continuity of Operations Plan, which details procedures for preparing alternate sites and associated activity-specific plans and procedures to help ensure the safety of personnel and to allow essential staff to continue mission critical operations in the event of an emergency; and/or follow the guidance provided in the State Disaster Preparedness Plan as needed.

D. DESCRIBE HOW THE STATE PROVIDES EARLY INTERVENTION (E.G., RAPID RESPONSE) TO WORKER GROUPS ON WHOSE BEHALF A TRADE ADJUSTMENT ASSISTANCE (TAA) PETITION HAS BEEN FILED. (SECTION 134(A)(2)(A).) THIS DESCRIPTION MUST INCLUDE HOW THE STATE DISSEMINATES BENEFIT INFORMATION TO PROVIDE TRADE-AFFECTED WORKERS IN THE GROUPS IDENTIFIED IN THE TAA PETITIONS WITH AN ACCURATE UNDERSTANDING OF THE PROVISION OF TAA BENEFITS AND SERVICES IN SUCH A WAY THAT THEY ARE TRANSPARENT TO THE TRADE-AFFECTED DISLOCATED WORKER APPLYING FOR THEM (TRADE ACT SEC. 221(A)(2)(A) AND SEC. 225; GOVERNOR-SECRETARY AGREEMENT). DESCRIBE HOW THE STATE WILL USE FUNDS THAT HAVE BEEN RESERVED FOR RAPID RESPONSE TO PROVIDE SERVICES FOR EVERY WORKER GROUP THAT FILES A TAA PETITION.

Rapid response services are offered to affected workers at the time of a layoff notification, or as soon after as possible. Therefore in most all situations workers have received rapid response services prior to the TAA petition certification. In the event the TAA is approved and rapid response services have not been initiated (i.e., when small numbers of people are laid off) NHES will follow the same process as is in place for all TAA events. NHES contacts the certified company in order to request a layoff list with addresses, separation date, etc. Upon receipt of the layoff list, the information is loaded into NHES' database and a letter advising them of a certification is immediately sent. Benefits Information Sessions are scheduled and all adversely affected workers are invited to attend through a direct mailing. A comprehensive overview of the benefits and services is given and NHES staff schedule one-on-one assessment interviews with the workers at that time, along with a RR brochure. The WIOA staff person attends the sessions to describe the benefits of co-enrollment. Through this process NH Works Staff ensure that the information provided

through the Rapid Response services is available for every worker group that files a TAA petition. State level rapid response funds may be used to cover additional costs associated with the provision of RR services, feasibility studies, or all other allowable costs as necessary to assist worker groups that file a TAA petition. In most cases the workers and/or company have been able through the assistance of the Trade Act staff at NHES to successful file TAA petitions without additional financial assistance.

B. ADULT AND DISLOCATED WORKER PROGRAM REQUIREMENTS

1. WORK-BASED TRAINING MODELS

If the State is utilizing work-based training models (e.g. On-the-job training, Incumbent Worker training, Transitional Jobs, and Customized Training) as part of its training strategy and these strategies are not already discussed in other sections of the plan, describe the State's strategies for how these models ensure high quality training for both the participant and the employer.

The Return to Work is one part of the Governor's NH Working Initiative. The Return to Work initiative is an opportunity for a trainee to get their foot in the door and learn new skills and an opportunity for an employer to train without the accompanying costs. The training must be authorized through the Department of Employment Security prior to the beginning of the training. The training program may be up to six weeks, and a maximum of 24 hours per week per benefit year. Claimants are required to submit paper weekly claims for benefits timely and meet all other unemployment compensation eligibility requirements. Claimants will continue to receive their weekly unemployment compensation benefits during the training program. A Return to Work claimant trainee must be able and available to seek and accept work during this period. A non-claimant trainee is required to complete a weekly status form to NHES. The trainee is covered under a state provided Workers Compensation program. In addition, adult, dislocated worker, NEG, and youth may be enrolled in On-the-Job Training programs. The term "On-the-Job Training" (OJT) means training by an employer that is provided to a participant paid while engaged in productive work in a job that - a) Provides knowledge or skills essential to the full and adequate performance of the job; b) Provides reimbursement to the employer of up to 50% of the participant wage rate for the cost of providing the training and additional supervision related to the training; and c) Is limited in duration as appropriate to the occupation for which the participant is being trained, not exceeding 6 months, and taking into account the content of the training, the prior work experience of the participant, the skills gap between the participant's education and experience level and the skills required for the job, and the service strategy of the participant, as appropriate. The Job Training fund funded with state unemployment insurance trust funds incumbent workers. Although no customized training programs currently exist, we may pursue this training strategy if circumstances warrant.

The Job Training Fund, which is funded with state unemployment insurance trust fund, and requires a dollar-for-dollar match, is managed on the state level and provides training assistance for incumbent workers to employers. Businesses may apply for assistance by completing an application at www.nhjobtrainingfund.org. On the local level (statewide), Adult and/or Dislocated funds (20% maximum expenditures) support incumbent worker training in sector industries to assist with expenses associated with new or upgraded skills training for permanent company workers. Training is focused in occupational skills training

such as industry or company specific work skills, technical computer skills, new manufacturing technologies and/or equipment operation training. Eligibility guidelines and application details are available at www.snhs.org. Although no customized training programs currently exist, we may pursue this training strategy if circumstances warrant.

2. REGISTERED APPRENTICESHIP

Describe how the State will incorporate Registered Apprenticeship into its strategy for service design and delivery (e.g., job center staff taking applications and conducting assessments).

Local one-stop staff maintains communication with Office of Apprenticeship representatives for the purposes of sharing information on apprenticeship opportunities. Direct access to Apprenticeship information for Region I can be found on the NH Works website. USDOL apprenticeship staff is available to answer any questions that staff may have about apprenticeship in general, or a particular training program.

In addition, the Community College System of New Hampshire, a NHWorks Consortium member, through their Department of Labor State Apprenticeship Expansion grant, will work to strengthen ties between key partners. Staff and partners will continue to receive training and information about apprenticeship opportunities being developed by CCSNH, and will collaborate around leveraging funds through WIOA for apprenticeship programs as well as working to build a pipeline to apprenticeship for dislocated & disadvantaged workers across the state.

3. TRAINING PROVIDER ELIGIBILITY PROCEDURE

Provide the procedure, eligibility criteria, and information requirements for determining training provider initial and continued eligibility, including Registered Apprenticeship programs (WIOA Section 122).

Initial eligibility procedures for the Eligible Training Provider List (ETPL) apply to all training providers, with the exception of Registered Apprenticeship, in light of the detailed application and vetting procedures under which apprenticeship programs become registered. Initial eligibility is based on the following: 1. Meeting State minimum performance criteria, as approved by the State Board. 2. Training must be for occupations in industry sectors that are in-demand. Training must result in completion of an industry-recognized credential, national or state certificate, or degree, including all industry appropriate competencies, licensing and/or certification requirements. Providers must provide evidence of accreditation and/or licensure with the appropriate state or other governing entity to have their programs listed on the ETPL. Potential entities include: 1. NH Department of Education 2. NH Higher Education Commission 3. NH Department of Safety 4. NH Board of Nursing 5. NH Division of Fire Standards 6. NH Division of Public Health Services 7. NH Board of Barbering, Cosmetology and Esthetics 8. Postsecondary institutions eligible under Title IV of the Higher Education Act (HEA) and offering programs leading toward an associate degree, baccalaureate degree, or certificate 9. Programs that are registered under the National Apprenticeship Act (NAA) with the Department of Labor (DOL) Additionally, Eligible Training Providers must provide the following for Initial Eligibility: 1. Evidence that programs result in the awarding of an industry recognized

credential, national or state certificate, or degree, including all industry appropriate competencies, licensing and/or certification requirements. 2. Student grievance policy and procedure. 3. Refund policy and procedure. 4. Cost information, including tuition and fees. 5. Describe whether the provider is in partnership with a business or multiple businesses. 6. Information that addresses alignment of the training services with in-demand industry sectors and occupations, to the extent possible. 7. Information related to the indicators of performance, which include: For all students (includes every student enrolled in a WIOA-approved training program) ? Unsubsidized Employment During the Second Quarter after Exit ? Unsubsidized Employment During the Fourth Quarter after Exit ? Median Earning at the Second Quarter After Exit All providers must meet the minimum established performance criteria, as approved by the State Board. Providers that are licensed by the Department of Safety, the Division of Public Health Services or the Board of Barbering, Cosmetology and Esthetics must provide additional documentation, including: 1. Documentation of liability insurance. 2. Documentation of surety bond insurance in the amount of 10% of last year's annual gross income or a minimum of \$10,000. 3. Most recent audit or audited financial statement Apprenticeship programs registered under the National Apprenticeship Act (NAA) are exempt from initial eligibility procedures. Registered Apprenticeship programs must verify the status of their program on an annual basis in order to remain on the ETPL. Providers receive initial eligibility for only one fiscal year for a particular program. After the initial eligibility expires, these initially-eligible providers are subject to the application procedures for continued eligibility. Subsequent Eligibility Policy and Procedures Training Providers will apply for biennial renewal for an eligibility period to span the respective following two fiscal years (July 1-June 30) by December 1st. Providers must provide the following information during reapplication: 1. Up to date provider information. 2. Up to date information on each program, including cost (tuition and fees). 3. Student data for calculation of performance information[1], which includes: i. Unsubsidized Employment During the Second Quarter after Exit ii. Unsubsidized Employment During the Fourth Quarter after Exit iii. Median Earnings at the Second Quarter after Exit iv. Credential Attainment Rate v. Program Completion Rate for WIOA participants Upon receipt of completed information and student data, OWO will make a determination of continuing eligibility. The ETPL and performance/cost data for each training program will be published for the State Board, NH Works Centers and general public consumption. The period of eligibility will last for the following two fiscal years (July 1-June 30).

4. DESCRIBE HOW THE STATE WILL IMPLEMENT AND MONITOR THE PRIORITY FOR PUBLIC ASSISTANCE RECIPIENTS, OTHER LOW-INCOME INDIVIDUALS, AND INDIVIDUALS WHO ARE BASIC SKILLS DEFICIENT IN ACCORDANCE WITH THE REQUIREMENTS OF WIOA SEC. 134(C)(3)(E), WHICH APPLIES TO INDIVIDUALIZED CAREER SERVICES AND TRAINING SERVICES FUNDED BY THE ADULT FORMULA PROGRAM.

New Hampshire will identify a process for implementing and monitoring the priority for public assistance recipients, other low-income individuals, or individuals who are basic skills deficient in accordance with the requirements of WIOA sec. 134(c)(3)(E) within each of the state's NH Works Centers. Currently annual enrollment plans are developed for target populations i.e., priority of service populations. The development of any new processes surrounding this priority of service will be led by the One-Stop Operator Consortium in

conjunction with the Interagency Directors Group. The Board's Performance and Evaluation subcommittee will monitor progress of this implementation.

5. DESCRIBE THE STATE'S CRITERIA REGARDING LOCAL AREA TRANSFER OF FUNDS BETWEEN THE ADULT AND DISLOCATED WORKER PROGRAMS.

New Hampshire is a single area state and therefore transfer decisions are made on the state level. Transfers may be requested in response to quarterly monitoring of program and financial reports and ongoing feedback and communication with local service providers. The process for transferring funds is initiated by the NH Works Consortium, after careful consideration of current and potential impact to priority target populations, via a formal request to the SWIB. Upon SWIB approval.

C. YOUTH PROGRAM REQUIREMENTS

With respect to youth workforce investment activities authorized in section 129 of WIOA,—

1. IDENTIFY THE STATE-DEVELOPED CRITERIA TO BE USED BY LOCAL BOARDS IN AWARDING GRANTS OR CONTRACTS FOR YOUTH WORKFORCE INVESTMENT ACTIVITIES AND DESCRIBE HOW THE LOCAL BOARDS WILL TAKE INTO CONSIDERATION THE ABILITY OF THE PROVIDERS TO MEET PERFORMANCE ACCOUNTABILITY MEASURES BASED ON PRIMARY INDICATORS OF PERFORMANCE FOR THE YOUTH PROGRAM AS DESCRIBED IN SECTION 116(B)(2)(A)(II) OF WIOA IN AWARDING SUCH GRANTS OR CONTRACTS.*

* Sec. 102(b)(2)(D)(i)(V)

As referenced earlier, the NH Department of Resources and Economic Development, Office of Workforce Opportunity is responsible for the disbursement of WIOA grant funds in the State of New Hampshire. The Office of Workforce Opportunity contracts with the NH Department of Education for the procurement, technical assistance, and monitoring of WIOA Youth programs. Type and Availability of WIOA Title I Youth Activities including an identification of successful providers.

1. Competitive and Non-Competitive Grant and Contract Award Process The State utilizes a competitive process for awarding grants and contracts unless a sole source process is warranted consistent with OMB guidelines. The competitive process, including those for youth services are handled through a Request for Proposal (RFP) process. The State Workforce Board, through the Office of Workforce Opportunity oversees the RFP process. The State maintains a RFP mailing list, and public announcements are posted on the OWO's website, in newspapers and with other media, as appropriate.

2. Criteria Used in Awarding Youth Grants Grants for youth activities are awarded at the State level through the Youth Council in response to successful application for grant funds solicited through a formal Request for Proposal (RFP) process. The RFP stipulates that the following guidance and conditions will apply in awarding grants to providers of youth services:

- Proposal submissions will be reviewed to ensure that all the required documentation, signatures, and assurances are included.
- The cost of the proposal will not be the sole determinate factor for selection.
- The proposal contents will be reviewed and scored using a rating criteria and point system.
- A minimum of 75% of the funds are allocated to programs that serve out-of-school youth and up to 25% of the funds will be allocated to youth currently enrolled in educational activities.
- Respondents may choose to

apply to serve in-school youth only, out-of-school youth only, or both. • The goal is to distribute funds throughout the geographic regions of the state based on the receipt of satisfactory applications.. • NH DOE/Youth Council/Office of Workforce Opportunity reserves the right to allocate funds as appropriate based on the quality of proposals, past performance, and the statewide minimum of 75% out-of-school funding • The Youth Council in conjunction with the Office of Workforce Opportunity establishes a review panel and conducts a comprehensive, fair and impartial evaluation of all proposals received that meet the Request for Proposals minimum requirements. • Proposals that do not meet minimum criteria will not be funded. • Applications will be ranked based on the score assigned by the panel after careful evaluation by panel members. • Final decisions will be based on the application score, the regional and minimum funding requirements, high performing contractors, the judgment of the review team and the Youth Council in conjunction with the Office of Workforce Opportunity, and where applicable, the Governor and NH Executive Council approval process. All proposals received in response to the WIOA Youth RFP process are evaluated in accordance with the criteria and rating system specified in the RFP application packet. A typical RFP evaluation process would include criteria such as the following: Rating Factor 1: Program Management and Organizational Capacity (50 points) Rating Factor 2: Past Outcomes (40 points) Rating Factor 3: Program Design (20 points) Rating Factor 4: Program Components (45 points) Rating Factor 5: Collaboration with Youth Serving Agencies (10 points) Rating Factor 7: Budget (15 points) Rating Factor 8: Leveraged Resources and Sustainability (15 points) Rating Factor 9: Employer/College Connections Bonus (25 points) Criteria for Determining Effective Youth Providers To guide the youth funding award process, and help interested providers better understand the vision, goals and priorities established by the Youth Council, the Council has identified seven areas for consideration in determining effective providers of youth services. They are as follows: 1. Meeting Needs: Programs should meet the needs of at-risk youth populations and under-served communities while providing a broad range of services that meet the academic, employment, and youth development needs of young people. Programs should be aimed at ensuring that economically disadvantaged youth in school and out of school have the opportunities and support needed to become productive members of the workforce and achieve economic self-sufficiency. 2. Youth Development: Effective programs are built on a well-conceived and implemented approach to youth development. A commitment to youth development is exemplified by a conscious and professional reliance on youth development principles, including high expectations, caring relationships, holistic service strategies that build responsibility and identity, and a view towards youth as resources. Key strategies the Youth Council is looking for in this area are providing adult mentors for every youth participant, integrating social and support services into programming, addressing transportation barriers to youth access, accommodating a variety of learning styles, and providing follow-up services for young people when they exit in order to ensure their continued success. 3. Skill Development: Effective programs clearly emphasize the development of skills, knowledge, and competencies that lead to jobs and careers. Programs should strongly link work and learning and academic and occupational learning. All Dropout Recovery (out-of-school youth) programs are required to provide occupational skills training concurrently with work readiness and academic training. Key strategies the Youth Council is looking for in this area are linkages to apprenticeships, community colleges and employers, transition services, and how participants will gain academic credit and skill credentials. 4. Involvement of Employers and Links to Local Labor Markets: Programs

should have the strong involvement of local employers and should be linked to local labor market needs and growing economic sectors as determined by the occupations in-demand list for New Hampshire. Programs should provide effective connections to intermediaries with strong links to the job market and local and regional employers. 5. Collaboration and Leveraging Partnerships: Programs are sought that demonstrate how partnerships and the involvement of the community will be used to meet the program goals. Involving the local community means developing real partnerships among educational institutions, employers, community-based organizations, private sector employers, and/or other organizations and members of the community interested in youth. Respondents are encouraged to access resources from these partnerships and use them in the program to provide quality youth opportunities. 6. Producing Results: Programs should ensure that young people are gaining the skills to complete high school or its equivalent and transition to postsecondary education, advanced training or skilled employment. Programs should track these results and strive to continuously improve their programs and their outcomes for youth based on information and data. 7. Academic Gains for In-School Youth: Alternative Education programs (either dropout prevention or dropout recovery models) will provide quality education that adheres to the state standards.

2. DESCRIBE THE STRATEGIES THE STATE WILL USE TO ACHIEVE IMPROVED OUTCOMES FOR OUT-OF-SCHOOL YOUTH AS DESCRIBED IN 129(A)(1)(B), INCLUDING HOW IT WILL LEVERAGE AND ALIGN THE CORE PROGRAMS, ANY COMBINED STATE PLAN PARTNER PROGRAMS INCLUDED IN THIS PLAN, REQUIRED AND OPTIONAL ONE-STOP PARTNER PROGRAMS, AND ANY OTHER RESOURCES AVAILABLE.

The NH Youth Council is committed to coordinating existing resources and identifying new resources specific to achieving improved outcomes for out-of-school youth. Working with the NH Department of Education (e.g., ABE, CTE, VR and In-school Programs) to strengthen the connections for students who drop out of or leave school without the skills necessary to obtain suitable and sustainable employment, the Council will play a lead role in coordinating and leveraging resources. The work of the Youth Council will be further supported by the NH Works system of partner agencies, which include Job Corps, Youth Build (when an active grant is in place) and the various community based organizations focused on services to youth. Strategies to achieve improved outcomes will include some or all of the following:

- Develop and identify clear and concise pathways to achieving individual education/employment goals.
- Connect out-of-school youth with state developed sector training and/or job opportunities.
- Encourage credential-granting training options.
- Expand work-based learning and training opportunities that allow youth to explore employment options - e.g., Return to Work, OJT, Apprenticeship, Internship, Work experience (paid or unpaid), etc.
- Increase co-enrollments in/across core programs to maximize available resources for the provision of comprehensive work and training supports i.e., full complement of wrap around services to support success.
- Streamline referral processes to minimize “drop outs”.

The Granite Workforce initiative recently announced by the Governor will serve low-income parents who are at or below 138% of the Federal Poverty Guideline. This program is being offered as a pilot program and is being proposed in the same legislation that would implement New Hampshire’s expanded Medicaid programs’ new work requirements, if approved by the federal Center of Medicare and Medicaid. The work activities proposed under the expanded Medicaid program are very

similar to the Temporary Assistance for Needy Families (TANF) work activities. The project is led by the NH Department of Health and Human Services who will coordinate the NH Employment Security. Other named partners include NH Department of Business and Economic Affairs, NH Community College System, NH Department of Education and other education and training agencies. In addition, community based organizations can respond to a request for services for the provision of additional barrier resolution and/or support services as necessary and appropriate.

3. DESCRIBE HOW THE STATE WILL ENSURE THAT ALL 14 PROGRAM ELEMENTS DESCRIBED IN WIOA SECTION 129(C)(2) ARE MADE AVAILABLE AND EFFECTIVELY IMPLEMENTED, INCLUDING QUALITY PRE-APPRENTICESHIP PROGRAMS UNDER THE WORK EXPERIENCE PROGRAM ELEMENT.*

* Sec. 102(b)(2)(D)(i)(I)

As outlined in WIOA, the New Hampshire Youth Programs will promote the following program elements to support the attainment of a secondary school diploma or its recognized equivalent, entry into postsecondary education, and career readiness for participants: A. Tutoring, study skills training, instruction, and evidence-based dropout prevention and recovery strategies that lead to completion of the requirements for a secondary school diploma or its recognized equivalent (including a recognized certificate of attendance or similar document for individuals with disabilities) or for a recognized postsecondary credential; B. Alternative secondary school services, or dropout recovery services, as appropriate; C. Paid and unpaid work experiences that have as a component academic and occupational education, which may include— 1) Summer employment opportunities and other employment opportunities available throughout the school year; 2) Internships and job shadowing; and 3) On-the-job training opportunities; D. Education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster; E. Leadership development opportunities, which may include community service and peer centered activities encouraging responsibility and other positive social and civic behaviors, as appropriate; F. Supportive services; G. Adult mentoring for the period of participation and a subsequent period, for a total of not less than 12 months; H. Follow-up services for not less than 12 months after the completion of participation, as appropriate; I. Comprehensive guidance and counseling, which may include drug and alcohol abuse counseling and referral, as appropriate; J. Financial literacy education; K. Entrepreneurial skills training; L. Services that provide labor market and employment information about in-demand industry sectors or occupations available in the local area, such as career awareness, career counseling, and career exploration services; and M. Activities that help youth prepare for and transition to postsecondary education and training. N. Education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupational cluster. These program elements were included in the RFP for youth service providers for PY15/16. Any provider receiving funds from the State will be required to provide these elements to its participants either through its program or program partners. Through annual on-site monitoring and file review, DOW/OWO staff will ensure that programs are providing the participant's needed essential elements.

4. PROVIDE THE LANGUAGE CONTAINED IN THE STATE POLICY FOR “REQUIRING ADDITIONAL ASSISTANCE TO ENTER OR COMPLETE AN EDUCATIONAL PROGRAM, OR TO SECURE AND HOLD EMPLOYMENT” CRITERION FOR OUT-OF-SCHOOL YOUTH SPECIFIED IN WIOA SECTION 129(A)(1)(B)(III)(VIII) AND FOR “REQUIRING ADDITIONAL ASSISTANCE TO COMPLETE AN EDUCATION PROGRAM, OR TO SECURE AND HOLD EMPLOYMENT” CRITERION FOR IN-SCHOOL YOUTH SPECIFIED IN WIOA SECTION 129(A)(1)(C)(IV)(VII). IF THE STATE DOES NOT HAVE A POLICY, DESCRIBE HOW THE STATE WILL ENSURE THAT LOCAL AREAS WILL HAVE A POLICY FOR THESE CRITERIA.

New Hampshire’s Youth Council, under the auspices of the State Workforce Innovation Board, and in collaboration with the Office of Workforce Opportunity, the grant recipient for WIOA Youth funds has identified the criterion as follows: Out-of-School Youth: requiring additional assistance to enter or complete an educational program, or to secure and hold employment” is defined as any real or potential barrier to success as determined and documented through the assessment process. In-School Youth: A youth determined to be at risk of dropping out of school as defined by the Jobs for America’s Graduates program model definitions: • One or more years behind modal grade for one’s age group, with particular emphasis on those two or more years behind modal grade. • Below average academic test scores relative to students in his/her class with particular emphasis on those in the bottom 25% of the test score distribution. • Above average number of absences during the past school year in comparison to other students in the school. • Placed on probation, suspended from school or expelled from school one or more times during the past two years. • Member of an economically disadvantaged family. Criteria for determining one’s economic status is that used in local WIOA programs. • Lives with only one or neither of his/her natural parents. • Mother has not graduated from high school. • Closest friends have limited educational expectations, i.e. they do not expect to graduate from high school or have already dropped out of school. • Substance abuse.

5. INCLUDE THE STATE DEFINITION, AS DEFINED IN LAW, FOR NOT ATTENDING SCHOOL AND ATTENDING SCHOOL AS SPECIFIED IN WIOA SECTION 129(A)(1)(B)(I) AND SECTION 129(A)(1)(C)(I). IF STATE LAW DOES NOT DEFINE “NOT ATTENDING SCHOOL” OR “ATTENDING SCHOOL,” INDICATE THAT IS THE CASE AND PROVIDE THE STATE POLICY FOR DETERMINING WHETHER A YOUTH IS ATTENDING OR NOT ATTENDING SCHOOL.

New Hampshire State Law does not currently define “not attending school” or “attending school”.

6. IF USING THE BASIC SKILLS DEFICIENT DEFINITION CONTAINED IN WIOA SECTION 3(5)(B), INCLUDE THE STATE DEFINITION WHICH MUST FURTHER DEFINE HOW TO DETERMINE IF AN INDIVIDUAL IS UNABLE TO COMPUTE OR SOLVE PROBLEMS, OR READ, WRITE, OR SPEAK ENGLISH, AT A LEVEL NECESSARY TO FUNCTION ON THE JOB, IN THE INDIVIDUAL’S FAMILY, OR IN SOCIETY. IF NOT USING THE PORTION OF THE DEFINITION CONTAINED IN WIOA SECTION 3(5)(B), INDICATE THAT IS THE CASE.

In New Hampshire, “basic skills deficient” is defined as “Deficient in basic literacy skills is defined as an individual who computes or solves problems, reads, writes or speaks English

at or below grade level 8.9; or is unable to compute or solve problems, read, write or speak English at a level necessary to function on the job, in the individual's family or in society."

D. SINGLE-AREA STATE REQUIREMENTS

In States where there is only one local workforce investment area, the governor serves as both the State and local chief elected official. In such cases, the State must submit any information required in the local plan (WIOA section 106(d)(2)). States with a single workforce area must include—

1. ANY COMMENTS FROM THE PUBLIC COMMENT PERIOD THAT REPRESENT DISAGREEMENT WITH THE PLAN. (WIOA SECTION 108(D)(3).)

2. THE ENTITY RESPONSIBLE FOR THE DISBURSAL OF GRANT FUNDS, AS DETERMINED BY THE GOVERNOR, IF DIFFERENT FROM THAT FOR THE STATE. (WIOA SECTION 108(B)(15).)

3. A DESCRIPTION OF THE TYPE AND AVAILABILITY OF WIOA TITLE I YOUTH ACTIVITIES AND SUCCESSFUL MODELS, INCLUDING FOR YOUTH WITH DISABILITIES. (WIOA SECTION 108(B)(9).)

1. No comments received were reviewed as being in disagreement with the Plan. Recommendations for enhanced planning activities were noted. 2. The entity for disbursement of grant funds is the same as the State entity (DRED) in coordination with the State Development Board. 3. Combined State Plan reflects the planning requirements for both the WIOA State and Local Plans. Below is a reference guide for where each local planning element may be found.

Planning Elements and Their Location (1) Strategic Elements (A) Analysis of regional economic conditions (B) Analysis of the knowledge and skills needed to meet the needs of employers (C) Analysis of the workforce (D) Analysis of workforce development activities (E) Description of strategic vision and goals (F) Strategy to align resources See II. Strategic Planning Elements (a)-(c) (2) Description of the workforce development system See III. Operational Planning Elements (a)(1) (3) Description of how the board will expand access to services See II. Strategic Planning Elements (a)(2), New Hampshire Works One-Stop System, Cross-Agency Collaboration; III. Operational Planning Elements (a)(1), One-Stop Operator Consortium; (a)(2)(B)-(C) (4) Description of strategies to engage employers and meet the needs of business See III. Operational Planning Elements (a)(1), Interagency Business Team; (a)(2)(D) (5) Description of the coordination with economic development See III. Operational Planning Elements (a)(2)(H) (6) Description of the one-stop delivery system See II. Strategic Planning Elements (a)(2), New Hampshire Works One-Stop System (7) Description and assessment of adult and dislocated worker activities See VI. Program Specific Requirements, Title I-B, (b) (8) Description of how the board will carry out rapid response activities See VI. Program Specific Requirements, Title I-B, (a)(2)(B)-(D) (9) Description and assessment of youth activities See VI. Program Specific Requirements, Title I-B, (c); (d)(3) (10) Description of the coordination with secondary and post-secondary education See III. Operational Planning Elements (a)(2)(E)-(F) (11) Description of coordination with transportation See III. Operational Planning Elements (a)(2)(B) (12) Description of coordination of services under Wagner Peysers See III. Operational Planning

Elements (a)(2)(A); VI. Program Specific Requirements, Wagner Peyser Act (13) Description of the coordination with Adult Education See III. Operational Planning Elements (a)(2)(A); VI. Program Specific Requirements, Adult Education and Literacy (14) Description of the coordination with Vocational Rehabilitation and services to individuals with disabilities See III. Operational Planning Elements (a)(2)(A); VI. Program Specific Requirements, Vocational Rehabilitation (15) Identification of the entity responsible for the disbursement of grant funds See VI. Program Specific Requirements, Title I-B, (c); (d)(2) (16) Description of the competitive process to award subgrants and contracts See VI. Program Specific Requirements for an explanation by each program (17) Description of the local levels of performance negotiated N/A (18) Description of the actions by local boards to become high-performing boards N/A (19) Description of how training services will be provided See VI. Program Specific Requirements, Title I-B, (b)(3) (20) Description of the process used by the board provide an opportunity for public comment (21) Description of implementation of integrated intake and case management information systems See III. Operational Planning Elements (a)(2)(C); (b)(1) (22) Such other information as the Governor may require N/A

NH partners provided opportunities for public comment through a legal notice welcoming electronic feedback and /or participation in a State Plan Public Hearing in three different locations (north, central, and south east) to solicit feedback. The legal notice reflective of this opportunity was published in the State Union Leader on December 1, 2015. Notices were posted in various partner offices and distributed to interested parties including NH Department of Education “Key Messages”. Appendix E includes the legal notice and public feedback received. The NH Department of Resources and Economic Development, Office of Workforce Opportunity is responsible for the disbursement of WIOA grant funds in the State of New Hampshire. New Hampshire accepts proposals from any applicant that feels that they can meet the Request for Proposal and Contractual requirements. The NH Department of Education (NH DOE) and its funder, Office of Workforce Opportunity at the NH Department of Resources and Economic Development (DRED), solicit through a Request for Proposal (RFP) on behalf of the Youth Council. The purpose of the RFP is to identify appropriate service provider(s) to provide employment and training services.

A public hearing specific to the State plan modification was held on March 28, 2018 (rescheduled from March 13 due to implement weather). Only three people attended to public hearing and no challenges weremade to the content of the plan. There were no comments received via the survey monkey - Public Comments for WIOA Combined State Plan and NH Workforce Partners survey.

4. A DESCRIPTION OF THE ROLES AND RESOURCE CONTRIBUTIONS OF THE ONE-STOP PARTNERS.

A detailed description of the roles and resource contributions can be found in the NH Works One-Stop Operator American Job Centers MOU revised effective January 2, 2018. The Parties to this agreement will work closely together to ensure that all NH Works American Job Centers are high-performing work places with staff that will ensure quality of service. All Parties to this agreement shall comply with: Section 188 of the WIOA Nondiscrimination and Equal Opportunity Regulations (29 CFR Part 38; Final Rule, published December 2, 2016), Title VI of the Civil Rights Act of 1964 (Public Law 88-352), Section 504 of the Rehabilitation Act of 1973, as amended, The Americans with Disabilities Act of 1990 (Public

Law 101-336),The Jobs for Veterans Act (Public Law 107-288) pertaining to priority of service in programs funded by the U.S. Department of Labor, Training and Employment Guidance Letter (TEGL) 37-14, Update on Complying with Nondiscrimination Requirements: Discrimination Based on Gender Identity, Gender Expression and Sex Stereotyping are Prohibited Forms of Sex Discrimination in the Workforce Development System and other guidance related to implementing WIOA sec. 188,The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR part 99),Confidentiality requirements governing the protection and use of personal information held by the VR agency (34 CFR 361.38),The confidentiality requirements governing the use of confidential information held by the State UI agency (20 CFR part 603),All amendments to each, and ll requirements imposed by the regulations issued pursuant to these acts. The above provisions require, in part, that no persons in the United States shall, on the grounds of race, color, national origin, sex, sexual orientation, gender identity and/or expression, age, disability, political beliefs or religion be excluded from participation in, or denied, any aid, care, services or other benefits provided by federal and/or state funding, or otherwise be subjected to discrimination. Additionally, all Parties shall: Collaborate and reasonably assist each other in the development of necessary service delivery protocols for the services outlined in the partner services section of the MOU, Agree that the provisions contained herein are made subject to all applicable federal and state laws, implementing regulations, and guidelines imposed on either or all Parties relating to privacy rights of customers, maintenance of records, and other confidential information relating to customers, and Agree that all equipment and furniture purchased by any party for purposes described herein shall remain the property of the purchaser after the termination of this agreement.

The Governor will, at a minimum: In Partnership with the SWIB and other applicable partners within the State, develop and submit a single State plan that includes a description of the activities that shall be undertaken by the SWIB and their partners, Approve the selection of the one-stop operator, and Coordinate with the SWIB to oversee the operations of the State's NH Works American Job Centers.

The SWIB ensures the workforce-related needs of employers, workers, and job seekers in the state are met, to the maximum extent possible with available resources. The SWIB will, at a minimum: In partnership with the Governor and other applicable Partners within the State, develop and submit a single State plan that includes a description of the activities that shall be undertaken by the local NH Works Centers statewide, and that aligns its strategic vision, goals, objectives, and workforce-related policies to the state plan and economy, In collaboration and partnership with the Governor and other applicable Partners within the State, develop the strategic regional vision, goals, objectives, and workforce-related policies, In cooperation with the Governor and other key stakeholders in the state, design and approve the American Job Center network structure. This includes, but is not limited to: Adequate, sufficient, and accessible one-stop center locations and facilities, Sufficient numbers and types of providers of career and training services (including eligible providers with expertise in assisting individuals with disabilities and eligible providers with expertise in assisting adults in need of adult education and literacy activities),A holistic system of supporting services, and An effective one-stop operator consortium of state partners; In collaboration with the Governor, oversee, monitor, implement corrective action, and, if applicable, solicit through the State procurement process a NH Works One-stop Operator, Determine the role and duties of the one-stop operator, help the one-stop operator recruit

operational Partners and negotiate MOUs with new Partners, Leverage additional funding for the American Job Center network to operate and expand one-stop customer activities and resources, and Review and evaluate performance of the NH Works Centers, and the one-stop operator.

Specific responsibilities for the Office of Workforce Opportunity shall include, at a minimum: Assist the Governor and the SWIB with the development and submission of a single state plan, Support the SWIB with the implementation and execution of the NH Works System vision, goals, objectives, and workforce-related policies, including all duties outlined above, Provide operational and grant-specific guidance to the one-stop operator, Investigate and resolve elevated customer complaints and grievance issues, Prepare regular reports and recommendations to the SWIB, Oversee negotiations and maintenance of MOUs with one-stop Partners, and Issuance of a Request for Proposals for statewide service delivery contracts for the provision of WIOA Adult, Dislocated Worker and Youth funded services, on behalf of the SWIB.

The NH Works One-Stop Operator Consortium - The New Hampshire Department of Employment Security (NHES) is the state agency responsible for maintaining the physical locations for each of the State's 12 American Job Centers. NHES employs an office manager in each location to oversee on-site daily activities. Formal leadership, supervision, and performance responsibilities will remain with each staff member's employer of record. The NH Works Consortium is the designated "one-stop operator"; working with the Interagency Directors Group (IDG) as appropriate, the NH Works Consortium will at a minimum: Work with Local Center Managers to manage daily operations, including but not limited to: Managing and coordinating Partner responsibilities, as defined in this MOU, Managing hours of operation, and Coordinating staff vacations/unscheduled absences with the formal leader to ensure service coverage by center staff. Assist the SWIB in establishing and maintaining the American Job Center network structure. This includes but is not limited to: Ensuring that SWIB requirements for center certification are met and maintained, Ensuring that career services such the ones outlined in WIOA sec. 134(c)(2) are available and accessible, Ensuring that SWIB and/or NH Works Consortium policies are implemented and adhered to, Adhering to the provisions outlined in all MOU and/or other agreements with the SWIB and partner agencies, Reinforcing strategic objectives of the SWIB to Partners, and Ensuring staff are properly trained by their formal leadership organizations and provided technical assistance, as needed. Integrate systems and coordinate services for the center and its Partners, placing priority on customer service. Integrated Workforce Service Delivery, as defined by WIOA, means organizing and implementing services by function (rather than by program), when permitted by a program's authorizing statute and as appropriate, and by coordinating policies, staff communication, capacity building, and training efforts. Functional alignment includes having one-stop center staffs who perform similar tasks serve on relevant functional teams, e.g. Skills Development Team or Business Services Team. Service integration focuses on serving all customers seamlessly (including targeted populations) by providing a full range of services staffed by cross-functional teams, consistent with the purpose, scope, and requirements of each program. The services are seamless to the customer, meaning the services are free of cumbersome transitions or duplicative registrations from one program service to another and there is a smooth customer flow to access the array of services available in the workforce center. Oversee and coordinate partner, program, and American Job Center network performance. This includes

but is not limited to: Providing and/or contributing to reports of center activities, as requested by the SWIB, Consortium and/or IDG, Providing input to the formal leader (partner program official) on the work performance of staff under their purview, Identifying and facilitating the timely resolution of complaints, problems, and other issues ,Collaborating with the SWIB on efforts designed to ensure the meeting of program performance measures, including data sharing procedures to ensure effective data matching, timely data entry into the case management systems, and coordinated data batch downloads (while ensuring the confidentiality requirements of FERPA, 34 CFR 361.38, and 20 CFR part 603),Ensuring open communication with the formal leader(s) in order to facilitate efficient and effective center, operations, Evaluating customer satisfaction data and propose service strategy changes to the SWIB based on findings. Manage fiscal responsibilities and records for the centers. This includes assisting the SWIB with cost allocations and the maintenance and reconciliation of one-stop center operation budgets.

The NH Works One-Stop Operator Consortium will not assist in the development, preparation and submission of the State Plan. They cannot manage or assist in future competitive processes for selecting operators or select or terminate one-stop operators, career services providers, or Youth providers. The operator cannot negotiate local performance accountability measures or develop and submit budgets for activities of the State system. The SWIB is responsible for the negotiated performance measures, strategic planning, budgets, and one-stop operator oversight (including monitoring).

Colloacted partners contribute to the NH Works Ceter operatios and infrastructure costs base on FTEs and other partners contibute a fair share of infrastrucrure costs based on calculated usage of resources.

5. THE COMPETITIVE PROCESS USED TO AWARD THE SUBGRANTS AND CONTRACTS FOR TITLE I ACTIVITIES.

Subgrants are awaredi in response to requeest for proposals (RFP) issued every four years for the solication of local statewide services. Currently Southern NH Services, Inc. is the statewide - local service delivery provider of Adult, Dislocated Worker and NEG projects. The NH Department of Education (NHDOE) is the statewide provider for WIOA Youth Programs. Both contracts are up for a competitive review in PY2019. NH DOE working with the State Youth Council solicits for local service providers through a four year grant process. Currently NH Jobs for Americas Graduates and My TURN hold contracts for the delivery of in-school and out-of-school WIOA youth program services.

6. HOW TRAINING SERVICES OUTLINED IN SECTION 134 WILL BE PROVIDED THROUGH INDIVIDUAL TRAINING ACCOUNTS AND/OR THROUGH CONTRACTS, AND HOW SUCH TRAINING APPROACHES WILL BE COORDINATED. DESCRIBE HOW THE STATE WILL MEET INFORMED CUSTOMER CHOICE REQUIREMENTS REGARDLESS OF TRAINING APPROACH.

Training grants are managed through the local contracting process. Line-item budgets are negotiated annually. Training dollars are based on a commitment to set aside up to 50% of local program funds to ensure adequate funds are available to support individual training accounts for individuals assessed as being in need of and appropriate for skills training opportunities. ITA are available through the ETPL process. WIOA Navigators working in the

NH Works American Job Centers assist customers through the intake, assessment and career planning process, which includes a review of labor market information, in-demand occupations, particularly those in the state's sector industries, and a review of available training options. Information is provided on ETPL performance to help guide and inform decision making. On-the-Job Training and/or training through an apprenticeship are also available. Or, in some cases the process may be to look at training options outside of the WIOA options and/or coordinated through another partner entity through co-enrollment agreements. Whichever path the customers chooses, all training options are flexible, customer-driven and coordinated to maximize success with limited resources.

7. HOW THE STATE BOARD, IN FULFILLING LOCAL BOARD FUNCTIONS, WILL COORDINATE TITLE I ACTIVITIES WITH THOSE ACTIVITIES UNDER TITLE II. DESCRIBE HOW THE STATE BOARD WILL CARRY OUT THE REVIEW OF LOCAL APPLICATIONS SUBMITTED UNDER TITLE II CONSISTENT WITH WIOA SECS. 107(D)(11)(A) AND (B)(I) AND WIOA SEC. 232.

The WIOA Title I and Title II programs are party to the NH Works American Job Center MOU, which describes in detail the roles and relationships of each partner. Specially, both partners are engaged at both the state and local level through interagency management teams e.g., NH Works Consortium, Interagency Director's Group, Professional Development Team and the local One-Stop Partners team meetings. through this process there is regular and on-going communication and referral between the programs. As required, the State Board reviewed and approved the recommendations put forth by the NH Works One-Stop Operator Consortium to ensure the alignment of goals and coordination of efforts, particularly on the community level. The approval process is documented in Board minutes and posted for public view.

8. COPIES OF EXECUTED COOPERATIVE AGREEMENTS WHICH DEFINE HOW ALL LOCAL SERVICE PROVIDERS WILL CARRY OUT THE REQUIREMENTS FOR INTEGRATION OF AND ACCESS TO THE ENTIRE SET OF SERVICES AVAILABLE IN THE ONE-STOP DELIVERY SYSTEM, INCLUDING COOPERATIVE AGREEMENTS WITH ENTITIES ADMINISTERING REHABILITATION ACT PROGRAMS AND SERVICES.

Copies of MOUS are discussed in detail in the plan. They are also available for review on-line. Current MOUs include the One-Stop Operator MOU - January 2, 2018 - June 30, 2020 which includes the core partners and key stakeholders i.e., VR, ES, UI, TANF, ABE, SCSEP, WIOA Adult & DW and the Community College system ; the Job Corps MOU, the Rapid Response MOU, the Veteran's Program MOU, the TAA MOU and the RESEA MOU.

E. WAIVER REQUESTS (OPTIONAL)

States wanting to request waivers as part of their title I-B Operational Plan must include a waiver plan that includes the following information for each waiver requested:

1. IDENTIFIES THE STATUTORY OR REGULATORY REQUIREMENTS FOR WHICH A WAIVER IS REQUESTED AND THE GOALS THAT THE STATE OR LOCAL AREA, AS APPROPRIATE, INTENDS TO ACHIEVE AS A RESULT OF THE WAIVER AND HOW THOSE GOALS RELATE TO THE UNIFIED OR COMBINED STATE PLAN;

2. DESCRIBES THE ACTIONS THAT THE STATE OR LOCAL AREA, AS APPROPRIATE, HAS UNDERTAKEN TO REMOVE STATE OR LOCAL STATUTORY OR REGULATORY BARRIERS;
3. DESCRIBES THE GOALS OF THE WAIVER AND THE EXPECTED PROGRAMMATIC OUTCOMES IF THE REQUEST IS GRANTED;
4. DESCRIBES HOW THE WAIVER WILL ALIGN WITH THE DEPARTMENT'S POLICY PRIORITIES, SUCH AS:
 - A. SUPPORTING EMPLOYER ENGAGEMENT;
 - B. CONNECTING EDUCATION AND TRAINING STRATEGIES;
 - C. SUPPORTING WORK-BASED LEARNING;
 - D. IMPROVING JOB AND CAREER RESULTS, AND
 - E. OTHER GUIDANCE ISSUED BY THE DEPARTMENT.
5. DESCRIBES THE INDIVIDUALS AFFECTED BY THE WAIVER, INCLUDING HOW THE WAIVER WILL IMPACT SERVICES FOR DISADVANTAGED POPULATIONS OR INDIVIDUALS WITH MULTIPLE BARRIERS TO EMPLOYMENT; AND
6. DESCRIBES THE PROCESSES USED TO:
 - MONITOR THE PROGRESS IN IMPLEMENTING THE WAIVER;
 - PROVIDE NOTICE TO ANY LOCAL BOARD AFFECTED BY THE WAIVER;
 - PROVIDE ANY LOCAL BOARD AFFECTED BY THE WAIVER AN OPPORTUNITY TO COMMENT ON THE REQUEST;
 - ENSURE MEANINGFUL PUBLIC COMMENT, INCLUDING COMMENT BY BUSINESS AND ORGANIZED LABOR, ON THE WAIVER.
 - COLLECT AND REPORT INFORMATION ABOUT WAIVER OUTCOMES IN THE STATE'S WIOA ANNUAL REPORT
7. THE SECRETARY MAY REQUIRE THAT STATES PROVIDE THE MOST RECENT DATA AVAILABLE ABOUT THE OUTCOMES OF THE EXISTING WAIVER IN CASES WHERE THE STATE SEEKS RENEWAL OF A PREVIOUSLY APPROVED WAIVER;

New Hampshire is not seeking any new or renewed waivers at this time.

TITLE I-B ASSURANCES

The State Plan must include assurances that:

1. The State has implemented a policy to ensure Adult program funds provide a priority in the delivery of training services and individualized career services to individuals who are low income, public assistance recipients and basic skills deficient; Yes
2. The State has implemented a policy to ensure local areas have a process in place for referring veterans with significant barriers to employment to career services provided by the JVSG program's Disabled Veterans' Outreach Program (DVOP) specialist; Yes

3. The state established a written policy and procedure that set forth criteria to be used by chief elected officials for the appointment of local workforce investment board members.

Yes

4. The State established written policy and procedures to ensure local workforce investment boards are certified by the governor every two years in accordance with WIOA section 107(c)(2). Yes

5. Where an alternative entity takes the place of a State Board, the State has written policy and procedures to ensure the alternative entity meets the definition under WIOA section 101(e) and the legal requirements for membership. No

6. The State established a written policy and procedure for how the individuals and entities represented on the State Workforce Development Board help to determine the methods and factors of distribution, and how the State consults with chief elected officials in local areas throughout the State in determining the distributions. Yes

7. The State will not use funds received under WIOA Title I to assist, promote, or deter union organizing in accordance with WIOA section 181(b)(7). Yes

8. The State distributes adult and youth funds received under WIOA equitably throughout the State, and no local area suffers significant shifts in funding from year-to-year during the period covered by this plan. Yes

9. If a State Workforce Development Board, department, or agency administers State laws for vocational rehabilitation of persons with disabilities, that board, department, or agency cooperates with the agency that administers Wagner-Peyser services, Adult and Dislocated Worker programs and Youth Programs under Title I. Yes

10. The State agrees to report on the impact and outcomes of its approved waivers in its WIOA Annual Report. Yes

11. The State has taken appropriate action to secure compliance with the Uniform Guidance at 2 CFR 200 and 2 CFR 2900, including that the State will annually monitor local areas to ensure compliance and otherwise take appropriate action to secure compliance with the Uniform Guidance under section WIOA 184(a)(3); Yes

PROGRAM-SPECIFIC REQUIREMENTS FOR WAGNER-PEYSER PROGRAM (EMPLOYMENT SERVICES)

All program-specific requirements provided for the WIOA core programs in this section must be addressed for either a Unified or Combined State Plan.

A. EMPLOYMENT SERVICE PROFESSIONAL STAFF DEVELOPMENT.

1. DESCRIBE HOW THE STATE WILL UTILIZE PROFESSIONAL DEVELOPMENT ACTIVITIES FOR EMPLOYMENT SERVICE STAFF TO ENSURE STAFF IS ABLE TO PROVIDE HIGH QUALITY SERVICES TO BOTH JOBSEEKERS AND EMPLOYERS.

NH provides ongoing training on both soft skills and hard skills for both the Unemployment Insurance (UI) program (NHUIS) and the Employment Security (ES) programs - Job Match

System (JMS), federally mandated and grant programs - that work in parallel. Training is provided through informational sessions to educate staff on a variety of topics to include but not limited to Assessments, Skill Building, Interviewing Techniques, Job Search, Resume Writing, Customer Service, Organizational Skills and Interpreting our UI and ES rules and laws. NH Professional Development is provided through a variety of methods. Depending on the audience that needs to be reached, the timeframe needed to provide service and the level of instruction needed, NH uses a variety of ways to get the information to the staff through Video Conferencing, Group Workshops, and One-on-One sessions.

2. DESCRIBE STRATEGIES DEVELOPED TO SUPPORT TRAINING AND AWARENESS ACROSS CORE PROGRAMS AND THE UNEMPLOYMENT INSURANCE (UI) PROGRAM, AND THE TRAINING PROVIDED FOR EMPLOYMENT SERVICES AND WIOA STAFF ON IDENTIFICATION OF UI ELIGIBILITY ISSUES AND REFERRAL TO UI STAFF FOR ADJUDICATION.

The ES and UI trainers work in collaboration to make sure ES and UI staff have the level of knowledge needed to impart the information on core programs. Strategies include Video Conferences on overviews or refreshers by both trainers. They also include each other in group training and inform each other when a one-on-one training with staff has been done. Additional WIOA staff is also invited to the Video Conferences and group trainings to keep them abreast of the programs. The ES trainer also provides specific training on JMS and O*Net to the WIOA partner staff.

B. EXPLAIN HOW THE STATE WILL PROVIDE INFORMATION AND MEANINGFUL ASSISTANCE TO INDIVIDUALS REQUESTING ASSISTANCE IN FILING A CLAIM FOR UNEMPLOYMENT COMPENSATION THROUGH ONE-STOP CENTERS, AS REQUIRED BY WIOA AS A CAREER SERVICE.

Staff-assisted services are available at all AJCs. Customers who cannot use self-service or who face barriers to employment will receive one-on-one assistance. This more intensive level of service is generally limited to targeted groups, Unemployment Insurance claimants, claimants selected for the Re-Employment Services and Eligibility Assessment (RESEA) program, veterans, migrant and seasonal farm workers, and individuals with disabilities. All UI claimants receive reemployment services during the Eligibility Review Interview (ERI) process. Any claimants that request additional assistance or for whom further services would be appropriate, may receive assistance in filing an unemployment compensation claim and will have access to staff help and/or be referred to an employment representative for assessment, counseling, testing, etc.

C. DESCRIBE THE STATE'S STRATEGY FOR PROVIDING REEMPLOYMENT ASSISTANCE TO UNEMPLOYMENT INSURANCE CLAIMANTS AND OTHER UNEMPLOYED INDIVIDUALS.

Re-Employment Services and Eligibility Assessment (RESEA) Program The focus of the RESEA Program in New Hampshire is two-fold - to assess the UI beneficiary's current eligibility for UI and to ensure that the individual is aware of, and taking advantage of the core and intensive re-employment services available in the American Job Center. The RESEA Program is exclusively administered within the American Job Centers. UI beneficiaries selected for the RESEA Program are required to meet with an RESEA Staff person at the American Job Center nearest them. All selected RESEA claimants are required to attend an

orientation and to meet with an RESEA staff person for one initial RESEA visit and two subsequent RESEA visits for the duration of a selected RESEA claimant's benefit year. As with all ETA Programs that are administered through the local American Job Centers, referrals to training and supportive services are made seamlessly at the American Job Center. The profiling model is used to identify those claimants who do not have a return to work date and who are not customarily hired through the union hall. The process selects claimants with higher profiling scores to participate in the RESEA Program. These individuals have a higher likelihood of exhausting their UI benefits and being long-term unemployed. New Hampshire makes extensive use of the Worker Profiling and Reemployment Service (WPRS) model for early identification of claimants who are likely to face long-term unemployment. NHES administers a statistical model, to identify qualified UI claimants who will enter the UI Profile Pool. Answers to certain questions during the initial claim process and their resulting score are used to identify potential claimants. On a weekly basis, Employment Service staff in the NH Works Centers specify a number of claimants to be randomly extracted from the pool in their respective service area. A weekly report is produced listing the claimants ranked by their profiling score and who received a first payment in the previous week. Claimants with the highest score in the pool are selected to attend an orientation and receive one-on-one assessment and reemployment services. A letter is sent to each claimant selected for RESEA services notifying them of their selection, program requirements and services, and a date to report to an orientation at the One-Stop Center. Any claimants not selected by the fifth week of their claim series are automatically dropped from the list of possible RESEA selections. The RESEA staff person maintains a case management level of at least 105 participants for a full time RESEA staff person and a percentage of that number for a part time RESEA staff person based on the number of hours they work. Using the NHUIS, the RESEA Interviewer sends the appropriate letter scheduling the claimant(s) selected for the initial group orientation session. The group orientation session is held at a One-Stop center and averages about thirty-five minutes. The orientation consists of a Power Point presentation explaining the level of work search efforts required each week while filing for UI, and the quality of work search documentation that must be provided as proof of these efforts. An overview of the re-employment services, (self-service, and career), available in the one stop is provided at the orientation session. In addition to the RESEA Interviewer and the WIOA Counselor participate in the RESEA orientation session to ensure details of the WIOA and Veteran's Programs are fully explained to participants. A review of the labor market information available at the local level and on the web (via Nnetwork) is provided. A portion of the UI initial claims process is the gathering and transferring of information to create a work registration in our Job Match System. At the orientation session, confirmation that the individual has a complete registration, including the demographic information, a resume, and the activation of the virtual recruiter, in the Job Matching System occurs. If the RESEA claimant has yet to complete these items in a more professional manner, the individual is directed to do so in the self service center or from home prior to their first RESEA one-on-one meeting. The RESEA claimant is scheduled for an in-person visit with the RESEA staff person at the One-Stop center on an average every three weeks. Since a first payment is required for selection, the first meeting occurs after the claimant has filed for three to four weeks of benefits. Each full-time Interviewer schedules between 8 - 10 appointments each day. At the first meeting, the RESEA staff person and the claimant develop an Employment Plan that identifies the reemployment goals and the action items that must be completed by the claimant and/or the RESEA staff

person to meet these goals. At the meeting, the claimant's work search efforts for the prior weeks claimed are reviewed and critiqued. The RESEA staff person is required to document in NHUIS any advice or instructions they provided to the claimant relative to specific improvements the individual must make in their work search efforts for the next three weeks. A review of available job openings, and if appropriate, training needs are reviewed at the first meeting. A referral to the WIOA Counselor is made at the first (or subsequent) meetings when appropriate. This first one-on-one meeting with the claimant is scheduled for one hour with an additional fifteen minutes needed for pre-meeting preparation. Therefore, the orientation and the first one-on-one meeting require one hour of staff time per claimant. If an RESEA staff person identifies at the initial meeting that an RESEA participant needs additional assistance, they will schedule them to return in three or four week. In addition to a review of the work search for the previous three weeks, the RESEA staff person reviews labor market information and the individual service plan. The RESEA staff person performs assessment, reemployment services and the group orientation. Any claimant that has failed to improve his/her work search efforts, after being so advised, is referred to an adjudicator to assess the claimant's continued eligibility for benefits. If disqualified for failure to conduct a reasonable work search, the claimant will re-qualify for benefits once they have resumed and provided documentation of a reasonable work search. RESEA Staff have direct access to the NHUIS to enter eligibility issues. Issues they typically enter are associated with poor work search efforts and failure to attend RESEA meetings. The ES Staff enters issues related to refusals of suitable work or job referrals. Once the issue is entered into the NHUIS, it is assigned to the respective adjudication center handling that labor market area. Once designated to a business unit, the issue is assigned to an adjudicator for review and resolution. Scheduling of the RESEA one-on-one meetings occurs through the NHUIS. Failure to report to the scheduled appointment results in the creation of an eligibility issue for an adjudicator to review. Adjudicators determine whether good cause existed for the missed appointment. If good cause existed, the adjudicator will work with the RESEA staff person to schedule a new appointment in NHUIS. If good cause did not exist for missing the scheduled appointment, the adjudicator will deny benefits until the claimant has met with the RESEA staff person. The adjudicator will work with the RESEA staff person to schedule a new appointment in NHUIS. The second and third RESEA sessions take an average of twenty minutes each, including pre and post meeting preparation. The second and third RESEA sessions may be conducted by telephone or by video conferencing, if appropriate. The RESEA claimant will be given a date and time for the appointment and must be available at the telephone number they provide or at the One-Stop Center. Within the time allotted, the RESEA staff person reviews the current work search records with previous records submitted and updates the Employment Plan. The RESEA staff person searches the database for available job openings. Within this time all paperwork associated with scheduling the claimant for future assessments and conducting fact finding is completed in addition to the entry of data into the NHUIS and Job Match Systems. New Hampshire installed video conferencing equipment in all twelve One-Stop facilities. Video conferencing will increase the number of RESEA participants in the Program due to accessibility. Any claimant selected for the REA Program that is still unemployed at the end of the third one-on-one session will be dropped from the program and referred to the resource center for self-service reemployment. BRI/ERI Workshop Program NHES has developed a series of four mandatory one-hour workshops for individuals filing for unemployment benefits. The first workshop, entitled Benefits Rights Interview (BRI), is

scheduled for the week following the filing of an initial claim for benefits. All UI claimants are scheduled for this group workshop which is designed to provide an overview of the Rights and Obligations under the NH Unemployment Law for a claimant and the reemployment services available at the NH Works Center. Claimants not attending the workshop are reported to the UI staff for potential UI issues. The three remaining workshops are Eligibility Review Interview (ERI) workshops designed to assist claimants in their efforts to become reemployed. The first workshop, ERI1 entitled Search, Resumes, Job Application Dos and Don'ts is attended four weeks after attending the BRI. The focus of this workshop is how to search for work and properly complete application requirements. The second workshop, ERI2 entitled Interviewing Workshop, is attended four weeks later. This workshop focuses on interviewing tips. The last workshop, ERI3 is entitled ReEnergizing Your Job Search and is scheduled four weeks later. This workshop focuses on a review of ERI1 and ERI2, transferable skills and other sources of assistance. Claimants not attending any of these workshops are reported to the UI staff for potential UI issues. During these workshops, claimants in need of one-on-one assistance are also scheduled for individual ERIs. The focus of these interviews is to ensure that claimants continue to meet the requirements of the law and to assist with their reemployment efforts. The frequency of these reviews for a claimant is dependent upon the job attachment, job classification, training needs, labor market availability, or any other criteria that is pertinent for that individual. When these interviews are conducted by staff, all the appropriate core reemployment service activities are discussed and explored, whether it is job search assistance, counseling, testing, job development or workshops. Any claimant for whom intensive services would be appropriate is referred to an employment counselor for assessment, counseling, testing, etc. In this process, profiled and non-profiled UI claimants are among those customers eligible for intensive services as time and funding allows. Claimants who would benefit from supportive services are referred to the appropriate entity. Claimants not attending any of these one-on-one sessions are reported to the UI staff for potential UI issues. Claimants may use the resources in the resource center in each NH Works office in conjunction with these one-on-one services. Each claimant is informed of all resources available at each encounter with an ES staff person. All staff assigned to the BRI/ERI program have received training on potential UI issues and have access to the automated UI system to enter potentially disqualifying issues. UI staff members then act on these issues.

New Hampshire accepts proposals from any applicant that feels that they can meet the Request for Proposal and Contractual requirements. The NH Department of Education (NH DOE) and its funder, Office of Workforce Opportunity at the NH Department of Business and Economic Affairs (BEA), solicit through a Request for Proposal (RFP) on behalf of the Youth Council. The purpose of the RFP is to identify appropriate service provider(s) to provide employment and training services throughout the state.

D. DESCRIBE HOW THE STATE WILL USE W-P FUNDS TO SUPPORT UI CLAIMANTS, AND THE COMMUNICATION BETWEEN W-P AND UI, AS APPROPRIATE, INCLUDING THE FOLLOWING:

- 1. COORDINATION OF AND PROVISION OF LABOR EXCHANGE SERVICES FOR UI CLAIMANTS AS REQUIRED BY THE WAGNER-PEYSER ACT;**

As described above in the Re-Employment Services and Eligibility Assessment (RESEA) Program description, all UI claimants are profiled to identify those most in need of re-employment assistance. Those selected for the program are required to meet with a RESEA staff person and attend an orientation and several follow up meetings to be introduced to and assisted with the services available at the American Job Center. One of these services is the labor exchange program offered in NH. The initial claims process for UI claimants gathers the necessary information and transfers it to create a registered profile in the New Hampshire Job Match System. Staff confirm this registration with claimants and ensure that all information is correct and the profile is completely filled out to make it as effective as possible.

2. REGISTRATION OF UI CLAIMANTS WITH THE STATE'S EMPLOYMENT SERVICE IF REQUIRED BY STATE LAW;

All UI claimants are registered within the State's Job Match System during the process of applying for claims and attending Benefits Rights and Eligibility Review Interviews.

3. ADMINISTRATION OF THE WORK TEST FOR THE STATE UNEMPLOYMENT COMPENSATION SYSTEM, INCLUDING MAKING ELIGIBILITY ASSESSMENTS (FOR REFERRAL TO UI ADJUDICATION, IF NEEDED), AND PROVIDING JOB FINDING AND PLACEMENT SERVICES FOR UI CLAIMANTS; AND

Four weeks after a UI claimant's initial orientation, he or she must attend the first in a series of workshops related to job search, applications, interviewing, identifying skills, and other resources that are available for job finding. These workshops are described further above under the BRI/ERI Workshop Program. Claimants not attending these mandatory workshops are reported to UI staff for potential issues. Those in need of one-on-one assistance may have these workshops/interviews individually to make sure they are meeting the requirements of the law for receiving benefits and are receiving the assistance needed for their job search.

4. PROVISION OF REFERRALS TO AND APPLICATION ASSISTANCE FOR TRAINING AND EDUCATION PROGRAMS AND RESOURCES.

In reviewing with claimants their interests, skills, and opportunities, staff members can assess whether or not training may be needed for reemployment. Those claimants for whom training services would be beneficial are referred to a WIOA Counselor as RESEA staff are made aware. Through consistent communication channels, these referrals are made seamlessly at the American Jobs Centers.

E. AGRICULTURAL OUTREACH PLAN (AOP). EACH STATE AGENCY MUST DEVELOP AN AOP EVERY FOUR YEARS AS PART OF THE UNIFIED OR COMBINED STATE PLAN REQUIRED UNDER SECTIONS 102 OR 103 OF WIOA. THE AOP MUST INCLUDE--

1. ASSESSMENT OF NEED

Provide an assessment of the unique needs of farmworkers in the area based on past and projected agricultural and farmworker activity in the State. Such needs may include but are not limited to: employment, training, and housing.

Surveys are conducted on a yearly basis that assist in determining the needs of farmworkers. There is a shortage of MSFW's in the state, so some employers utilize the H-2A program. Employers will typically provide workers with 1-2 days of training with 2 days to reach production standards, and often require workers to have at least 1 month of prior experience. Housing for workers is typically only offered at the farms that employ H-2A workers. The major needs of farmworkers include, but are not limited to, language barriers (many do not speak English), education, housing, transportation, and access to resources.

A. AN ASSESSMENT OF THE AGRICULTURAL ACTIVITY IN THE STATE MEANS: 1) IDENTIFYING THE TOP FIVE LABOR-INTENSIVE CROPS, THE MONTHS OF HEAVY ACTIVITY, AND THE GEOGRAPHIC AREA OF PRIME ACTIVITY; 2) SUMMARIZE THE AGRICULTURAL EMPLOYERS' NEEDS IN THE STATE (I.E. ARE THEY PREDOMINANTLY HIRING LOCAL OR FOREIGN WORKERS, ARE THEY EXPRESSING THAT THERE IS A SCARCITY IN THE AGRICULTURAL WORKFORCE); AND 3) IDENTIFYING ANY ECONOMIC, NATURAL, OR OTHER FACTORS THAT ARE AFFECTING AGRICULTURE IN THE STATE OR ANY PROJECTED FACTORS THAT WILL AFFECT AGRICULTURE IN THE STATE.

There is no single, reliable source of information on migrant and seasonal farm workers. The State Monitor Advocate, The NH Migrant Education Program and the National Farmworker Jobs Program 167 Grantee, and the New England Farm Workers' Council, base estimates on past outreach efforts. Surveys are conducted on a yearly basis that assist in determining the needs of farmworkers. There is a shortage of MSFW's in the state, so some employers utilize the H-2A program. Employers will typically provide workers with 1-2 days of training with 2 days to reach production standards, and often require workers to have at least 1 month of prior experience. Housing for workers is typically only offered at the farms that employ H-2A workers. The major needs of farmworkers include, but are not limited to, language barriers (many do not speak English), education, housing, transportation, and access to resources. Top Five Labor-Intensive Crops: • Apple Orchards: 30 workers • Strawberry Harvest 25 workers • Low Bush Blueberry 20 to 30 workers • All Other Fruits and Vegetables: 50 workers • Christmas Tree: 20 workers The primary growing season for the state is May through November. It begins in May with plantings of various vegetables, followed by strawberry harvest the end of June into July, followed by the blueberry harvest. The primary growing season for the state is May through November. It begins in May with plantings of various vegetables, followed by strawberry harvest the end of June into July, followed by the blueberry harvest. Top Five Labor-Intensive Crops: • Apple Orchards: 30 workers • Strawberry Harvest 25 workers • Low Bush Blueberry 20 to 30 workers • All Other Fruits and Vegetables: 50 workers • Christmas Tree: 20 workers Several large tracts of land, utilized by Cherryfield of Maine to cultivate a low-bush blueberry crop, brings in the 20 to 30 migrant workers annually to harvest approximately 750,000 pounds of blueberries during the end of July into early August. These migrant workers are not being requested through the U.S. Department of Labor Agricultural Recruitment System. Cherryfield recruits the workers as part of their hiring for blueberry harvesting in Maine. Other fruit and vegetable harvests begin the end of June and into early fall. Apple harvest begins in September and typically finishes by the end of October or very early November. Large apple growers, for the most part, continue to rely heavily on H2-A workers (approximately 200 workers a year) though most have at least 3 or 4 seasonal workers (quite often students) for packing and miscellaneous duties. There are a few of the

larger orchards that do not utilize the H2-A program. By December the winter season has begun. Horticulture planting continues in the greenhouses almost year round depending on the flowers and shrubs needed for a specific season, i.e., spring bulbs, Poinsettia, summer floral, etc. New Hampshire agriculture has changed over the years. Today's industry is quite diverse, encompassing many crop, livestock and specialty products. The value of New Hampshire's agricultural industry is nearly \$935 million. This includes \$554 million in direct sales of agricultural and other horticultural products and services and \$381 million in direct spending by agriculture related tourists (fairs, scenic travel, etc.). Farming activity provides the fields, pastures and meadows that buffer New Hampshire's residential and commercial development and affords the views of the hills, valleys and mountains. Without land kept open by farming, there would be no greenbelts around our towns and cities and without farming, there would be no barns, silos, or sugar houses that give our state its special character. Some 3,400 individual operations qualify as commercial farms in New Hampshire, managing 450,000 acres including crop, pasture, maple and Christmas tree production, conservation and other agricultural uses. The state's farms produce a wide variety of conventional bulk commodity crops, with milk and apples being the most significant. New Hampshire farms produce many specialty and horticultural crops for markets both within and beyond the state. Food manufacturing in New Hampshire, including dairy products, bakery products, confectionery, beverages and seafood products, is valued at \$4.5 billion per year. Internationally, New Hampshire exports over \$47 million annually in food and agricultural products. Specialty and processed food products include ice cream, yogurt and other dairy products, jams, jellies, condiments and other value-added food products at \$125 million. Ornamental Horticulture is still one of the fastest growing segments of New Hampshire agriculture including greenhouse and nursery production, flowers, turf, landscape materials and services, etc. at \$381 million. Over 40 million gallons of milk are produced each year on 150 New Hampshire dairy farms. In addition, New Hampshire purebred cattle are sold all over the world. This industry's value to NH is \$53 million. Pleasure horses are important to many aspects of New Hampshire recreation. Standardbreds and thoroughbreds raised and trained in New Hampshire are vital to racing. Horse farms are major consumers of local hay crops with a total industry value to NH of \$50 million. Beef, sheep, swine and poultry are among the types of livestock raised for home food supplies and commercial markets. Specialty livestock such as angora goats and rabbits, llamas and sheep are grown for wool and specialty fiber markets. Farm raised fish and game including deer; bison and elk are gaining markets in restaurants and other outlets. New Hampshire egg and turkey products are favorites among local consumers looking for fresh, native foods. New Hampshire research farms have developed poultry strains that have influenced flocks worldwide. Livestock's value to NH is \$21 million. Hay, corn silage and other forage crops are produced annually on thousands of New Hampshire acres. These are grown for on-farm consumption by livestock and for cash crops as well and valued at \$16 million. Through direct-to-consumer outlets such as farm stands and markets, as well as regional supermarkets, New Hampshire growers provide a large variety of fresh, quality vegetables to local consumers at a value of \$12 million. New Hampshire orchards produce about one million bushels of apples annually that are sold throughout the Eastern U.S. and Europe. In addition, apple cider has become a major product line for many orchard operations with an industry valued at \$8 million. New Hampshire grown Christmas trees, including Balsam, Fraser Fir and other species of pine and spruce, are harvested from across the state and sold throughout the region for fragrant holiday celebrations. Other

evergreen products such as wreaths and roping are made at numerous farm operations and widely sold at a total industry value of \$4 million. By the quart, bushel, or by the pound, strawberries, raspberries, blueberries, peaches and other fruit, are enjoyed by New Hampshire consumers each year. Wild, low-bush New Hampshire blueberries are a baker's favorite. All together these fruits provide NH agriculture with \$4 million. An average of 75,000 gallons of maple syrup is produced each year in New Hampshire from over 400 maple operations. Finally, Beekeepers raise bees for honey and to provide important crop pollination services for other farmers. These two areas bring NH an additional \$3.5 million.

B. AN ASSESSMENT OF THE UNIQUE NEEDS OF FARMWORKERS MEANS SUMMARIZING MIGRANT AND SEASONAL FARM WORKER (MSFW) CHARACTERISTICS (INCLUDING IF THEY ARE PREDOMINANTLY FROM CERTAIN COUNTRIES, WHAT LANGUAGE(S) THEY SPEAK, THE APPROXIMATE NUMBER OF MSFWs IN THE STATE DURING PEAK SEASON AND DURING LOW SEASON, AND WHETHER THEY TEND TO BE MIGRANT, SEASONAL, OR YEAR-ROUND FARMWORKERS). THIS INFORMATION MUST TAKE INTO ACCOUNT DATA SUPPLIED BY WIOA SECTION 167 NATIONAL FARMWORKER JOBS PROGRAM (NFJP) GRANTEES, OTHER MSFW ORGANIZATIONS, EMPLOYER ORGANIZATIONS, AND STATE AND/OR FEDERAL AGENCY DATA SOURCES SUCH AS THE U.S. DEPARTMENT OF AGRICULTURE AND THE U.S. DEPARTMENT OF LABOR (DOL) EMPLOYMENT AND TRAINING ADMINISTRATION.

An estimate of the number of MSFWs working in the state during peak growing season is as follows: Migrant Workers: • Low Bush Blueberry 20 to 30 workers • Apple Harvest 10 to 15 workers • Seasonal Farm Workers: • Strawberry Harvest 25 workers • Horticulture: 55 workers • Apple Orchards: 30 workers • All Other Fruits and Vegetables: 50 workers • Maple Syrup: 20 workers • Christmas Tree: 20 workers MSFW's tend to come from Mexico, Nepal, Africa, Jamaica, and the United States. They speak English, Spanish, and Nepali. Most MSFW's in NH tend to be either seasonal or migrant workers.

2. OUTREACH ACTIVITIES

The local offices outreach activities must be designed to meet the needs of MSFWs in the State and to locate and contact MSFWs who are not being reached through normal intake activities. Describe the State agency's proposed strategies for:

A. CONTACTING FARMWORKERS WHO ARE NOT BEING REACHED BY THE NORMAL INTAKE ACTIVITIES CONDUCTED BY THE EMPLOYMENT SERVICE OFFICES.

Federal regulations require an outreach program to locate and make contact with MSFWs. NHES utilizes a collaborative effort involving NH WORKS Centers, the New England Farm Workers' Council, the NH Migrant Education Program and Pine Tree Legal Assistance of Bangor Maine. Outreach needs are strongest during the peak season of July through September. Our continuing goal of improving outreach to MSFWs, by involving the twelve NH WORKS Centers, has been codified in the Outreach Directive and Outreach Manual that equips local office staff with the basic tools needed to make contact with MSFWs. Outreach staff provide information concerning employment services, availability of local services, as well as offering referrals to partner agencies. Outreach requires visits to locations where agricultural workers congregate, to their work places and labor camps, providing available services information to local churches, businesses and services the workers may utilize, and

through family, friends and acquaintances. NH WORKS Centers will continue to be promoted as the primary access point to an integrated network of local services and support. The New England Farm Workers' Council (NEFWC) continues to be a primary partner in providing employment and training services to MSFWs. This partner has statewide responsibility with its office located in Manchester, NH. The NEFWC assists with job search and direct placements, retraining, High School Equivalency Tests (HiSET), English as a Second Language Program, Apprenticeships, and On-the-Job Training opportunities. NEFWC averages approximately 30 referrals per year, training approximately 5 to 10 workers, and providing supportive services such as ESL, HiSET, Driver ED, etc. for the remainder. A Memorandum of Understanding has been developed by the State Monitor Advocate between NHES and NEFWC. Continued close cooperation is considered an integral part of the State's five year plan. Another major partner in the State Monitor Advocate's outreach is the New Hampshire Department of Education's "New Hampshire Migrant Education Program" (NHMEP). Using different qualifying criteria, NHMEP works with children of migrant farm workers, mostly through local schools. About 10 % of their clients are children of dairy workers or blueberry pickers. Nearly all others have been children of employees of meat and poultry processing plants. A Memorandum of Understanding has been developed by the State Monitor Advocate between NHES and NHMEP. The NH WORKS Center Job Match System applicant registration screen continues to help NHES better track services provided. The self-registration screen provides NHES an additional opportunity to capture possible MSFWs not coming into the local offices. Local office procedures for reviewing MSFW self-registration have been implemented so that verification of status can be made and services and/or referrals can be offered. There is a regulatory requirement, as well as a need, to reach out to MSFWs to help them find agricultural or other work to improve their economic condition, and to refer MSFWs to supportive services as may be needed. An array of federal programs that channel monies to states is available for MSFWs. These include educational and health programs through agencies such as the New Hampshire Migrant Education Program; the Health and Human Services Minority Health Program; the New Hampshire Farm Workers' Council in Manchester; the Manchester Community Resource Center and Pine Tree Legal Assistance. The objective remains to strengthen the non-profit service network referral system to better serve the migrant and seasonal farm worker and their family.

B. PROVIDING TECHNICAL ASSISTANCE TO OUTREACH WORKERS. TECHNICAL ASSISTANCE MUST INCLUDE TRAININGS, CONFERENCES, ADDITIONAL RESOURCES, AND INCREASED COLLABORATION WITH OTHER ORGANIZATIONS ON TOPICS SUCH AS ONE-STOP CENTER SERVICES (I.E. AVAILABILITY OF REFERRALS TO TRAINING, SUPPORTIVE SERVICES, AND CAREER SERVICES, AS WELL AS SPECIFIC EMPLOYMENT OPPORTUNITIES), THE EMPLOYMENT SERVICE COMPLAINT SYSTEM, INFORMATION ON THE OTHER ORGANIZATIONS SERVING MSFWs IN THE AREA, AND A BASIC SUMMARY OF FARMWORKER RIGHTS, INCLUDING THEIR RIGHTS WITH RESPECT TO THE TERMS AND CONDITIONS OF EMPLOYMENT.

Outreach staff are provided technical assistance through group, and one-on-one training sessions, as well as the SMA occasionally accompanying outreach workers on MSFW outreach visits. The SMA provides all outreach staff with an MSFW Outreach Guide, which provides extensive information on conducting MSFW outreach, NFJP grantees, and the JS

complaint system. Outreach staff have maximum experience speaking to workers of their rights, services available to them, and agricultural information relevant to their community. Outreach staff are strongly encouraged to regularly collaborate with the NFJP grantees to improve outreach contacts, as well as to avoid duplication of services offered.

C. INCREASING OUTREACH WORKER TRAINING AND AWARENESS ACROSS CORE PROGRAMS INCLUDING THE UNEMPLOYMENT INSURANCE (UI) PROGRAM AND THE TRAINING ON IDENTIFICATION OF UI ELIGIBILITY ISSUES.

Since conducting outreach is only a portion of their job, outreach staff are required to have a general knowledge and awareness across all core programs, including the Unemployment Insurance (UI) program. Outreach workers are regularly trained on any new, or updated policies and procedures involving the services provided through the One-Stop offices.

D. PROVIDING STATE MERIT STAFF OUTREACH WORKERS PROFESSIONAL DEVELOPMENT ACTIVITIES TO ENSURE THEY ARE ABLE TO PROVIDE HIGH QUALITY SERVICES TO BOTH JOBSEEKERS AND EMPLOYERS.

NH provides ongoing training on both soft skills and hard skills for both the Unemployment Insurance (UI) program (NHUIS) and the Employment Security (ES) programs - Job Match System (JMS), the JS complaint system, federally mandated and grant programs - that work in parallel. Training is provided through informational sessions to educate staff on a variety of topics to include but not limited to Assessments, Skill Building, Interviewing Techniques, Job Search, Resume Writing, Customer Service, Organizational Skills and Interpreting our UI and ES rules and laws. Professional Development is provided to outreach workers throughout the year through video conferencing, group training sessions, one-on-one sessions, and outreach training visits.

E. COORDINATING OUTREACH EFFORTS WITH NFJP GRANTEE AS WELL AS WITH PUBLIC AND PRIVATE COMMUNITY SERVICE AGENCIES AND MSFW GROUPS.

NHES utilizes a collaborative effort involving NH WORKS Centers, the New England Farm Workers' Council, the NH Migrant Education Program and Pine Tree Legal Assistance of Bangor Maine to provide services to MSFWs. NH WORKS Center outreach staff are encouraged to coordinate specifically with the New England Farmworkers' Council (NEFWC) to avoid duplication of services, and to better serve the needs of employers and MSFWs. NHES has previously established MOUs with the New England Farmworkers' Council (NEFWC) and the NH Department of Education with responsibilities of cooperation to assist with outreach and services to farm workers.

3. SERVICES PROVIDED TO FARMWORKERS AND AGRICULTURAL EMPLOYERS THROUGH THE ONE-STOP DELIVERY SYSTEM.

Describe the State agency's proposed strategies for:

A. PROVIDING THE FULL RANGE OF EMPLOYMENT AND TRAINING SERVICES TO THE AGRICULTURAL COMMUNITY, BOTH FARMWORKERS AND AGRICULTURAL EMPLOYERS, THROUGH THE ONE-STOP DELIVERY SYSTEM. THIS INCLUDES:

- XI. HOW CAREER AND TRAINING SERVICES REQUIRED UNDER WIOA TITLE I WILL BE PROVIDED TO MSFWs THROUGH THE ONE-STOP CENTERS;
- XII. HOW THE STATE SERVES AGRICULTURAL EMPLOYERS AND HOW IT INTENDS TO IMPROVE SUCH SERVICES.

Funding for agricultural services comes from W-P and Foreign Labor Certification (FLC) funds granted to the states annually. W-P funds are given based on a formula basis. The FLC funds are provided by DOLETA to process foreign labor application requests, conduct housing inspections, conduct agricultural wage and prevailing practice surveys, and collect agricultural crop and labor information. Services to MSFWs include:

- Registration for WP and other American Job Center Network services
- Explanation and use of NHWorks Job Match job searches
- Referrals to agricultural and non-agricultural employment
- Referrals to supportive services, WIOA and NFJP information
- Job development services
- Farm worker rights to include Federal and State Law and employment related protections
- Information on the JS complaint system, filing and processing complaints.
- How to contact other organizations servicing MSFWs
- Counseling
- Job seeking skills
- Testing
- Assessment
- Information on education and training activities in area
- Labor market information
- Tax Credit Programs
- Limited language access
- Federal Bonding program assistance

NH WORKS Outreach workers shall explain to MSFWs, by means of written and oral presentations either spontaneous or recorded, in a language readily understood by them, the items described above in Section (3)(B). Self-Registration Self-service registration, available electronically via the NHWorks Job Match System, tends to be the primary method of registration. The Job Match System allows outreach staff to provide staff managed intake and case management capabilities. Individual applications may be taken during outreach when necessary or appropriate. Where necessary, an explanation of the purpose and completion of the process shall be given preceding the actual registration. Applicants with internet access or who visit the American Job Center Network Centers for services can register and self-refer themselves to job opportunities. The Outreach staff may also assist MSFWs who are unable to complete the process.

Assessment of MSFW Needs Outreach Workers will regularly review the NHWorks Job Match System for MSFW self-registrants to assess need and provide necessary services. When applicable, Outreach Staff will make appropriate referrals to community based organizations or other supportive services agencies.

Outreach Records Each NH WORKS local office will keep a log of MSFW outreach activities. Instructions for completing the log are on the reverse side of the form. Copies of the outreach log are to be sent to the Operations Unit on a monthly basis. During months when MSFW outreach activities are conducted, NH WORKS outreach workers shall maintain complete records of their contacts with MSFWs and the services they perform in accordance with a format developed by ETA. These records shall include a daily log, a copy of which shall be sent monthly to the State Monitor Advocate. These records shall include the number of contacts and names of contacts (where applicable), the services provided (e.g., whether a complaint was received, whether an application was taken, and whether a referral was made). NH WORKS Outreach workers also shall maintain records of each possible violation or complaint of which they have knowledge, and their actions in ascertaining the facts and referring the matters as provided herein. These records shall include a description of the circumstances and names of any employers who have refused outreach workers access to MSFWs.

Monitor Advocate Services A part-time State Monitor Advocate is assigned to perform the following duties:

- Conduct agency-wide and on-going

review of state-wide delivery of services and protections afforded to MSFWs. • Provide quarterly training sessions to outreach staff to assist in improving outreach to employers and MSFWs. • Coordinate efforts to assure that local offices are reviewed at least once a year. • Consult with local offices to ensure accurate reporting of MSFW related information. • Review proposed American Job Center Network directives and manuals relating to MSFWs. • Participate in Federal monitoring reviews. • Review, on at least a quarterly basis, all statistical and other MSFW related data reported. • Prepare an annual summary report of statewide services to MSFWs. • Oversee the operation and performance of the JS complaint system. • Review the state agency's MSFW AOP and reports of outreach workers. • Serve as an advocate to improve services to MSFWs within the American Job Center Network. The State Monitor Advocate will visit the working and living areas of each MSFW placed through the Interstate Agricultural Clearance System and is responsible for all MSFW program reporting to the Region as required or requested. The Monitor Advocate works with the Department of Labor related to the need to revise program regulations to more effectively relate to service delivery for MSFWs and to keep pace with developing technologies. The Monitor Advocate will also provide cross training for partner agency staff on the National Monitor Advocate System, MSFW Outreach and overall provision of services to MSFWs and the JS Complaint System. The Monitor Advocate is also assigned the duties of the FLC Program Manager, which ensures coordination and policy alignment in state and federal regulations regarding American Job Center Network services to MSFWs. The Monitor Advocate also attends and participates in meetings as expected of the State Monitor Advocate. Agricultural employers receive all services provided to non-agricultural employers. Additionally, agricultural employers have access, but not limited to, the following WP Act Services or resources: • Agricultural Recruitment System (Intrastate, and Interstate Clearance Orders) • Temporary FLC Programs • Explanation of, and assistance with, the NHWorks Job Match System • Provide labor market information with such data as supply and demand, salaries, training requirements and industry growth • Perform recruitment activities to find and refer qualified farm workers in order to fill the labor needs of agricultural employers • Assistance with pre-occupancy housing inspections for employers requesting approval for participation in interstate recruitment through the Agricultural Recruitment System, and/or H2A foreign labor certification • Assistance with informal and timely resolution of complaints and apparent violations • Assistance with information on employment and training programs and tax incentives • Assistance with referrals to potential training of agricultural employer staff NH always provides special services to employers on an individual, as needed basis. Employer contacts are also made through personal on-site visits. Identification of employers takes place through unemployment Insurance records, local office employer records, lists obtained through the NH Department of Agriculture, website listings, farm services organizations and community contacts. Additional resources are utilized as found. Follow-up contacts will ensure the needs of employers and workers have been met and to assess if other support services are needed.

B. MARKETING THE EMPLOYMENT SERVICE COMPLAINT SYSTEM TO FARMWORKERS AND OTHER FARMWORKER ADVOCACY GROUPS.

NH WORKS outreach staff are all informed of the complaint system processes and the other groups that are available to connect with farmworkers. This information is shared with each contact to promote awareness. All outreach contacts will include the following information:

presentation and offer of services, referrals to agricultural and non-agricultural employment, all range of services available from the American Job Center Network, JS complaint system, information about federal and state laws and protections available. We will also provide brochures and information on the New England Farmworkers' Council (WIA 167 NFJP), NH Migrant Education Program Pine Tree Legal Assistance.

C. MARKETING THE AGRICULTURAL RECRUITMENT SYSTEM TO AGRICULTURAL EMPLOYERS AND HOW IT INTENDS TO IMPROVE SUCH PUBLICITY.

Outreach workers will make every effort to promote and encourage agricultural employers to utilize the Agricultural Recruitment System (ARS). By explaining the benefits of using the ARS to the employers, and offering assistance with using the ARS, it is the intent that agricultural employers will be able to improve their recruitment of qualified workers.

4. OTHER REQUIREMENTS

A. COLLABORATION

Describe any collaborative agreements the state workforce agency (SWA) has with other MSFW service providers including NFJP grantees and other service providers. Describe how the SWA intends to build upon/increase collaboration with existing partners and in establishing new partners over the next four years (including any approximate timelines for establishing agreements or building upon existing agreements).

NHES has previously established MOUs with the NH Department of Education, the New England Farmworkers Council (NEFWC), and NH Works (which includes all partners), with responsibilities of cooperation to assist with outreach and services to farm workers. Due to the limited number of MSFW's in the state, there are also a limited number of available programs in which MOU's can be established. As future programs become available, NHES will make every effort to establish MOU's with those organizations. Efforts would include hosting a forum of MSFW service providers at which attendees could provide information on services they have available, along with sharing of ideas and "best practices" to improve future cooperative outreach to MSFWs. All NH WORKS Center outreach staff would be encouraged to attend.

B. REVIEW AND PUBLIC COMMENT.

In developing the AOP, the SWA must solicit information and suggestions from NFJP grantees, other appropriate MSFW groups, public agencies, agricultural employer organizations, and other interested organizations. In addition, at least 45 calendar days before submitting its final AOP, the SWA must provide a proposed plan to NFJP grantees, public agencies, agricultural employer organizations, and other organizations expressing an interest and allow at least 30 days for review and comment. The SWA must: 1) Consider any comments received in formulating its final proposed AOP; 2) Inform all commenting parties in writing whether their comments have been incorporated and, if not, the reasons therefore; and 3) Transmit the comments and recommendations received and its responses with the submission of the AOP. The AOP must include a statement confirming NFJP grantees, other appropriate MSFW groups, public agencies, agricultural employer organizations and other interested employer organizations have been given an opportunity to comment on the AOP. Include the list of organizations from which information and suggestions were solicited, any comments received, and responses to those comments.

Drafts of this plan and Migrant Seasonal Farm Worker policies and procedures have been shared via email with our partners serving farmworkers, including NH Department of Education, the New England Farmworkers Council (NEFWC), NH Department of Health and Human Services, Southern New Hampshire Services, and Community College System of New Hampshire. Comments about the plan were solicited from the partners, but none have been received.

C. DATA ASSESSMENT.

Review the previous four years Wagner-Peyser data reports on performance. Note whether the State has been meeting its goals to provide MSFWs quantitatively proportionate services as compared to non-MSFWs. If it has not met these goals, explain why the State believes such goals were not met and how the State intends to improve its provision of services in order to meet such goals.

A review of program performance for New Hampshire's indicators of compliance show that staff of the NH WORKS American Job Center Network continue to make every effort in identifying potential MSFWs in NH, and to provide MSFW's quantitatively proportionate services to non-MSFW's. The NHES Job Match System continues to be a resource used regularly to capture self-registrants indicating previous employment in farm work, though there is no single, reliable source of information on migrant and seasonal farm workers in our state. Seasonal farm workers in NH generally return to the same farms year after year. The numbers of migrant farm workers coming to NH are minimal, but every effort is made to identify their locations and offer services as appropriate. Through increased collaboration with NFJP grantees, and increased outreach, the state intends to meet its goals of providing quantitatively proportionate services as compared to non-MSFWs.

D. ASSESSMENT OF PROGRESS

The plan must include an explanation of what was achieved based on the previous AOP, what was not achieved and an explanation as to why the State believes the goals were not achieved, and how the State intends to remedy the gaps of achievement in the coming year.

During PY 2015 outreach workers were able to make 53 initial contacts with agricultural employers. This was a considerable increase from PY 2014, where only 13 initial contacts were made. These employers were made aware of the variety of services available to them, as well as to MSFW's. As stated previously, it is an NHES goal to contact a sufficient number of MSFWs with the maximum utilization of resources available. During PY 2015, NHES was able to make 28 initial contacts with MSFW's, an increase over the 24 initial MSFW contacts made in PY 2014. While this was above the minimum goal for the year, outreach workers continue to make every effort to reach more MSFW's throughout the State. The numbers of migrant farm workers coming to NH are minimal, and agricultural employers aren't always receptive to outreach workers' attempts to reach their employees, but every effort is made to identify their locations and offer services as appropriate. In PY 2016, our agency was unable to provide data due to changes in report system. The numerical outreach goal for PY 2017 is 30 initial contacts. We have set two qualitative outreach goals for the NHES MSFW Program during PY 2017. The first goal is to improve outreach to agricultural employers to increase agricultural employers' awareness and use of the Labor Exchange services. The second goal is to increase outreach contacts to seasonal workers, above the numerical goals,

while encouraging these workers to take advantage of the services that NHES and its partners provide.

E. STATE MONITOR ADVOCATE

The plan must contain a statement confirming the State Monitor Advocate has reviewed and approved the AOP.

The State Monitor Advocate has been afforded the opportunity to review and approve this AOP.

WAGNER-PEYSER ASSURANCES

The State Plan must include assurances that:

1. The Wagner-Peyser Employment Service is co-located with one-stop centers or a plan and timeline has been developed to comply with this requirement within a reasonable amount of time. (sec 121(e)(3)); Yes
2. The State agency is complying with the requirements under 20 CFR 653.111 (State agency staffing requirements) if the State has significant MSFW one-stop centers; Yes
3. If a State Workforce Development Board, department, or agency administers State laws for vocational rehabilitation of persons with disabilities, that board, department, or agency cooperates with the agency that administers Wagner-Peyser services, Adult and Dislocated Worker programs and Youth Programs under Title I; and Yes
4. State agency merit-based public employees provide Wagner-Peyser Act-funded labor exchange activities in accordance with Department of Labor regulations. Yes

PROGRAM-SPECIFIC REQUIREMENTS FOR ADULT EDUCATION AND FAMILY LITERACY ACT PROGRAMS

The Unified or Combined State Plan must include a description of the following as it pertains to Adult Education and Literacy programs under title II, the Adult Education and Family Literacy Act (AEFLA).

A. ALIGNING OF CONTENT STANDARDS

Describe how the eligible agency will, by July 1, 2016, align its content standards for adult education with State-adopted challenging academic content standards, as adopted under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as amended (20 U.S.C. 6311(b)(1)).

The Bureau of Adult Education will adopt the Office of Career, Technical, and Adult Education College and Career Readiness Standards for Adult Education by July 1, 2016. NH College and Career Standards were adopted by the New Hampshire State Board of Education (2/20/13, 10/24/13). The NH Standards are based upon the Common Core State Standards which are embedded in the New Hampshire standards. As a result of a comparison of the NH College & Career Readiness Standards and the College & Career Readiness Standards for Adult Education, it was determined that they are aligned. The Bureau of Adult Education has been aligning Math and English Language Arts instruction in local adult education programs with the Office of Career, Technical, and Adult Education

College and Career Readiness Standards for Adult Education. Since final regulations for WIOA were not issued until June 30, 2016 alignment of those standards by local adult education programs will continue to take place through a variety of professional development opportunities throughout the 2016-2017 program year.

B. LOCAL ACTIVITIES

Describe how the State will, using the considerations specified in section 231(e) of WIOA, fund each eligible provider to establish or operate programs that provide any of the following adult education and literacy activities identified in section 203 of WIOA, including programs that provide such activities concurrently. The Unified or Combined State Plan must include at a minimum the scope, content, and organization of these local activities.

ADULT EDUCATION AND LITERACY ACTIVITIES (SECTION 203 OF WIOA)

- Adult education;
- Literacy;
- Workplace adult education and literacy activities;
- Family literacy activities;
- English language acquisition activities;
- Integrated English literacy and civics education;
- Workforce preparation activities; or
- Integrated education and training that—
 1. Provides adult education and literacy activities, concurrently and contextually with both, workforce preparation activities, and workforce training for a specific occupation or occupational cluster, and
 2. Is for the purpose of educational and career advancement.

The 13 considerations for awarding grants and contracts under Title II Section 203 (2) will serve as the basis for awarding Title II funds and for establishing a state wide network of local adult education programs that meet the requirements of Title II for the use of those funds. Some elements of the network will be funded with federal WIOA funds and others with State Adult Education funds.

In the past 7,000 adults have been served annually through federal/state funding from the Bureau of Adult Education. Three main delivery systems for programs have been developed and will continue under WIOA: Adult Basic Education/ESOL Centers, Adult High Schools and Adult Learner Services Programs. Two additional programs: El/Civics (Integrated English Literacy and Civics Education Programs) and Transitions Programs will be included in the delivery systems cited above.

Adult Education-Literacy Activities

Adult Education and Literacy Activities will be provided through the ABE/ESOL Centers, Adult High School and Adult Learner Services programs listed above.

The focus of the ABE Centers is on providing educational services to low level adult students (those with educational functioning levels between 0-8 grade) in either reading or math skills In the larger centers, classes are provided at multi-levels during the day and in

the evening. All ABE programs are based upon the OCTAE College & Career Readiness Standards for Adult Education in English language arts/literacy and mathematics.

Instructional activities in these centers provide workplace adult education and literacy activities concurrently with the academic instruction cited above. All of the ABE programs utilize a variety of adult education and literacy activities that focus on soft employment skills that students will need to be successful in the workplace. These workplace adult education and literacy activities also include concurrent instruction in workforce preparation activities, particularly in the area of basic academic skills linked to critical thinking and self-management skills. Many ABE Centers provide on and offsite instructional activities with local businesses. In some cases, the classes are held at the business location with job specific goals. The other method of providing relevant adult education for employees comes through businesses facilitating the enrollment of their employees at an existing adult education programs.

The Adult Learner Services programs provide instructional activities under both Adult Education and Literacy through volunteer tutors and well as small classes. These programs include concurrent instructional activities ranging from very basic levels to high school completion. Workplace adult education and literacy activities are incorporated into these programs in areas where there is a connection to an employer.

The Adult High Schools provide Adult Education at the upper levels through instructional activities as part of a program leading to a high school diploma issued by a local school district. This program is funded with state adult education funds.

The eleven Transition programs provide academic activities for students from the adult education programs who are preparing for entrance into post-secondary education or training programs or for high-quality employment opportunities. The transition activities are offered concurrently with academic instruction and workforce adult education and literacy activities as well as workforce preparation activities. These programs are funded with state adult education funding. Family Literacy The Bureau of Adult Education does not provide funding for family literacy activities with either federal or state adult education funding. English language acquisition activities English language acquisition activities will be provided by 15 ABE/ESOL programs and 14 Adult Learner Services Programs ranging from those located in large urban learning centers to smaller programs operating only in the evening. The goals of these programs are to increase the academic skills of English Language Learners in the areas of speaking, listening and writing English. Students that successfully complete all of the ESL NRS Educational Functioning levels are transitioned into ABE programs and then to HiSET preparation or Adult High School programs. Enrollees in these programs also receive concurrent workforce preparation activities as noted above. Integrated English literacy and civics education and integrated education and training Integrated English Literacy and Civics Education programs will provide the following activities for students: Citizenship classes; discussions on how to participate in the civic communities on the local, state and federal levels; study of US culture, history and geography; English grammar, pronunciation and writing related to US culture history and geography; subject, verb agreement and vocabulary related to civics education; enrollment of students in the Work Ready Program at local community college; participation in career and education fairs exposing students to career and educational opportunities ranging from six week-training programs to two year certificate programs, participation as noted below

(Integrated Education and Training) in NH Coalition for Occupational Safety and Health trainings on workplace health and safety. Each student in local Integrated Literacy and Civics Education Programs will be offered the opportunity to co-enroll concurrently in workforce development programs that meet the requirements of the Integrated Education and Training section of the Act including those provided by other WIOA partners. Local adult English Literacy and Civics Education Programs and the Bureau of Adult Education are awaiting guidance from the NH WIOA Sector Based Strategies Working Group that is currently in the process of determining which employment sectors will be selected as priorities for all WIOA programs. The Bureau of Adult Education is also collaborating with other WIOA Partners to develop a replicable model for supporting English language learners in existing credential-earning training programs. All enrollees in local Integrated and Civics Education Programs will receive concurrent and contextualized training through grants to the NH Coalition for Occupational Health and Safety on health and safety issues in the following areas: Hospitality (restaurant, cleaners/ housekeepers), and Agriculture.

SPECIAL RULE

Each eligible agency awarding a grant or contract under this section shall not use any funds made available under this title for adult education and literacy activities for the purpose of supporting or providing programs, services, or activities for individuals who are under the age of 16 and are enrolled or required to be enrolled in secondary school under State law, except that such agency may use such funds for such purpose if such programs, services, or activities are related to family literacy activities. In providing family literacy activities under this title, an eligible provider shall attempt to coordinate with programs and services that are not assisted under this title prior to using funds for adult education and literacy activities under this title for activities other than activities for eligible individuals.

C. CORRECTIONS EDUCATION AND OTHER EDUCATION OF INSTITUTIONALIZED INDIVIDUALS

Describe how the State will establish and operate programs under section 225 of WIOA for corrections education and education of other institutionalized individuals, including how it will fund, in accordance with the requirements of title II, subtitle C, any of the following academic programs for:

- Adult education and literacy activities;
- Special education, as determined by the eligible agency;
- Secondary school credit;
- Integrated education and training;
- Career pathways;
- Concurrent enrollment;
- Peer tutoring; and
- Transition to re-entry initiatives and other post release services with the goal of reducing recidivism.

Each eligible agency using funds provided under Programs for Corrections Education and Other Institutionalized Individuals to carry out a program for criminal offenders within a correctional institution must give priority to serving

individuals who are likely to leave the correctional institution within 5 years of participation in the program.

The Bureau of Adult Education will award grants for educational services to persons in corrections or other institutions that meet the funding requirements under Section 225 and 231 (e). Currently the majority of programs in county correctional facilities are administered by local adult education centers who will be required to meet the eligible provider considerations. At the state level, the NH Department of Corrections is responsible for providing educational services to their inmates. There are no other correctional institutions in New Hampshire that serve adults over 18.

It is anticipated that these programs will take place, at a minimum, in State Prisons and County Jails. All of the funded programs will provide adult education and literacy activities as described under Local Activities, and transition to re-entry initiatives. Funding for Correctional Education and other Education of Institutionalized Individuals programs will be transmitted through the NH Department of Education's Grants Management System, used for all local federal/state grants or by direct contracts approved by the Governor and Governor's Council. Priority will be given to serving individuals who are likely to leave the correctional institution within 5 years of participation in the program.

D. INTEGRATED ENGLISH LITERACY AND CIVICS EDUCATION PROGRAM

1. DESCRIBE HOW THE STATE WILL ESTABLISH AND OPERATE INTEGRATED ENGLISH LITERACY AND CIVICS EDUCATION PROGRAMS UNDER SECTION 243 OF WIOA, FOR ENGLISH LANGUAGE LEARNERS WHO ARE ADULTS, INCLUDING PROFESSIONALS WITH DEGREES AND CREDENTIALS IN THEIR NATIVE COUNTRIES.

Projects funded under this title will focus on the following goals:

- Educational services for English Language Learners, including professionals with degrees and credentials in their native countries, that enables them to achieve competency in the English language and acquire the basic and more advanced skills needed to function effectively as parents, workers and citizens in the United States. These services shall include instruction in literacy and English acquisition and instruction on the rights and responsibilities of citizenship and civic participation.
- Workforce training that will enable students to begin or continue careers in their chosen fields, including preparation for post-secondary education. A high priority will be to provide English skills so that individuals with degree and credentials in their native countries will qualify for employment in the fields for which they have been trained. The desired outcome from the workforce training under this title will be unsubsidized employment in in-demand industries and occupations that lead to economic self-sufficiency.
- Each student in local Integrated Literacy and Civics Education Programs will be offered the opportunity to co-enroll concurrently in workforce development programs that meet the requirements of the Integrated Education and Training section of the Act including those provided by other WIOA partners. Local adult English Literacy and Civics Education Programs and the Bureau of Adult Education are awaiting guidance from the NH WIOA Sector Based Strategies Working Group that is currently in the process of determining which employment sectors will be selected as priorities for all WIOA programs. The Bureau of Adult Education is also collaborating with other WIOA Partners to develop a replicable model for supporting English language learners in existing credential-earning training programs.
- All enrollees in local Integrated and Civics Education Programs will

receive concurrent and contextualized training through grants to the NH Coalition for Occupational Health and Safety on health and safety issues in the following areas: Hospitality (restaurant, cleaners/ housekeepers), and Agriculture. • Local ESOL programs are currently piloting pre-vocational training in Health Care Communications and establishing connections to existing pre-apprenticeship programs with English language support. • See paragraphs 2,3 under Local Activities-Integrated English literacy and Civics Education and Integrated Education and Training.

Funding under this title will be awarded based upon the criteria for evaluation of programs applications contained in Sections 231 (e) and Section 243 of the Act. Funding will be used for English language support in existing programs; and the development and implementation of pre-vocational and pre-apprenticeship programs that concurrently offer civics education. There is a committee working on the development of these options.

2. DESCRIBE HOW THE STATE WILL FUND, IN ACCORDANCE WITH THE REQUIREMENTS OF TITLE II, SUBTITLE C, AN INTEGRATED ENGLISH LITERACY AND CIVICS EDUCATION PROGRAM AND HOW THE FUNDS WILL BE USED FOR THE PROGRAM.

See above

E. STATE LEADERSHIP

1. DESCRIBE HOW THE STATE WILL USE THE FUNDS TO CARRY OUT THE REQUIRED STATE LEADERSHIP ACTIVITIES UNDER SECTION 223 OF WIOA.

Required Activities:

The Bureau of Adult Education will continue to participate with other core WIOA partners in building a career pathway model that includes the services offered by each partner. In addition Title II Adult Education programs will be aligned with core partners in the areas of strategic vision/goals, analysis of economic conditions in the state and the analysis of workforce development activities in the state in order to address the identified education and skill needs of the workforce and the employment needs of employers in the state, as specified in the NH Unified State Plan. Local adult education program directors meet with all the WIOA partners on a quarterly basis to discuss referrals, develop relationships and facilitate co-enrollment. On the statewide level, the state director meets with the other WIOA state directors on a monthly basis and the state Professional Development Consultant meets with the other professional development staff from the other WIOA partners on a monthly basis.

All professional development provided with Title II WIOA funds will use a variety of high quality efforts which have been developed over the years in New Hampshire. Primary responsibility for all professional development activities will rest with the Professional Development Consultant in the Bureau of Adult Education and the Program Director in charge of the State Wide Professional Development project. They are not only responsible for providing professional development to approximately 450 instructional staff but also for the dissemination of information about models and promising practices related to such programs.

Building upon our prior experience projected activities will include:

Mentor Teacher Team that works with local teachers, Math Team of teachers that provides professional development in that area for local staff, Learning Disabilities Team that provides services to local programs, continues participation with the New England Literacy Resource Center that provides coordination of professional development activities for adult education staff across the New England States, funding for the highly successful Mini-Grant program that allows individual teachers to create instructional materials, the series of New Staff workshops that are required each year for adult educators new to the New Hampshire system and funding support for local staff to take relevant courses at postsecondary institutions.

The Professional Development consultant and the Director of the State Wide Professional Development Project will insure that technical assistance is provided to the field on the most rigorous or scientifically valid research in reading, writing, speaking, mathematics, English language acquisition programs, distance education, staff training as well as the services provided by all WIOA partners and assistance in the use of technology to improve system efficiencies. Practitioners are paid a stipend to attend all Bureau-sponsored professional development activities; participate in mini-grants or job-embedded professional development; and provide tuition reimbursement for adult education-related coursework. The Bureau has multiple committees and advisory groups that meet on a quarterly basis, training is provided both face-to-face and through online webinars. Recent projects have included Characteristics of Successful Online Learners and a distance learning pilot program.

The monitoring function of programs funded under WIOA Title II will be carried out by the Bureau of Adult Education, primarily through each local program's success in meeting the core performance indicators negotiated between the Office of Career Technical and Adult Education and the NH Bureau of Adult Education and the core performance indicators that apply to all WIOA partners. Individual desk audits will be carried out with each local program at the end of a program year. Programs that do not meet the criteria established through the Act will receive focused technical assistance from Bureau staff. The dissemination of information about models and proven or promising practices within the state will be carried out by the Bureau of Adult Education through regular meetings with program directors, state conferences with instructional staff, the professional development committees cited above, online newsletter

2. DESCRIBE HOW THE STATE WILL USE THE FUNDS TO CARRY OUT PERMISSIBLE STATE LEADERSHIP ACTIVITIES UNDER SECTION 223 OF WIOA, IF APPLICABLE.

Permissible State Leadership Activities

The Bureau of Adult Education will continue active participation with the New England Literacy Resource Center, located at World Education, Boston, MA by paying the annual membership fee. Local New Hampshire adult educators participate, along with adult educators from other New England states, in a variety of professional development efforts.

The Bureau will continue to fund professional development opportunities that address the following areas through the payment of stipends for practitioners, stipends for Mini-Grant opportunities or Job-Embedded Professional Development projects, honorariums for

speakers/presenters or panelists: • Development and dissemination of curricula, particularly in the areas of mathematics and language arts, as well as competency-based courses for use in high school courses. • How to integrate technology in the classroom including blended learning, technology tools and distance learning. • Development of content and a model (with shared funding through the Office of Workforce Opportunity) for integrated education and training and Career Pathways. This includes providing stipends for an Advisory Group to meet, discuss and pilot new programs. • Workplace adult education and literacy activities such as the Integrating Employability Skills in Adult Education Classroom workshops and the development of curricular materials to support this issue. • Postsecondary Transitions through workshops at the Fall and Spring conference, an Advisory Group, trainings, and support for collaboration meetings with local community colleges, college fairs and other activities. These activities are funded by State adult education funds.

In addition to the Transitions program as described above, the Bureau also funds a Learning Disabilities Consultant who works with program directors to ensure that the needs of all students are being met. The consultant also convenes the Disabilities Committee, plans an annual Disabilities Coordinator training, coordinates trainings related to disabilities for all practitioners and facilitates requests for accommodations on high school equivalency exams.

F. ASSESSING QUALITY

Describe how the eligible agency will assess the quality of providers of adult education and literacy activities under title II and take actions to improve such quality, including providing the activities described in section 223(a)(1)(B) of WIOA.

The process of assessing local program quality is carried out through two monitoring systems established for all local adult education programs.

1. Under Required State Leadership Activities above the Bureau of Adult Education will utilize the results of local program reports on their core performance levels required for WIOA Title II and all core WIOA partners. All local programs will receive yearly desk audits related to achievement of these indicators.

Local programs that do not meet the criteria for performance established by the state's levels of core performance will receive focused technical assistance from the Bureau of Adult Education. Programs that do not improve their performance over a two year period will be at a disadvantage for future funding from the Bureau of Adult Education. (Sec. 231(e)(3) "past effectiveness of the eligible provider in improving the literacy of eligible individuals".

2. In addition all local programs will participate in the Annual Self Evaluation System (SES) which requires that each program utilize the extensive materials contained in this evaluation package. Programs are required to identify areas that are of need of improvement. The SES process requires that each program propose remedial steps for their identified areas of need before the beginning of the next program year. Bureau of Adult Education staff monitor this process and work with local programs in implementing their remedial steps.

Professional development activities are constantly evaluated, through individual attendee evaluations at each event; through feedback to the Professional Development Consultant and the Mentor Team; through frequent surveys of program directors and practitioners. Prior to planning each event, the Mentor Team reviews the feedback and suggestions from the previous year to make improvements. This applies for all workshops, conferences, seminars and online courses. Annual events include multiple activities on adult instructions including reading; instruction related to specific learners; instruction provided to volunteer coordinators; and models and promising practices as identified by local practitioners, program directors, state staff and national leaders in adult education.

CERTIFICATIONS

States must provide written and signed certifications that

1. The plan is submitted by the State agency that is eligible to submit the plan. Yes
2. The State agency has authority under State law to perform the functions of the State under the program. Yes
3. The State legally may carry out each provision of the plan. Yes
4. All provisions of the plan are consistent with State law. Yes
5. A State officer, specified by title in the certification, has authority under State law to receive, hold, and disburse Federal funds made available under the plan. Yes
6. The State officer who is submitting the plan, specified by the title in the certification, has authority to submit the plan. Yes
7. The agency that is submitting the plan has adopted or otherwise formally approved the plan. Yes
8. The plan is the basis for State operation and administration of the program. Yes

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

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

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

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

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

Statement for Loan Guarantees and Loan Insurance

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

Applicant's Organization **New Hampshire Department of Education**

Full Name of Authorized Representative: **Frank Edelblut**

Title of Authorized Representative: **Commissioner of Education**

SF LLL Form – Disclosure of Lobbying Activities (only if applicable)
(<http://www2.ed.gov/fund/grant/apply/appforms/appforms.html>). If applicable, please print, sign, and email to OCTAE_MAT@ed.gov

ASSURANCES

The State Plan must include assurances that:

1. The eligible agency will expend funds appropriated to carry out title II of the Workforce Innovation and Opportunity Act (WIOA) only in a manner consistent with fiscal requirements under section 241(a) of WIOA (regarding supplement and not supplant provisions). Yes
2. The eligible agency will ensure that there is at least one eligible provider serving each local area, as defined in section 3(32) of WIOA. Yes
3. The eligible agency will not use any funds made available under title II of WIOA for the purpose of supporting or providing programs, services, or activities for individuals who are not "eligible individuals" within the meaning of section 203(4) of WIOA, unless it is providing programs, services or activities related to family literacy activities, as defined in section 203(9) of WIOA. Yes

4. The Integrated English Literacy and Civics Education program under section 243(a) of WIOA will be delivered in combination with integrated education and training activities; Yes

5. The Integrated English Literacy and Civics Education program under section 243(a) of WIOA will be designed to (1) prepare adults who are English language learners for, and place such adults in, unsubsidized employment in in-demand industries and occupations that lead to economic self-sufficiency and (2) integrate with the local workforce development system and its functions to carry out the activities of the program; and Yes

6. Using funds made available under title II of WIOA to carry out a program for criminal offenders within a correctional institution, the eligible agency will give priority to serving individuals who are likely to leave the correctional institution within five years of participation in the program. Yes

7. The eligible agency agrees that in expending funds made available under title II of WIOA, the eligible agency will comply with sections 8301 through 8303 of the Buy American Act (41 U.S.C. 8301-8303). Yes

SECTION 427 OF THE GENERAL EDUCATION PROVISIONS ACT (GEPA)

In the text box below, describe 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 provide the information to meet the requirements of Section 427 of the General Education Provisions Act (GEPA), consistent with the instructions posted at <https://www2.ed.gov/fund/grant/apply/appforms/gepa427.doc>.

PROGRAM-SPECIFIC REQUIREMENTS FOR VOCATIONAL REHABILITATION

The Vocational Rehabilitation (VR) Services Portion of the Unified or Combined State Plan* must include the following descriptions and estimates, as required by section 101(a) of the Rehabilitation Act of 1973, as amended by WIOA:

* Sec. 102(b)(D)(iii) of WIOA

A. INPUT OF STATE REHABILITATION COUNCIL

All agencies, except for those that are independent consumer-controlled commissions, must describe the following:

1. INPUT PROVIDED BY THE STATE REHABILITATION COUNCIL, INCLUDING INPUT AND RECOMMENDATIONS ON THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN, RECOMMENDATIONS FROM THE COUNCIL'S REPORT, THE REVIEW AND ANALYSIS OF CONSUMER SATISFACTION, AND OTHER COUNCIL REPORTS THAT MAY HAVE BEEN DEVELOPED AS PART OF THE COUNCIL'S FUNCTIONS;

The following recommendations were made throughout the year and are included in the SRC Annual Report:

Comment: After the State Rehabilitation Council retreat Council members identified a number of presentation/discussion topics to be included in upcoming Council meetings and asked the Agency to assist in identifying and securing presenters/facilitators for the following topics:

- Understanding and ‘mapping’ the NHVR process from application through successful employment
- Client Assistance Program
- VR data - IT system; program; financial; staff
- Transition services for Youth and Students
- Working with Business, Industry and Employers - successes, challenges
- Effectiveness of Customer Supports - How we measure success
- Status of relationships with our ‘working’ partners- SWIB; Technical Schools; Community Colleges; etc.

Response: The Agency agreed to assist the Council in this endeavor.

Comment: One Council member asked the Agency to review the VR process and look at ways to simplify the process for participants.

Response: The Agency agreed to include this in Program Year 2018 and 2019 activities as part of the Agency’s ongoing efforts to provide efficient and effective services to persons with disabilities.

The annual assessment of customer satisfaction was completed by RKM Research and Communications, Inc. on behalf of the Agency and the SRC. A total of 440 surveys were completed as part of this endeavor. The average American Customer Satisfaction Index Score (ACSI) among all VR customers surveyed was 78. Results were provided by RKM Research and Communications to the SRC with opportunity for question and comment. No recommendations from the Council were made as a result of this opportunity.

[Update provided on plan]

In April of 2018, NHVR provided public notice of its intent to amend the State Plan to implement an Order of Selection. Customers, partners, and stakeholders were invited to provide input regarding the implementation of an Order of Selection and the draft amendments to the State Plan. NHVR and NH-SRC received public comment in April and May 2018. State Plan Public Forums were held across New Hampshire on May 3, 2018. NHVR customers, staff, partners, and stakeholders reviewed the draft Order of Selection amendment to the state plan as well as policy updates that encompass order of selection, asked questions, and provided input and comment. The public comment process and resulting dialogue emphasized impacts on current NHVR customers, students with disabilities, and customers who need specific services or equipment to maintain employment. The NH SRC reviewed public comment received.

On 5/4/18 the SRC met and asked the state plan be amended with the following:

This Council has voted that the NH State Rehabilitation Council not support the Agency entering an Order of Selection. This recommendation from the Council was based on the following input and recommendations that have been provided to the Agency:

- •The Council was not fully informed in a timely manner that there were any concerns relative to the Agency's finances
- •The Council was not provided with the information, other than broad statements, of how the Agency determined that there are not sufficient resources
- •The Council was not provided with any information about what strategies and actions were taken to try to avoid or mitigate the current financial situation
- •The Council was not provided with information about why layoffs were needed; nor what the impact of these layoffs will be
- •The Council noted that this activity occurred quickly without notification and involvement of the SRC and before they can support this action they would like to be included and informed about the financial and programmatic efficacy of the Agency
- •The Council noted that additional options need to be explored before entering into an Order of Selection
- •The Council does not feel that they have enough information to support the Agency in this action
- •The Council noted that it had received various statements from the public and others of no confidence in the Director and placed it in the record.
- •The Council also noted that they would like to revisit the issue at the June meeting when there is opportunity for the Council to review the financial information and the actions that have been taken and are planned
- •The Council noted that this, as unfortunate as it is, is an opportunity and expressed the desire to work with the Agency and the Department in ensuring that those with disabilities get the services they need to be successful
- •The Council also recognizes that while the vote is a recommendation and the Agency may decide to enter the Order based on additional information, that there needs to be more timely and complete information flow in the future

The Council further recommends that

- The Agency at a minimum debrief the SRC at each meeting as to the status of the Agency's financial situation, case load counts, and plans
- The Agency provide a complete overview with details on how this occurred, along with what other options were explored and the impact of these options
- The Agency at a minimum update the SRC executive leadership on financial standing and any concerns; this to include meeting monthly between DOE/VR and SRC leadership
- That the Council revisit this decision at the June Meeting
- That the Agency provide the council with financial analysis, including any audit information
- That the Agency provide a detailed plan of how the Agency plans to get out of an Order of Selection in the future, with timelines
- That the Agency provide up to date Client and Financial information to the Council

- The Council requests that an independent review of the Agency be conducted, including programmatic and financials, and specifically cited the LBA's office

2. THE DESIGNATED STATE UNIT'S RESPONSE TO THE COUNCIL'S INPUT AND RECOMMENDATIONS; AND

The responses to the input and recommendations follow each comment in the above section.

3. THE DESIGNATED STATE UNIT'S EXPLANATIONS FOR REJECTING ANY OF THE COUNCIL'S INPUT OR RECOMMENDATIONS.

The Agency wants to thank the Council for their review and deliberation of the draft plan amendments and policy regarding the Agency's proposal to move to an Order of Selection. While the Agency understands the recommendation put forth by the Council, based on review of financial and other resources, at this time the Agency is moving into an Order of Selection. We thank the SRC for their recommendations and will follow up on these accordingly.

B. REQUEST FOR WAIVER OF STATEWIDENESS

When requesting a waiver of the statewideness requirement, the designated State unit must identify the types of services to be provided by the program on a non-statewide basis. The waiver request must also include written assurances that:

1. A LOCAL PUBLIC AGENCY WILL PROVIDE THE NON-FEDERAL SHARE OF COSTS ASSOCIATED WITH THE SERVICES TO BE PROVIDED IN ACCORDANCE WITH THE WAIVER REQUEST;

The agency has not requested a waiver of statewideness.

2. THE DESIGNATED STATE UNIT WILL APPROVE EACH PROPOSED SERVICE BEFORE IT IS PUT INTO EFFECT; AND

N/A

3. ALL STATE PLAN REQUIREMENTS WILL APPLY

requirements of the VR services portion of the Unified or Combined State Plan will apply to the services approved under the waiver.

This agency has not requested a waiver of statewideness.

C. COOPERATIVE AGREEMENTS WITH AGENCIES NOT CARRYING OUT ACTIVITIES UNDER THE STATEWIDE WORKFORCE DEVELOPMENT SYSTEM.

Describe interagency cooperation with and utilization of the services and facilities of agencies and programs that are not carrying out activities through the statewide workforce development system with respect to:

1. FEDERAL, STATE, AND LOCAL AGENCIES AND PROGRAMS;

The Agency continually seeks to build and maintain relationships with other agencies and organizations that would impact on the employment outcomes of individuals with disabilities. In addition, since the passage of WIOA, the agency seeks new and innovative strategies for engaging with business partners to assist them in reaching their workforce needs.

Strategies/Agreements for Individuals with Disabilities

- Since the Medicaid Infrastructure Grant (MIG) ended in early 2012 the agency and community partners working together on the MIG have continued a relatively close relationship. New Hampshire (NH) has five Project SEARCH sites and we have been receiving national technical assistance from the National Project SEARCH out of Cincinnati on a quarterly basis.
- The Earn and Learn program with Granite State Independent Living continues with new students each semester and the local school district now pays two-thirds the cost of the program.
- The sustainability of the programs built by the MIG and VR ARRA funding has been very successful with all the partners collaborating and working to meet the intent of the infrastructure and assist our mutual customers in achieving employment success.
- The Agency continues to partner with the Bureau of Behavioral Health and the Bureau of Developmental Services, within Health and Human Services to ensure that employment needs are met with the relative populations.
- The Agency continually seeks to work with community organizations with an interest in providing job placement and support services. In addition, the Agency works on a continual basis with entities to develop new and innovative Pre-Employment Transition Services for students with disabilities.
- The Agency continues to be actively involved with its partners to develop consistent standards and training for job developers through ACRE training and APSE certification. To date 11 ACRE classes have been held with approximately 242 individuals completing the training.
- NHVR collaborates with Northeast Deaf and Hard of Hearing Services (NDHHS) and other partners in the deaf community so that there is a team approach when placement of a customer is made. There is also a very individualized approach to providing Pre-Employment Transition Services to the deaf and hard of hearing population.
- NHVR collaborates with 'Future In Sight' the program that assists individuals who are blind or visually impaired reach their vocational goals.
- NHVR is working with the E3 Technical Assistance Center that focuses on developing regional strategies for under-served populations.

Strategies/Agreements for Business Partners

- The agency collaborates with the newly formed Department of Business and Economic Affairs. This agency provides staff that assists with rapid response/layoff,

new business entering the state of NH, and overall workforce development strategies.

- The agency has begun to develop stronger relationships with the Business and Industry Association in NH as well as all the local Chambers of Commerce.
- The agency participated with the Job-Driven Vocational Rehabilitation Technical Assistance Center from its inception to the end of the grant (2015 to 2017) with great success.

The USDA Rural Development office in New Hampshire does not administer any workforce development or economic development programs that would assist individuals with employment or small business startup assistance. New Hampshire does not have a state use contracting program.

2. STATE PROGRAMS CARRIED OUT UNDER SECTION 4 OF THE ASSISTIVE TECHNOLOGY ACT OF 1998;

Two NHVR staff participate in the advisory council with the Institute on Disability (University of New Hampshire) Tech Act Project. Agency staff regularly participate in programs provided by the association of assistive technology act project. We also maintain close relationships with the staff that provide staff development training opportunities on assistive technology solutions for our customers.

3. PROGRAMS CARRIED OUT BY THE UNDER SECRETARY FOR RURAL DEVELOPMENT OF THE UNITED STATES DEPARTMENT OF AGRICULTURE;

The USDA Rural Development office in New Hampshire does not administer any workforce development or economic development programs that would assist individuals with employment or small business startup assistance.

4. NONEDUCATIONAL AGENCIES SERVING OUT-OF-SCHOOL YOUTH; AND

NHVR has many relationships with Community Rehabilitation Programs that coordinate and collaborate to provide transition services to out-of-school youth. Connections to programs like Project SEARCH, apprenticeship and OJT are examples of these connected services for youth with disabilities. NHVR staff are also a part of national Community of Practice surrounding students and youth with disabilities.

5. STATE USE CONTRACTING PROGRAMS.

N/A New Hampshire does not have a state use contracting program.

D. COORDINATION WITH EDUCATION OFFICIALS

Describe:

1. DSU'S PLANS

The designated State unit's plans, policies, and procedures for coordination with education officials to facilitate the transition of students with disabilities from school to the receipt of

VR services, including pre-employment transition services, as well as procedures for the timely development and approval of individualized plans for employment for the students.

The designated State unit's plans, policies, and procedures for coordination with education officials to facilitate the transition of students with disabilities from school to the receipt of VR services, including pre-employment transition services, as well as procedures for the timely development and approval of individualized plans for employment for the students. Organized within the New Hampshire Department of Education, NHVR participates in the State's transition initiatives. NHVR counselors across the state are involved in the local and regional partnerships which were developed to implement the activities of grants available. Counselors advocate for the inclusion of students with disabilities and special education staff in the systemic changes occurring in the schools. NHVR understands the need for services to be identified and in place prior to a student leaving the school setting in order to assist the student with a smooth transition to post-school activities which may include postsecondary education, training, employment, and related vocational rehabilitation services which will lead to competitive integrated employment. To assure this planning, the Agency provides for the development and approval of an individualized plan for employment while the student is in school and within 90 days of eligibility determination. The Agency continues to participate in an interagency agreement with the state educational agency with respect to transition planning. The current agreement includes information regarding roles and responsibilities, including financial responsibilities, of each agency, provisions for determining state lead agencies and qualified personnel responsible for transition services; and procedures for outreach to and identification of students with disabilities who need transition services. It is anticipated that this interagency agreement will undergo significant revision as a result of WIOA. This collaboration and coordination is underway and expected to be completed by Summer 2018. Within the Department's Dropout Plan, NHVR works with its partners via the Earn and Learn Program to help identify and assist youth with disabilities who may be at high risk of or who have already dropped out of school to remain in or return to school and continue with the transition process. This transition process might lead them to a post-secondary training institution or other training opportunity. Bureau staff continue to participate on the "Next Steps New Hampshire" leadership team. This team is managing the state's Special Education Development Grant and works with various regional partners to improve secondary transition services to students with disabilities. This grant will be coming to the end of its no cost extension year in 2018. NHVR is working with the partners who are part of Next Steps to determine what parts of the work can be supported by existing programs as the grant expires. NHVR continues to be an active leader in the state Community of Practice on Transition (CoP). Using its strategy, it is intended to promote and to influence transition practice and policy on multiple levels, using more of a grassroots type of approach. The CoP sponsors an annual Transition Summit, and is currently focusing its efforts on serving as advisory board for Next Steps NH, increasing student and family voice, and promoting and sharing the use of successful transition practices and resources. The Agency continues to be involved in the provision of sector-based employment opportunities through Project SEARCH. This program focuses on the healthcare industry; however, to date (2009 - mid 2018), NHVR has supported 346 students through Project SEARCH and 29 through Project Income in an effort to reach their employment goal. NHVR continues to employ a full-time Transition coordinator and has hired a full-time Administrator for Transitioning Youth Services to work statewide to improve services to students and youth with disabilities. The

Administrator and Coordinator are working closely together to ensure that changes implemented by WIOA are achieved. The activities these positions cover include: • working with NHVR counselors to improve access and services provided to students and youth with disabilities; • working with NHVR counselors to develop best practices and examples of best practices to students and youth with disabilities; • providing training on activities occurring across the state as a result of implementation of WIOA; • coordinating efforts with NHVR counselors, school district staff, school-to-work staff and other constituents, to ensure the inclusion of students and youth with disabilities in the systemic changes occurring in the schools as a result of the IDEA 2008 and the Rehabilitation Act; • providing advocacy for students and youth with disabilities to a variety of constituents; • improving connections between NHVR and other transition service agencies; • providing information and guidance regarding Labor Laws as they relate to job shadow, internships and work experience for students and youth with disabilities; • marketing to school staff, students and families, adult service agencies, etc. in a variety of areas, e.g., employment issues as a result of disability, transition of students with disabilities, availability of adult services, best practices in transition of youth with disabilities, accessing adult services, employer perspectives; • develop relationships with other agencies providing services to students and youth with disabilities to maximize services offered; • providing technical assistance on grants as they are developed with multiple agencies and programs to ensure the inclusion of all students and youth with disabilities; and • providing continued support of transition programs for students and youth such as the Earn and Learn program and Project SEARCH. The NHVR staff actively facilitates meetings with school staff, NHVR counselors and school-to-work staff to plan the inclusion of students with disabilities in the systemic changes occurring within the state. The Agency will continue to expand and solidify its interagency approach to ensuring a successful transition from school to employment or post-secondary training opportunities for students with disabilities throughout the State. On both the statewide and local level, VR Agency staff continues to participate in planning, program development and funding of transition from school to work or post-secondary education initiatives with other agencies and school districts. The Agency continues to work closely with local school districts to develop, implement and expand programs designed to facilitate the transition process, such as provision of Pre-Employment Transition Services to those who are eligible and those who are potentially eligible for vocational rehabilitation services. As an Agency, we have allowed latitude from region to region in regards to how transition caseloads are covered. In some regional offices all counselors have mixed caseloads (i.e. adults and transition-age students), while others have only a certain number of counselors assigned to carry a full caseload of transition. This allows regional offices and the Agency overall to better respond to the needs of students with disabilities who are transitioning to the workforce or postsecondary education, work on strengthening existing school district relationships, and develop new school district relationships. Efforts in transition will take on a new focus given the implementation of WIOA. Per the newly reauthorized Act, Pre-Employment Transition Services (PETS) have been provided on two distinct levels, generalized and individualized. We were able to provide these services to over 1400 students with disabilities throughout our 15-month contracts. Once the contracts expired, we were able to move, with the same providers, to a fee-for-service structure to continue the focus on services to those who are potentially eligible. In addition to these services continuing, we have also developed a menu of individualized services for those who have been determined eligible for VR services. Over 1500 individuals on the Agency's current

caseload are under the age of 21. Each year the Agency receives over 700 referrals who are under the age of 21. Students served by the Agency represent all disability groups and not just those in special education programs. Counselors are frequently present in schools receiving referrals from teachers, guidance counselors, and administrators. Serving this population will remain a focus activity of the Agency. The Agency plans to include statewide training and technical assistance intervention for schools and families for developing natural supports, which is a school and work based learning model including job training, monitoring and general workplace competencies in its continued innovation and expansion activities. The Agency continues to collaborate with the Bureau of Developmental Services to support area agencies in the provision of the sector based training fund. The State Rule governs how individuals with developmental disabilities will achieve long-term support funding. The rule will ensure that if someone is in an employment setting they will have the long-term supports to maintain that job. It also supports that students still in high school can achieve long-term supports while still in school and prior to graduation. The rule also helps families understand that employment should be the first option when looking at goals after high school graduation.

2. INFORMATION ON THE FORMAL INTERAGENCY AGREEMENT WITH THE STATE EDUCATIONAL AGENCY WITH RESPECT TO:

A. CONSULTATION AND TECHNICAL ASSISTANCE TO ASSIST EDUCATIONAL AGENCIES IN PLANNING FOR THE TRANSITION OF STUDENTS WITH DISABILITIES FROM SCHOOL TO POST-SCHOOL ACTIVITIES, INCLUDING VR SERVICES;

The Agency continues to participate in an interagency agreement with the state educational agency with respect to transition planning. The current agreement includes information regarding roles and responsibilities, including financial responsibilities, of each agency, provisions for determining state lead agencies and qualified personnel responsible for transition services; and procedures for outreach to and identification of students with disabilities who need transition services. It is anticipated that this interagency agreement will undergo significant revision as a result of WIOA provisions. This collaboration and coordination is underway and expected to be completed by Summer 2018. Significant technical assistance and training will be planned as NHVR and our Special Education Bureau's NTA CT TA grant work. We are very hopeful this will allow us to expand our TA opportunities to educational agencies impacting on the outcomes for students in transition.

B. TRANSITION PLANNING BY PERSONNEL OF THE DESIGNATED STATE AGENCY AND EDUCATIONAL AGENCY THAT FACILITATES THE DEVELOPMENT AND IMPLEMENTATION OF THEIR INDIVIDUALIZED EDUCATION PROGRAMS;

NHVR participates in the State's transition initiatives in a variety of ways. NHVR counselors across the state are involved in the local and regional partnerships which were developed to implement the activities of grants available. Counselors advocate for the inclusion of students with disabilities and special education staff in the systemic changes occurring in the schools. NHVR understands the need for services to be identified and in place prior to a student leaving the school setting in order to assist the student with a smooth transition to post-school activities which may include postsecondary education, training, employment, and related vocational rehabilitation services which will lead to competitive integrated employment. To assure this planning, the Agency provides for the development and

approval of an individualized plan for employment while the student is in school and within 90 days of eligibility determination. Local relationships of the VR Counselors and Special Education staff provide opportunities for VR staff to attend the IEP team meetings and assist in the overall transition plan to allow the student to successfully transition to post-secondary education or employment. VR Counselors participate in transition planning activities and IEP meetings to assist in the development of the IPE

C. ROLES AND RESPONSIBILITIES, INCLUDING FINANCIAL RESPONSIBILITIES, OF EACH AGENCY, INCLUDING PROVISIONS FOR DETERMINING STATE LEAD AGENCIES AND QUALIFIED PERSONNEL RESPONSIBLE FOR TRANSITION SERVICES;

NHVR staff and leadership are working closely together to ensure that changes implemented by WIOA are achieved. The activities these positions cover include:

- working with NHVR counselors to improve access and services provided to students and youth with disabilities;
- working with NHVR counselors to develop best practices and examples of best practices to students and youth with disabilities;
- providing training on activities occurring across the state as a result of implementation of WIOA.
- coordinating efforts with NHVR counselors, school district staff, school-to-work staff and other constituents, to ensure the inclusion of students and youth with disabilities in the systemic changes occurring in the schools as a result of the IDEA 2008 and the Rehabilitation Act;
- providing advocacy for students and youth with disabilities to a variety of constituents;
- improving connections between NHVR and other transition service agencies;
- providing information and guidance regarding Labor Laws as they relate to job shadow, internships and work experience for students and youth with disabilities;
- marketing to school staff, students and families, adult service agencies, etc. in a variety of areas, e.g., employment issues as a result of disability, transition of students with disabilities, availability of adult services, best practices in transition of youth with disabilities, accessing adult services, employer perspectives; develop relationships with other agencies providing services to students and youth with disabilities to maximize services offered;
- providing technical assistance on grants as they are developed with multiple agencies and programs to ensure the inclusion of all students and youth with disabilities.
- providing continued support of transition programs for students and youth such as the Earn and Learn program, Project INCOME and Project SEARCH. Each individual customer will develop an IPE with the appropriate funder of services being identified as funding is available.
 - Due to two factors: the agency entering an order of selection and a significant cut in staff resources we will be finalizing our cooperative agreement in mid-2018 with

special education that will include a description of the roles and responsibilities for LEA's and VR.

D. PROCEDURES FOR OUTREACH TO AND IDENTIFICATION OF STUDENTS WITH DISABILITIES WHO NEED TRANSITION SERVICES.

NHVR receives referrals for students through various channels. VR counselors in NH are all assigned to represent each of the high schools in their area. Referrals typically come via parents, case managers, special education staff, and other agencies and organizations including the Parent Information Center. Counselors also collaborate with schools, guidance counselors, and other educational officials to identify students who could benefit from our services as well as participating in outreach efforts and involvement in Transition Fairs and workshops. It will be important as we roll out the order of selection process in May 2018, to share with our school partners how the OOS works and to continue active collaboration with these schools ensuring that this population continues to receive Pre-Employment Transition services and other transition services as appropriate.

E. COOPERATIVE AGREEMENTS WITH PRIVATE NONPROFIT ORGANIZATIONS

(Formerly known as Attachment 4.8(b)(3)). Describe the manner in which the designated State agency establishes cooperative agreements with private non-profit VR service providers.

NH Vocational Rehabilitation works with Community Rehabilitation Program providers (CRPs) to provide job search and placement services. In addition, since the implementation of WIOA they have assisted us in providing both generalized and individualized Pre-Employment Transition Services to students with disabilities. The agency has completed guidance letters to staff on how to utilize these services with each vendor agency. The current menu of services and fee-for-service payment structure does not differentiate between profit and nonprofit agencies and is standard for all CRPs. The agency has completed systemic changes for the type and provision of services, training/competency and outcomes that are related to Community Rehabilitation Program providers. NHVR has collaborated with other partners to achieve a statewide accepted competency model that utilizes shared resources and will create consistency in how multiple systems utilize vendors that may provide services to customers in a variety of settings. The process to determine the need for new, improved or expanded programs will be accomplished through: 1) public forums in six regions to include customers of Vocational Rehabilitation, Vocational Rehabilitation staff, community rehabilitation programs staff, developmental services area agency staff, mental health center staff, and the general public; 2) meetings of Vocational Rehabilitation administrators and consultants; 3) meetings of the State Rehabilitation Council; and 4) consultation with the State Board of Education. Through continuing statewide studies on the rehabilitation needs of individuals with disabilities, including individuals with significant disabilities, the Agency gathers data and utilizes this to identify ways in which the overall effectiveness of community rehabilitation program services might be improved. The Agency's case management system also has a "vendor report card" that will allow us to analyze and make recommendations on services and efficiencies in the system. The Agency will continue to seek ways to identify and meet the needs of individuals with disabilities in New Hampshire including, where appropriate, provision of services to groups of individuals with disabilities through the establishment, development and improvement of collaboration with private vocational rehabilitation

service providers including community rehabilitation programs. In an effort to standardize services in the field, all CRP's will be required to complete ACRE training, prior to receiving referrals from NHVR, in order to meet the minimum requirements to work with people with disabilities. All CRP's looking to receive Supported Employment referrals, are encouraged to pursue and/or obtain the Certified Employment Support Professional (CESP) credential, in order to demonstrate a sufficient level of knowledge and skill to provide integrated employment supports to a variety of people with disabilities. In addition, the CRP Management Liaison will review their resume and qualifications to ensure they have the knowledge, skills and abilities to work with our customers. Once a CRP is approved by the CRP Management Liaison, the CRP will be placed in NHVR's "Customer Guide to Job Development Services" and scheduled to attend training on NHVR's job placement and referral process. Additional OJT will be offered by VR counselors and Rehabilitation Technicians to ensure the CRP understands NHVR's referral and invoice process. CRP's are required to meet with the Regional Offices, at least once a year, to review progress being made with each of their customers. At this meeting, CRP's will ensure their records match with those of the local Regional Office. In addition, they will review NHVR's "Customer Guide to Job Development Services" to ensure we have their updated contact information and document any additional training. NHVR's case management system, AWARE, has the capacity to evaluate vendor success rate and report card information that documents the number of referrals for individual services, referrals for job placement, and successful placement outcomes.

F. ARRANGEMENTS AND COOPERATIVE AGREEMENTS FOR THE PROVISION OF SUPPORTED EMPLOYMENT SERVICES

(Formerly known as Attachment 4.8(b)(4)). Describe the designated State agency's efforts to identify and make arrangements, including entering into cooperative agreements, with other State agencies and other appropriate entities in order to provide supported employment services and extended employment services, as applicable, to individuals with the most significant disabilities, including youth with the most significant disabilities.

The Agency has developed relationships with both the Bureau of Developmental Services and the Bureau of Behavioral Health within our Department of Health and Human Services in the State of NH. The relationships are designed to enhance the collaboration of rehabilitation, case management and vocational service provider personnel with eligible individuals and their families regarding the implementation and continuation of individualized supported employment. We are in the process of renegotiating those agreements to ensure that the respective systems work smoothly together to appropriate services. We expect a finalized MOU with all the Medicaid agencies in mid to late 2018. CRP's are used to provide these supported employment and extended services to the youth with the most significant disabilities during program years 2018 and 2019 are provided on a fee-for-service model. NH Vocational Rehabilitation shall continue to provide training and technical assistance according to identified need with existing resources, including the development of new strategies and the refinement of existing structures to encourage full integration. A revised Memorandum of Agreement with the Bureau of Developmental Services and the Bureau of Behavioral Health was planned for 2016, however due to staffing and coordination issues with the Department of Health and Human Services, this activity is still in progress. As mentioned previously we expect completion of this MOU in mid to late 2018. Individuals with the most significant disabilities to be served under this program will

likely have developmental disabilities, acquired brain disorders and/or mental health diagnoses, since these are the groups for which funding is available for long-term support after Vocational Rehabilitation services are completed. In addition, the Agency will seek additional avenues to expand the availability of supported employment services, including ongoing support services provided through natural community-based supports by families, employers, life insurance carriers and community organizations, for individuals with acquired brain injuries, significant physical disabilities, and other disabling conditions. The Agency will continue to collaborate with the two bureaus regarding any necessary system changes that will encourage and facilitate natural supports. As mentioned in a previous section, the Bureau of Developmental Services has enhanced their employment long-term supports for joint customers and has added in employment goals to the contracts of the 10 area agencies. The agency has also added in a new supported employment service called "situational assessment." The situational assessment is a specialized VR service that provides a VR participant with the opportunity to demonstrate their work skills at a real and functioning worksite (unpaid) within the community. This service will allow this agency to evaluate and identify the necessary services a participant will need to be successful in an actual competitive employment situation, on a short-term basis and in accordance with DOL guidelines. The agency has lined up the insurance component of this service and has had a small team of VR staff that has worked on this diligently. Select vendors at each of the regional offices are able to provide this service.

G. COORDINATION WITH EMPLOYERS

(Formerly known as Attachment 4.8(b)(5)). Describe how the designated State unit will work with employers to identify competitive integrated employment and career exploration opportunities in order to facilitate the provision of:

1. VR SERVICES; AND

New Hampshire Vocational Rehabilitation has had a long history of serving dual customers: individuals with disabilities and business partners. In the last ten years the agency has enhanced this principle and has worked on various levels in the organization to accomplish success for both customers. The agency revamped the Community Rehabilitation Program Menu of Services in 2010 and will be doing so again in 2018. The Agency has been coordinating, along with partners, the Employment Leadership Awards in NH for nine years. This event began with Medicaid Infrastructure Grant funding and has evolved over the last nine years to examine and recognize business partners that hire, train and retain talent in their organizations. In October of 2018 we will hold our 10th Annual Employment Leadership Awards. The hiring of individuals with disabilities into these companies has been shown to enrich work culture and assist business partners in lowering turnover rates and improving organizational success. The Agency has a strong relationship with the Institute on Community Inclusion out of the University of Massachusetts-Boston. In this relationship they provide us with intensive technical assistance to enhance internal agency capacity for business engagement strategies. Beginning in 2015 the agency took part in a two-year intensive technical assistance project: The Job Driven Vocational Rehabilitation Technical Assistance Center (JD-VRTAC). The JD-VRTAC team assisted with strategic planning and support in creating an NHVR Business Engagement Unit. The changes we made included transitioning two Employment Specialist positions into Business Relations Consultants and adding three additional Business Relations Consultant positions in three

regional offices. As a result of the agency work with the JD-VRTAC a Program Specialist position was created to manage the Community Rehabilitation Program. The Business Engagement Unit currently has a menu of business services and is working to create plans to increase business engagement in each regional office. Business Relations staff works with students and adults with disabilities. The Transition Administrator and the Program Specialist are working closely together to implement individualized pre-employment transition services (only for students with disabilities), including creating programs with multiple partner agencies to provide Work Based Learning opportunities for students. The agency is working closely with our national and state partners to utilize data systems and employment and labor market information (ELMI) strategies to ensure we are meeting business needs and assisting our customers in achieving their personal vocational goals. In November 2017 NHVR joined other State agencies in using the database NEOSERRA to collect business engagement data. The National Employment Team and the Talent Acquisition Portal are two national strategies to engage businesses and assist them in hiring individuals with disabilities. They are both programs employed by the Council of State Administrators of Vocational Rehabilitation. 2. transition services, including pre-employment transition services, for students and youth with disabilities. As mentioned above Business Relations staff works with students and adults with disabilities. The Transition Administrator and the Program Specialist are working closely together to implement individualized pre-employment transition services, including creating programs with multiple partner agencies to provide Work Based Learning opportunities for youth. The Agency has been working with employers and CRPs to develop opportunities for career exploration and work-based learning for students and youth with disabilities. The Agency has focused on developing menu of services and supports to assure that pre-employment transition services are widely available in the state.

2. TRANSITION SERVICES, INCLUDING PRE-EMPLOYMENT TRANSITION SERVICES, FOR STUDENTS AND YOUTH WITH DISABILITIES.

As mentioned above Business Relations staff work with students and adults with disabilities. The Transition Administrator and the Program Specialist are working closely together to implement individualized pre-employment transition services, including creating programs with multiple partner agencies to provide Work Based Learning opportunities for students.

The Agency has been working with employers and CRPs to develop opportunities for career exploration and work-based learning for students with disabilities. The Agency has focused on developing menu of services and supports to assure that pre-employment transition services are widely available in the state.

H. INTERAGENCY COOPERATION

Describe how the designated State unit will collaborate with the State agency responsible for administering each of the following programs to develop opportunities for competitive integrated employment, to the greatest extent practicable:

1. THE STATE MEDICAID PLAN UNDER TITLE XIX OF THE SOCIAL SECURITY ACT;

1. the State Medicaid plan under title XIX of the Social Security Act; The agency will seek to develop and enact a Memorandum of Understanding with this entity during the calendar year 2018 including all partners (mental health, developmental services, adult and elderly services, substance abuse, Division of Children and Youth Services and other Health and Human Services programs) that can assist in providing services for mutual customers. The discussion and process for order of selection will be critical so individuals know how and when they will be served based on their assigned category.

2. THE STATE AGENCY RESPONSIBLE FOR PROVIDING SERVICES FOR INDIVIDUALS WITH DEVELOPMENTAL DISABILITIES; AND

2. the State agency responsible for providing services for individuals with developmental disabilities; and New Hampshire Vocational Rehabilitation has, in the past, developed and engaged in discussions to complete a Memorandum of Understanding with both the Bureau of Developmental Services and the Bureau of Behavioral Health. It is our goal to have a finalized MOU with Health and Human Services in 2018. It has not been completed at this point due to significant reorganization at that Department over the last two years. The MOU will help to identify referral and service provision agreements as well as supported employment strategies and services to increase the successful competitive, integrated employment outcomes for the mutual customers of each system. Without an MOU in place we have over many years built relationships with the area agencies and developed processes for how customers work with both systems. In addition, we have relationships with the mental health centers to ensure they understand how to refer customers so they can obtain their employment goals. Local collaboration continues with both these partners to ensure services are provided to our joint customers.

3. THE STATE AGENCY RESPONSIBLE FOR PROVIDING MENTAL HEALTH SERVICES.

3. the State agency responsible for providing mental health services. As identified above, the Agency has been working with the Bureau of Behavioral health toward developing a Memorandum of Understanding. The target is to finalize this work in 2018 with the completion of an MOU with the Department of Health and Human Services in 2018. That Department has experienced significant reorganization and staffing changes over the last two years which has slowed the progress on this agreement. The completed MOU will help to identify referral and service provision agreements as well as supported employment strategies and services to increase the successful competitive, integrated employment outcomes for the mutual customers of each system.

I. COMPREHENSIVE SYSTEM OF PERSONNEL DEVELOPMENT; DATA SYSTEM ON PERSONNEL AND PERSONNEL DEVELOPMENT

(Formerly known as Attachment 4.10)). Describe the designated State agency's procedures and activities to establish and maintain a comprehensive system of personnel development designed to ensure an adequate supply of qualified State rehabilitation professional and paraprofessional personnel for the designated State unit, including the following:

1. DATA SYSTEM ON PERSONNEL AND PERSONNEL DEVELOPMENT

A. QUALIFIED PERSONNEL NEEDS.

Describe the development and maintenance of a system for collecting and analyzing on an annual basis data on qualified personnel needs with respect to:

- i. the number of personnel who are employed by the State agency in the provision of VR services in relation to the number of individuals served, broken down by personnel category;

The Agency collects and analyzes, on an annual basis, data on qualified personnel needs and personnel development. An annual training needs assessment is completed to identify focus areas for personnel development activities for the upcoming year. Data collected for financial and planning purposes is used for this analysis. This is data that reflects current information regarding personnel who are employed by NHVR. Included within this assessment is a self-assessment of training needs, an update of individual growth plans, and identification of training needs by regional leaders and an evaluation of the statewide assessment of the rehabilitation needs of persons with significant disabilities. Over the next five years, the Agency anticipates hiring staff to fill openings created through retirement and other personnel turnover if funding is available. The Agency realizes the need for continued recruitment and training of qualified personnel. Succession planning is a necessary part of the Agency's preparation to address projected hiring needs, and is included within the annual analysis of qualified personnel needs and personnel development. The Agency projects that in the next 2-5 years there will be a fairly stable staffing pattern with only a few seasoned staff projected to leave their current positions in that timeframe. In May of 2018 seventeen staff will be laid off in conjunction with the Agency restructuring and entering an order of selection. In accordance with State rules the positions to be laid off are 10 Counselor I's, 1 Internal Vocational Evaluator, 1 Transition Administrator, 4 Secretary II's, and 1 Business Enterprise Program staff. The Agency has 42 Rehabilitation Counselor positions. At present 21 of the staff holding these positions meet the personnel standard; nineteen caseload carrying counselors do not meet the standard; and there are two vacancies. Current data indicates that the ratio of Rehabilitation Counselor to customers served is 96 customers to each Counselor. This information is reviewed quarterly by the Agency and the Policy committee of the State Rehabilitation Council. The Agency regularly reviews staffing patterns and caseload size to determine coverage needs. The Agency believes that, at this time the current staffing is adequate to meet the needs of the Agency's customers. While the Agency projects a relatively stable staffing pattern over the next 2-5 years; data indicates that there is an existing population of students with disabilities transitioning from school to post-secondary activities, including work that may require additional staff to adequately serve. These requirements will also be monitored and adapted to meet any changing needs. In addition the Agency has five non-caseload carrying Counselor positions; one Counselor position is specifically designated to assist customers with benefit planning; and four Counselor positions were reclassified and are designated to target placement activities within the Agency. During FY 17, two Rehabilitation Counselors resigned their positions with the agency and two Counselors retired from their positions. This is within the average of two to six position vacancies the Agency has experienced in the past few years. This represented a 9.5 percent turnover rate for Rehabilitation Counselors in the Agency. Current Staffing information by personnel category: Administrative staff: Total Positions: 10 Current Vacancies: 1 Counselor staff: Total Positions: 42 Current Vacancies: 2 Supervisory staff: Total Positions: 6 Current Vacancies:

0 Vocational Evaluator: Total Positions: 1 Current Vacancies: 0 Support staff: Total Positions: 26 Current Vacancies: 5 Other staff: Total Positions: 8 Current Vacancies: 2

ii. the number of personnel currently needed by the State agency to provide VR services, broken down by personnel category; and

vii. the number of personnel currently needed by the State agency to provide VR services, broken down by personnel category; and Current vacancies: • 1 Administrative staff position; • 2 Counseling staff positions; • 5 Support staff; and • 2 Other Staff. There are no Supervisor/Regional Leader or Vocational Evaluator vacancies at this time.

iii. projections of the number of personnel, broken down by personnel category, who will be needed by the State agency to provide VR services in 5 years based on projections of the number of individuals to be served, including individuals with significant disabilities, the number of personnel expected to retire or leave the field, and other relevant factors.

iii. projections of the number of personnel, broken down by personnel category, who will be needed by the State agency to provide VR services in 5 years based on projections of the number of individuals to be served, including individuals with significant disabilities, the number of personnel expected to retire or leave the field, and other relevant factors. Staff projections for the next five years: Evaluating the past and current numbers of individuals served by the Agency reveals a reduction in caseload sizes over the past few years. One of the factors that has been attributed to this is the low unemployment rate in the state. The Agency predicts a stable pattern with moderate projections for any increases in these numbers served by the Agency over the upcoming five-year period. Based on the numbers of individuals served by the program, the current staffing pattern is projected to be adequate in serving the individuals who apply for vocational rehabilitation services in NH over the next five-year period. During FY 17 there was no turnover of vocational evaluation staff. Two rehabilitation counselors were promoted to supervisory staff in 2017. One support staff was promoted to an administrative staff position and one administrator position was hired during the year. Support staff saw the most turnover in the agency as two individuals resigned, three retired; two were promoted within the agency; and one full and one part-time support level staff left for other reasons. It is anticipated that the staffing pattern will become fairly stable over the next five-year period. Over the upcoming five-year period staff leaving the agency through retirement and attrition are anticipated to be 2-3 administrative staff persons, 10-15 rehabilitation counselors, 1-2 supervisory staff, 1 vocational evaluator staff and 5-10 support staff. As of May 2018 NHVR is going through a restructuring process including staff layoffs. Due to this process, including the current vacancies within the bureau, the anticipated effect on staff is as follows:

The Agency has 42 Rehabilitation Counselor positions. Of the 42 Counselors, the Agency will have 29 active Rehabilitation Counselor positions after the restructuring. After the restructuring, nineteen of the staff holding these positions will meet the personnel standard; ten caseload carrying counselors will not meet the standard; and there will be thirteen vacancies. In addition the Agency has five non-caseload carrying Counselor positions; one Counselor position is specifically designated to assist customers with benefit planning; and four Counselor positions were reclassified and are designated to target placement activities within the Agency. During the restructuring process, one Rehabilitation Counselor III, one Administrator I, and one Vocational Evaluator retired.

Staffing after restructuring is anticipated to look as follows: Administrative staff: Total Positions: 10; Current Vacancies: 3 Counselor staff: Total Positions: 42; Current Vacancies: 13 Supervisory staff: Total Positions: 6; Current Vacancies: 1 Vocational Evaluator: Total Positions: 1; Current Vacancies: 1 Support staff: Total Positions: 26 Current; Vacancies: 7 Other staff: Total Positions: 8 Current; Vacancies: 2 ii. The number of personnel currently needed by the State agency to provide VR services, broken down by personnel category; and Vacancies after restructuring: • 3 Administrative staff positions; • 13 Counseling staff positions; • 1 Supervisory staff position; • 1 Vocational Evaluator; • 7 Support staff; and • 2 Other Staff. Currently these positions will not be eliminated; they will not be filled at the current time.

B. PERSONNEL DEVELOPMENT

Describe the development and maintenance of a system for collecting and analyzing on an annual basis data on personnel development with respect to:

i. a list of the institutions of higher education in the State that are preparing VR professionals, by type of program;

There are no educational institutions in NH that offer graduate studies in rehabilitation counseling.

ii. the number of students enrolled at each of those institutions, broken down by type of program; and

While there are no educational institutions in New Hampshire that offer graduate studies in rehabilitation counseling, there are several colleges and universities in the region that offer a Master's degree in rehabilitation counseling, including:

Assumption College: The previous information regarding the program include the school maintaining 103 full and part-time matriculated students who were enrolled in Rehabilitation Counseling programs including the 30 who were anticipated to graduate in May of 2016. At that time Assumption reported 41 students graduate with Master's of Arts degrees in Rehabilitation Counseling in the previous year. Updated statistics were not available from the College at the time of this submission.

In 2016, Central Connecticut State University had 96 students enrolled in their Counselor Education with Specialization in Professional and Rehabilitation Counseling Master's in Science program on either a full or part-time basis. They report graduating an average of 17 students each year.

Salve Regina University reported 68 students enrolled in their Master's Degree program in 2016. Twenty-three of those students were receiving RSA funding. Twelve students are anticipated to graduate in May of 2016 while 14 students graduated in May the previous year. The school has RSA long-term training funding and has some opportunities for distance education. Updated statistics were not available from the College at the time of this submission.

The University of Southern Maine offers a Master's of Science in Counseling with a specialty in Rehabilitation Counseling. There are 37 students currently in the master's RC program. Five scholars sponsored by RSA funding are expected to complete the program in May of 2018. There were 6 graduates of the program reported for 2017.

In addition to regional programs, Agency staff has been able to take advantage of distance learning opportunities from institutions in other states to attain their Master's degrees. The Agency currently has staff who are working toward Master's degrees from George Washington University, University of Southern Maine, University of Utah, University of Kentucky and the University of Massachusetts -Boston.

All rehabilitation counseling graduates from the colleges listed will be eligible for Certification as a Rehabilitation Counselor through the Commission on Rehabilitation Counselor Certification (CRCC). Although not a requirement for a VR Counselor in NH, twelve counseling staff currently are certified rehabilitation counselors (CRC)

iii. the number of students who graduated during the prior year from each of those institutions with certification or licensure, or with the credentials for certification or licensure, broken down by the personnel category for which they have received, or have the credentials to receive, certification or licensure.

please refer to previous section for breakdown.

2. PLAN FOR RECRUITMENT, PREPARATION AND RETENTION OF QUALIFIED PERSONNEL

Describe the development and implementation of a plan to address the current and projected needs for qualified personnel including, the coordination and facilitation of efforts between the designated State unit and institutions of higher education and professional associations to recruit, prepare, and retain personnel who are qualified, including personnel from minority backgrounds and personnel who are individuals with disabilities.

Data received through the annual assessment of training needs is used for the development and implementation of the Agency's in-service training plan and staff development activities. The results are also shared with supervisors and administrators and utilized in the updating and implementation of professional growth plans. The identified training needs are utilized in the planning and development of training.

Staff also are encouraged to participate in professional development training. New Regional Office Supervisors and other staff have taken the opportunity to participate in the State's Certified Public Supervisor (CPS) and Public Manager Programs (CPM). Two NHVR staff members recently completed the state level Public Supervisor training; and one of these individuals is now enrolled in the CPM program. Two staff recently participated in and completed the national rehabilitation leadership training program.

Further activities toward recruitment and retention of qualified personnel, including personnel from minority backgrounds and personnel who are individuals with disabilities, are identified within the Personnel Standards and Staff Development sections below.

In addition to the communication and recruitment efforts with the colleges and universities in the region, NHVR uses the Recruitment Center for State Vocational Rehabilitation Counselors (www.rehabjobs.info) in recruitment efforts.

3. PERSONNEL STANDARDS

Describe the State agency's policies and procedures for the establishment and maintenance of personnel standards consistent with section 101(a)(7)(B) and 34 CFR 361.18(c) to ensure that designated State unit professional and paraprofessional personnel are adequately trained and prepared, including:

A. STANDARDS THAT ARE CONSISTENT WITH ANY NATIONAL OR STATE-APPROVED OR -RECOGNIZED CERTIFICATION, LICENSING, REGISTRATION, OR OTHER COMPARABLE REQUIREMENTS THAT APPLY TO THE PROFESSION OR DISCIPLINE IN WHICH SUCH PERSONNEL ARE PROVIDING VR SERVICES; AND

NHVR recognizes that the requirements of the CSPD provide an opportunity to increase the knowledge, skills and abilities of rehabilitation counselors, thereby enhancing the provision of services and the quality of employment outcomes. In accordance with 34 CFR 361.18 (c)(2)(i), NHVR has established the following personnel standard:

1. Master's in Rehabilitation Counseling; or
2. Master's in Counseling* and 4 core courses
 - a. One course on Assessment
 - b. One course on Occupational Information or Job Placement
 - c. One course on Medical or Psychosocial and Cultural Aspects of Disabilities
 - d. One course on Community Resources or Delivery of Rehabilitation Services

* The Master's degree must be in the field of counseling. Examples of degrees that may be considered as a Master's in counseling or as counseling-related may include, but are not necessarily limited to, degrees in rehabilitation, special education, social work, and psychology. If your degree is in a counseling discipline other than rehabilitation counseling, a course on the Theories and Techniques of Counseling, as defined by CRCC, must be part of the degree requirements. Other required courses may be taken as part of or in addition to the original Master's degree.

Or

3. Master's, Specialist or Doctoral degree in one of 13 qualifying majors (listed below) granted by a college or university accredited by CHEA - PLUS a post-graduate advanced certificate or degree that includes a minimum of 18 semester hours or 27 quarter hours granted by a college or university that also offers a CORE-accredited Master's degree in Rehabilitation Counseling.

Six graduate courses (one each on Theories and Techniques of Counseling; Foundations of Rehabilitation Counseling; Assessment; Occupational Information or Job Placement; Medical or Psychosocial and Cultural Aspects of Disabilities, and; Community Resources or Delivery of Rehabilitation Services.)

Acceptable Master's, Specialist or Doctoral Degree Majors:

- Behavioral Health Psychology
- Behavioral Science Psychometrics
- Disability Studies Rehabilitation

- Human Relations Social Work
- Human Services Special Education
- Marriage and Family Therapy Vocational Assessment/Evaluation
- Occupational Therapy

Priority will be given to a Master's degree in Rehabilitation Counseling both in new hires and in support of training to assist staff to achieve the standard.

Outreach efforts will be targeted toward individuals who meet the personnel standards and who are from minority backgrounds or are individuals with disabilities. Recruitment efforts will be coordinated with disability groups and associations serving minority populations, through contacts and sharing of job opportunities available within the Agency.

While it is the intent of NHVR to hire and retain employees who meet the standard, in some instances we are unable to hire professional staff who meet these standards. Factors which impact on the hiring of staff in NH who meet the personnel standard include a limited pool of qualified candidates and geographical considerations that result from the rural nature of the state. NHVR has worked to address this issue in a number of ways including working with the NH Division of Personnel to develop the capacity to hire staff at a bachelor degree level who are immediately placed in a training plan to achieve the requirements of the standard. This plan provides for the training necessary to obtain their Master's degree in Rehabilitation Counseling or a Counseling Master's that meets the criteria of the standard and outlines the support the Agency will provide to achieve this. In addition, the Agency continues to seek programs and coursework, including those that utilize long distance technology that will assist Counselors to achieve the standard.

To ameliorate the impact of these factors, NHVR conducts outreach activities to reach potential candidates. NHVR has identified colleges and universities in New England that provide Master's level training in rehabilitation counseling and will continue to work with these institutions toward the recruitment of qualified candidates. NHVR has worked with the University of Hartford and Assumption College to identify and provide needed coursework for staff. The Training Officer continues to seek alternative educational opportunities for staff through emerging long distance learning opportunities, including RSA-funded training opportunities such as the Southern University program in Louisiana.

NHVR supports retraining of new and existing employees through the following plan and policies: All staff will be encouraged to continue to update and maintain their skills by completing 100 hours of in-service training every five years. The Training Officer will maintain current records of the training offered and credit hours earned.

The Training Officer maintains records that track progress in meeting the personnel standard for all rehabilitation counseling staff. These records will include education level, completion of core courses, continuing education credits obtained and individual growth plans that outline how individual employees will meet the personnel standard within seven years. Records will be updated regularly and analyzed yearly to assess progress.

NHVR maintains records that identify the degree to which new hires meet the personnel standard. These records will be analyzed on a yearly basis to assess the success of the Agency in obtaining qualified personnel and to identify factors that impede the hiring of staff who meet the standard.

At this time, nineteen Rehabilitation Counseling staff do not meet the personnel standard and are either in a plan to achieve that standard, or have been newly hired and are developing a plan to achieve the standard.

B. THE ESTABLISHMENT AND MAINTENANCE OF EDUCATION AND EXPERIENCE REQUIREMENTS, IN ACCORDANCE WITH SECTION 101(A)(7)(B)(II) OF THE REHABILITATION ACT, TO ENSURE THAT THE PERSONNEL HAVE A 21ST CENTURY UNDERSTANDING OF THE EVOLVING LABOR FORCE AND THE NEEDS OF INDIVIDUALS WITH DISABILITIES.

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At this time, nineteen Rehabilitation Counseling staff do not meet the personnel standard and are either in a plan to achieve that standard, or have been newly hired and are developing a plan to achieve the standard.

4. STAFF DEVELOPMENT.

Describe the State agency's policies, procedures, and activities to ensure that, consistent with section 101(a)(7)(C) of the Rehabilitation Act, all personnel employed by the designated State unit receive appropriate and adequate training in terms of:

A. SYSTEM OF STAFF DEVELOPMENT

a system of staff development for professionals and paraprofessionals within the designated State unit, particularly with respect to assessment, vocational counseling, job placement, and rehabilitation technology, including training implemented in coordination with entities carrying out State programs under section 4 of the Assistive Technology Act of 1998; and

The Agency continues to provide staff with appropriate and adequate training. The Agency recognizes the importance of having qualified, professional vocational rehabilitation staff to assist persons with disabilities to locate, train for, engage in and maintain employment. In-service training is designed to assure that Agency staff have the knowledge, skills and resources to assist persons with significant disabilities to achieve their employment goals.

Agency training includes a comprehensive orientation for new staff, ongoing training opportunities for existing staff at all levels of the organization, and a system to evaluate effectiveness of the training efforts. Training needs will be met through attending classes, workshops, and seminars in the state. Support staff, as well as counselors and management staff, are encouraged to attend training.

In-service training addresses retention of qualified staff, development of new skills for new staff, leadership development and capacity building and includes basic and ongoing training is based on the Agency assisting staff to meet the identified counselor competencies; staff needs assessment; state plan forums public feedback; and ongoing monitoring. Fiscal year 2016 marked the first year that the Agency did not have targeted grant money for in-service training. Over the past two years the Agency has seen a reduced number of Agency sponsored training opportunities as a result of the loss of this dedicated funding. The Agency remains committed to training for all levels of staff and continues to work with other workforce partners to bring relevant training to staff as well as topics relevant to vocational rehabilitation and placement of persons with disability including trainings that address these subjects such as: developing job opportunities; utilizing assistive technology and modification; maximizing comprehensive assessment; counseling skills; utilization of community resources; working effectively with community rehabilitation programs; disability topics; and case practice.

The Agency seeks to gather and use information obtained through research and collaboration with other agencies to enhance and further develop the skills and capacities of rehabilitation staff.

Job-related workshops and seminars will be sponsored in cooperation with other state agencies with whom the Agency has cooperative working agreements, and by state, regional and national trainers. These activities will coincide with the ongoing development and upgrading of professional growth plans.

B. ACQUISITION AND DISSEMINATION OF SIGNIFICANT KNOWLEDGE

procedures for the acquisition and dissemination of significant knowledge from research and other sources to designated State unit professionals and paraprofessionals.

The Agency regularly reviews and shares with staff the research and training opportunities and materials from a variety of sources including, but not limited to: Explore VR; WINTAC; NTACT; and the NCTRM. This information is disseminated via email, workshops, and other staff training to all NHVR staff.

5. PERSONNEL TO ADDRESS INDIVIDUAL COMMUNICATION NEEDS

Describe how the designated State unit has personnel or obtains the services of other individuals who are able to communicate in appropriate modes of communication with or in the native language of applicants or eligible individuals who have limited English speaking ability.

The Agency has developed strategies to meet (through Agency staff and/or by obtaining the services of others) the individual communication needs of applicants and recipients of services through appropriate modes of communication or in native languages.

The Agency has taken actions to establish and maintain minimum standards to ensure the availability of personnel within the designated state unit who, to the maximum extent feasible, are trained to communicate in the native language or mode of communication of the customer.

The Agency utilizes interpreters to communicate in the native language of applicants and eligible individuals, and is developing procedures to assist counselors to obtain qualified interpreters, including the identification of resources within the state for interpreters, cultural information, and translation services.

The Agency includes on its staff, or arranges to have available to staff, those individuals able to communicate with applicants and eligible individuals who utilize manual communication, and/or tactile, oral and non-verbal communication devices. The Agency maintains a list of state/national certified interpreters for persons who are deaf or hard of hearing. The Agency has the ability to, and will provide large print documents, recorded information, computer disk formats, and assistive listening devices, as appropriate, to the individual.

6. COORDINATION OF PERSONNEL DEVELOPMENT UNDER THE INDIVIDUALS WITH DISABILITIES EDUCATION ACT

As appropriate, describe the procedures and activities to coordinate the designated State unit's comprehensive system of personnel development with personnel development under the Individuals with Disabilities Education Act.

During the fall of 2012 the Department of Education Special Education, with support of Vocational Rehabilitation received the Special Education Personnel Development Grant, now called "Next Steps NH." Through this five-year grant opportunity the programs will jointly train and assimilate knowledge into the local school districts both programs interact with in providing services. VR Counselors and Special Education staff will collaborate and join forces to provide services in an aligned fashion. This grant is currently in a no-cost extension through 2018.

- Increase student competency through increased use of Extended Learning Opportunities (ELOs)
- Enhance transition planning and increased transition activities and opportunities
- Greater family-school engagement, and
- Sustaining practices through our state Institutions of Higher Education (IHEs), regional professional development intermediaries, a transition Community of Practice, and the use of technology

J. STATEWIDE ASSESSMENT

(Formerly known as Attachment 4.11(a)).

1. PROVIDE AN ASSESSMENT OF THE REHABILITATION NEEDS OF INDIVIDUALS WITH DISABILITIES RESIDING WITHIN THE STATE, PARTICULARLY THE VR SERVICES NEEDS OF THOSE:

A. WITH THE MOST SIGNIFICANT DISABILITIES, INCLUDING THEIR NEED FOR SUPPORTED EMPLOYMENT SERVICES;

The Comprehensive statewide needs assessment was completed in September 2016. A new tri-ennial assessment period is currently underway with the goal of completion in September of 2019. During 2018 NHVR plans to complete specific listening sessions to assess the needs for pre-employment transition services or other transition services in all six regions of the state. The Comprehensive Needs Assessment report can be found online at: www.education.nh.gov/career/vocational/documents/csna-2016.pdf The data in this section of the plan has been updated to include data available at the time of the PY 18 state plan update preparation. This update includes information from 1) public forums held throughout the state with the purpose of assessing the rehabilitation needs of individuals with significant disabilities residing in the state, receiving comments and recommendations to update the rehabilitation and career needs of individuals with significant disabilities residing in the state and the need for supported employment services; 2) an online survey that was available during the public comment period that allowed individuals who were unable to attend a forum (or chose not to attend) to provide input and recommendations; 3) review of demographic data; and, 4) the data from the current customer satisfaction survey and the 2016 comprehensive statewide needs assessment. The findings continue to support previously identified rehabilitation needs for persons with disability in NH in the following areas of: • Awareness • Education • Outreach • Access • Collaboration • Transition • Housing • Transportation • Placement • Information and Referral / Resources • Staff Development • Training Assessment data was sought from various individuals, groups and agencies including individuals who experienced and/or worked with individuals with the most significant disabilities, including the need for supported employment services; individuals with disabilities who are minorities; individuals who have been unserved or underserved by the vocational rehabilitation program; individuals served through other components of the statewide workforce system; and individuals served through Community Rehabilitation Programs (CRPs). There was strong support in the CSNA results to support the services the agency provides to individuals with the most significant disabilities that require on-the-job and other supports to maintain employment through the supplemental Supported Employment Services program. Through informed choice and partnership with the NHVR program, individuals with disabilities are able to maximize their potential and reach their

goals of employment within their local communities. Results also demonstrated the need to continue to support and provide services to individuals who experienced the most significant disabilities, including the need for supported employment services. Examples of responses received include the continued need for services in the areas of: transportation, benefits counseling assistance, agency should improve counselors' knowledge and awareness in the areas of accommodations including rehabilitation technology, continuing education for counselors on disability areas and the continuing research and developments in rehabilitation, better relations with businesses and employers, expanded options for customized and creative solutions for employment, Ticket to Work and expanded options for individuals, continue to build relationships with Mental Health Centers and Area Agencies.

NHVR worked with the State Rehabilitation Council to complete the required comprehensive statewide needs assessment due to be completed every three years. The SRC has begun working on this with the Agency and has recommended that transition-aged youth be a specific focus within the needs assessment. During 2018 NHVR will complete specific listening sessions to assess the needs for pre-employment transition services or other transition services in all six regions of the state. This assessment will include input and participation by our Special Education partners around the state to meet the needs of students.

B. WHO ARE MINORITIES;

In planning and executing assessment activities within state, the Agency works to include underserved populations, including individuals who are from minorities. The assessment results identified that while diversity within the state is growing, it is modest and concentrated in a few areas of the state; there is a growing population of minority children. The minority population is concentrated in just a few areas of the state particularly in the Concord-Manchester-Nashua urban corridor, as well as the Hanover-Lebanon region and a few areas of the Seacoast.

This population group was identified as having a higher unemployment rate than experienced by the general population. And in addition to the broad categories that of rehabilitation needs identified in the section above the following specific needs have been identified for this group:

- Job search and job placement assistance
- Specific training to meet job needs of employers
- Continued agency efforts in outreach to culturally diverse populations
- Accessible services, including interpreters and forms

The Comprehensive Needs Assessment report can be found online at:
www.education.nh.gov/career/vocational/documents/csna-2016.pdf

C. WHO HAVE BEEN UNSERVED OR UNDERSERVED BY THE VR PROGRAM;

In planning and executing assessment activities within state, the Agency works to include underserved populations, including identifying and outreach to these populations. It was identified in the CSNA individuals who have been unserved or underserved continue to need to be identified and served by the vocational rehabilitation program. Specific examples

of responses received included: The need for additional training for counselors in specific disability areas, including mental illness and acquired brain injury and the need for additional outreach and information to individuals who experience mental illness; acquired brain injury and deafness

And in addition to the broad categories that of rehabilitation needs identified in the section A. above the following specific needs have been identified for this group:

- Additional training for counselors in specific disability areas, including mental illness and acquired brain injury
- Additional outreach and information to individuals who experience mental illness; acquired brain injury and deafness

The Comprehensive Needs Assessment report can be found online at:
www.education.nh.gov/career/vocational/documents/csna-2016.pdf

D. WHO HAVE BEEN SERVED THROUGH OTHER COMPONENTS OF THE STATEWIDE WORKFORCE DEVELOPMENT SYSTEM; AND

In planning and executing assessment activities within state, the Agency works with state workforce partners to include the needs of individuals served by our partners. NH workforce partners were included in assessment activities to gather input into the needs of individuals with disabilities that were served both individually in their agencies and those who are joint customers with vocational rehabilitation.

And in addition to the broad categories that of rehabilitation needs identified in the section A. above the following specific needs have been identified for this group:

- Agency should continue to have a presence in the One Stop Centers
- Agency should continue to work collaboratively with other systems and agencies to provide services to customers

The Comprehensive Needs Assessment report can be found online at:
www.education.nh.gov/career/vocational/documents/csna-2016.pdf

E. WHO ARE YOUTH WITH DISABILITIES AND STUDENTS WITH DISABILITIES, INCLUDING, AS APPROPRIATE, THEIR NEED FOR PRE-EMPLOYMENT TRANSITION SERVICES OR OTHER TRANSITION SERVICES.

Assessment of students and youth with disabilities is a core component of the comprehensive statewide needs assessment. It has been specifically identified as an area of focus by the State Rehabilitation Council for this year.

Agency and Education staff identified the need for Pre-Employment Transition Services as well as other Transition services including: Expanding capacity for assistive technology, increased resources to help with decision making skills, navigate and advocate, step-by-step transition, true transition to adult services, adequate transportation/transportation training, explore mentor programming, create school work-related internships and other support & partnership for learning, more vendors to create opportunity for learning jobs, NHES partnership w/employers & NHVR, Statewide list of apprenticeships available to students eligible for VR services, CRP's more tuned in to needs of students; internships,

Information and advocacy for families, Area agency involvement, Schools need more education about pre-employment services, Setting standards - vetting vendors - training them.

During 2018 NHVR will complete specific listening sessions to assess the needs for pre-employment transition services or other transition services in all six regions of the state. This assessment will include input and participation by our Special Education partners around the state to meet the needs of students.

2. IDENTIFY THE NEED TO ESTABLISH, DEVELOP, OR IMPROVE COMMUNITY REHABILITATION PROGRAMS WITHIN THE STATE; AND

NHVR has very close relationships with the majority of our CRP in the state. Over the past two years there was identification that the state did not have specific programs and resources outside of the Agency to provide pre-employment transition services. Work has focused on working with CRPs to develop and implement such programs. The Agency is now in a position to review current programs to assure that the services align with identified needs and revamping services as appropriate. In addition, as recommendations are made for changes, the Agency anticipates including the CPRs through listening and workgroup sessions.

3. INCLUDE AN ASSESSMENT OF THE NEEDS OF INDIVIDUALS WITH DISABILITIES FOR TRANSITION CAREER SERVICES AND PRE-EMPLOYMENT TRANSITION SERVICES, AND THE EXTENT TO WHICH SUCH SERVICES ARE COORDINATED WITH TRANSITION SERVICES PROVIDED UNDER THE INDIVIDUALS WITH DISABILITIES EDUCATION ACT .

The SRC has begun working on this with the Agency this year and has recommended that transition-aged youth be a focus within the needs assessment. Over the next year, NHVR will complete specific listening sessions to assess the needs for pre-employment transition services or other transition services in all six regions of the state. This assessment will include input and participation by our Special Education partners around the state to meet the needs of students.

K. ANNUAL ESTIMATES

Describe:

1. THE NUMBER OF INDIVIDUALS IN THE STATE WHO ARE ELIGIBLE FOR SERVICES;

2010 Census data demonstrates a profile of 850,768 individuals residing in the state between the ages of 18 and 64. Of that total, 76,114 report to having a disability (8.9% of the state's 18 to 64 population). Information from the 2010 survey regarding the number of these individuals in the workforce was not yet available.

Disability data from the American Community Survey reveals that of the 76,000 individuals identifying themselves with a disability that 46,000 were not employed. This 46,000 represents 60% of the working age adults (ages 18 - 64) with disabilities in the state. In this

study the results were further broken down to show that a majority of the individuals in this group do not identify themselves as being in the labor force.

Disability estimates from the 2011 American Community Survey reveal that the percentage of working-age people with disabilities who were not working but actively looking for work was 10.9% or estimated 5,000 individuals identifying themselves in this group.

The New Hampshire Employment Security, Economic and Labor Market Information Bureau's October 2013 issue of 'New Hampshire Economic Conditions' noted that, "In New Hampshire, there were 844,500 people in this working age cohort. Almost 80,500 of these were affected by some type of disability or about 9.5 percent of those ages 18 to 64 years." Also noted in the report is that almost 40 percent of those disabled workers, representing 30,500 disabled individuals participated in the state's workforce in 2012.

According to the "Facts & Figures: The 2015 Annual Report on Disability in New Hampshire (University of New Hampshire) 151,200 individuals with disability live in NH out of a total population of 1,304,400.

At the half way point in FFY 2018 the Agency has received 1,192 applications; completed 1,097 eligibility determinations and 805 individualized employment plans. Current Agency caseload is 3,588 individuals with includes applicants, customers in eligible status and participants in service statuses.

During the period of 10/1/18-9/30/19, NH Vocational Rehabilitation anticipates to serve 6,000 individuals. If applications continue at the current rate - Applicants expected during FY 2019 are 2,300.

NHVR has determined that there will not be sufficient resources to serve all eligible customers and will implement an order of selection during May 2018. NHVR employs fiscal and case service projection models to estimate the numbers of individuals with disabilities who may be eligible, customers who will be served, and case service costs under an order of selection. While these projection models are reliable and rigorous, baseline data was collected prior to implementation of an order of selection and, as a result, cautious interpretation is advised.

FFY 2018 Eligibilities Determined

- Priority Category 1 - 988
- Priority Category 2 - 1,069
- Priority Category 3 110

FFY 2019 Eligibilities Determined

- Priority Category 1 - 988
- Priority Category 2 - 1,069
- Priority Category 3 - 110

For FFY 2019 NHVR estimates that total projected VR costs (services (\$7,654,632.70) and administrative (\$9,622,986.10)) funded under Title I and VI, Part B will be \$17,277,618.80.

56 percent will be administrative costs (\$9,622,986.10) and 44% will be case service costs funded under Title I and VI, Part B (\$7,654,632.70.)

Total projected combined available funds in FFY 2019 for Title I and VI, Part B are estimated at \$16,333,651.92 (grant, plus adjusted agency actual match, any carryover, program income). NHVR's FFY 2019 projected deficit (total projected available include minus total projected costs (services and administrative)) will be approximately \$-943,966.89.

For FFY 2018 NHVR estimates that total projected VR costs (services (\$7,654,632.70) and administrative (\$9,463,940.16)) funded under Title I and VI, Part B will be \$17,118,572.86. 55 percent will be administrative costs (\$9,463,940.16) and 45% will be case service costs funded under Title I and VI, Part B (\$7,654,632.70.)

Total projected combined available funds in FFY 2018 for Title I and VI, Part B are estimated at \$18,627,006.46 (grant, plus adjusted agency actual match, any carryover, program income).

NHVR's FFY 2018 projected carry over (total projected available include minus total projected costs (services and administrative)) will be approximately \$1,508,433.60.

**The FFY18 carry over will be mostly, if not all, the Pre-ETS 15% allocation. Our carry over has decreased significantly over the years. We carried over \$4,041,392.46 in FFY17 funds. FFY18 carry over is estimated to be \$1,508,433.60. FFY19 has an estimated deficit of \$-943,966.89.

2. THE NUMBER OF ELIGIBLE INDIVIDUALS WHO WILL RECEIVE SERVICES UNDER:

A. THE VR PROGRAM;

Projected Service & Outcomes Goals: FFY 2018

Data as of 3/31/2018							
NHVR FFY 2018	Total open cases with IPEs	Expected IPEs Qtr. 3 & 4	Average cost per year	Expected IPE costs	Rehabilitated Cases	Average Months per IPE	Wait List
Category 1	1295	42	\$2,094	\$ 2,800,120	205	25.4	642
Category 2	1260	65	\$1,827	\$ 2,421,391	381	28.4	707
Category 3	125	6	\$2,360	\$ 309,133	92	19.4	106

Projected Service & Outcomes Goals: FFY 2019

NHVR FFY 2019	Total open cases with IPEs	Expected IPEs	Average cost per year	Expected IPE costs	Rehabilitated Cases	Average Months per IPE	Wait List
Category 1	749	1354	\$2,094	\$ 4,404,377	205	25.4	0
Category 2	379	0	\$1,827	\$ 692,609	178	28.4	1462
Category 3	12	0	\$2,360	\$ 28,318	9	19.4	207

NHVR has determined that there will not be sufficient resources to serve all eligible customers and will implement an order of selection during May 2018. NHVR employs fiscal and case service projection models to estimate the numbers of individuals with disabilities who may be eligible, customers who will be served, and case service costs under an order of selection. While these projection models are reliable and rigorous, baseline data was collected prior to implementation of an order of selection and, as a result, cautious interpretation is advised.

Eligibility Projections

FFY 2018 Eligibilities Determined

- Priority Category 1 988
- Priority Category 2 1069
- Priority Category 3 110

Wait List

- Priority Category 1 642
- Priority Category 2 707
- Priority Category 3 106

FFY 2019 Eligibilities Determined

- Priority Category 1 988
- Priority Category 2 1069
- Priority Category 3 110

Wait List

- Priority Category 1 0
- Priority Category 2 1,462
- Priority Category 3 207

B. THE SUPPORTED EMPLOYMENT PROGRAM; AND

For FY 2018 total number of individuals estimated to be eligible for supported employment is 850 individuals. The Agency anticipates an estimated 875 individuals eligible for supported employment in FY 2019

NHVR aligns Supported Employment services and resources with Priority Category 1 customers; only individuals with the most significant disabilities receive Supported Employment services. Therefore, NHVR does not anticipate that this amendment and order of selection implementation will significantly affect the Supported Employment estimates established in the 2016 - 2020 NHVR State Plan

It is estimated that in FY18 there will be a cost of services for individuals in Supported Employment of \$1,008,043 and for FY19 \$1,585,576.

C. EACH PRIORITY CATEGORY, IF UNDER AN ORDER OF SELECTION;

NHVR has determined that there will not be sufficient resources to serve all eligible customers and will implement an order of selection in May 2018. NHVR employs fiscal and case service projection models to estimate the numbers of individuals with disabilities who may be eligible, customers who will be served, and case service costs under an order of selection. While these projection models are reliable and rigorous, baseline data was collected prior to implementation of an order of selection and, as a result, cautious interpretation is advised.

FFY 2018 Eligibilities Determined

- Priority Category 1 - 988
- Priority Category 2 - 1,069
- Priority Category 3 110

Wait List

- Priority Category 1 - 642
- Priority Category 2 - 707
- Priority Category 3 - 106

FFY 2019 Eligibilities Determined

- Priority Category 1 - 988
- Priority Category 2 - 1,069
- Priority Category 3 - 110

Wait List

- Priority Category 1 - 0
- Priority Category 2 - 1,462
- Priority Category 3 - 207

- The chart in the table in B above provides additional information

3. THE NUMBER OF INDIVIDUALS WHO ARE ELIGIBLE FOR VR SERVICES, BUT ARE NOT RECEIVING SUCH SERVICES DUE TO AN ORDER OF SELECTION; AND

FFY 2018 Eligibilities Determined

- Priority Category 1 - 988
- Priority Category 2 - 1,069
- Priority Category 3 - 110

Wait List

- Priority Category 1 - 642
- Priority Category 2 - 707
- Priority Category 3 - 106

FFY 2019 Eligibilities Determined

- Priority Category 1 - 988
- Priority Category 2 - 1,069
- Priority Category 3 - 110

Wait List

- Priority Category 1 - 0
- Priority Category 2 - 1,462
- Priority Category 3 - 207

4. THE COST OF SERVICES FOR THE NUMBER OF INDIVIDUALS ESTIMATED TO BE ELIGIBLE FOR SERVICES. IF UNDER AN ORDER OF SELECTION, IDENTIFY THE COST OF SERVICES FOR EACH PRIORITY CATEGORY.

Data as of 3/31/2018							
NHVR FFY 2018	Total open cases with IPEs	Expected IPEs Qtr. 3 & 4	Average cost per year	Expected IPE costs	Rehabilitated Cases	Average Months per IPE	Wait List
Category 1	1295	42	\$2,094	\$ 2,800,120	205	25.4	642
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Data as of
3/31/2018

NHVR FFY 2019	Total open cases with IPEs	Expected IPEs	Average cost per year	Expected IPE costs	Rehabilitated Cases	Average Months per IPE	Wait List
Category 1	749	1354	\$2,094	\$ 4,404,377	205	25.4	0
Category 2	379	0	\$1,827	\$ 692,609	381	28.4	1462
Category 3	12	0	\$2,360	\$ 28,318	92	19.4	207

L. STATE GOALS AND PRIORITIES

The designated State unit must:

1. IDENTIFY IF THE GOALS AND PRIORITIES WERE JOINTLY DEVELOPED

Identify if the goals and priorities were jointly developed and agreed to by the State VR agency and the State Rehabilitation Council, if the State has a Council, and jointly agreed to any revisions.

The State goals and priorities were jointly developed with NHVR and agreed to by the State Rehabilitation Council (SRC). Each year the SRC reviews these goals and priorities as part of the state planning process.

2. IDENTIFY THE GOALS AND PRIORITIES IN CARRYING OUT THE VR AND SUPPORTED EMPLOYMENT PROGRAMS.

Goal 1---Quality competitive integrated employment outcomes for persons with disabilities in New Hampshire.Goal 2---Effective and efficient use of resourcesGoal 3---Increase the opportunities for training and college and career readiness for students and youth with a disability. Goal 4---Promote an environment that supports the Vocational Rehabilitation Counselor-Customer relationshipGoal 5---Provide ongoing support for the State Rehabilitation Council (SRC) and the Statewide Independent Living Council (SILC) in order to enhance their ability to achieve their statutorily-created mission

During the fall 2018 State Rehabilitation Council retreat the agency and the SRC will develop updated goals for the next three to five years. This information will inform the goals to be worked on in the PY2020 state plan.

3. ENSURE THAT THE GOALS AND PRIORITIES ARE BASED ON AN ANALYSIS OF THE FOLLOWING AREAS:

Goals and prioriies were set based on a review of the Requirements of the Rehabilitation Act of 1973, as amended and the findings of the Comprehensive Statewide Needs Assessment which identified the following areas as rehabilitation needs of persons with disabilities in the State:

The findings continue to support previously identified rehabilitation needs for persons with disability in NH in the following areas of:• Awareness• Education• Outreach• Access• Collaboration• Transition• Housing• Transportation• Placement• Information and Referral / Resources• Staff Development• Training

A. THE MOST RECENT COMPREHENSIVE STATEWIDE ASSESSMENT, INCLUDING ANY UPDATES;

The agency is utilizing the most recent results of the most recent comprehensive statewide assessment to assist in goals and strategy attainment.

B. THE STATE'S PERFORMANCE UNDER THE PERFORMANCE ACCOUNTABILITY MEASURES OF SECTION 116 OF WIOA; AND

This will be completed once the state team determines targets.. An amendment to this plan will need to be completed at that time.

C. OTHER AVAILABLE INFORMATION ON THE OPERATION AND EFFECTIVENESS OF THE VR PROGRAM, INCLUDING ANY REPORTS RECEIVED FROM THE STATE REHABILITATION COUNCIL AND FINDINGS AND RECOMMENDATIONS FROM MONITORING ACTIVITIES CONDUCTED UNDER SECTION 107.

We do not expect a 107 monitoring review this next year but when that is scheduled we will ensure our SRC is a part of the process and that information would be included in any changes to stated goals, priorities or strategies.

During Federal Fiscal Year 2017, NH Vocational Rehabilitation

- Helped 757 individuals with disabilities gain employment
- The average hourly wage was \$12.63
- The average hours worked per week was 26
- The average weekly salary was \$346.49
- The average annual salary was \$17,992

Who Are Our Customers- During Federal Fiscal Year 2017, NH Vocational Rehabilitation....

- Worked with 3,591 eligible clients
- Received 2,340 new applicants

Types of Disabilities

Mental Health 28% Cognitive 34% Blind or Visual Impairment 7% Deafness 2% Hard of Hearing 9% Physical Disability 18% Communicative 3%

In Fiscal Year 2017:

- NHVR assisted 122 individuals with a Supported Employment goal in achieving their successful outcome.
- NHVR assisted 415 students with disabilities in writing a new Individual Plan for Employment.

- NHVR assisted 15 individuals in completing their Individual Plan for Employment in Self-Employment.
- NHVR recognized five NH businesses at our 9th Annual Employment Leadership Awards (examples later in the report).

M. ORDER OF SELECTION

Describe:

1. WHETHER THE DESIGNATED STATE UNIT WILL IMPLEMENT AND ORDER OF SELECTION. IF SO, DESCRIBE:

A. THE ORDER TO BE FOLLOWED IN SELECTING ELIGIBLE INDIVIDUALS TO BE PROVIDED VR SERVICES.

This section describes NHVR’s plans, policies, justifications, and projected service and outcome goals for serving individuals with disabilities under an order of selection. Additional information is provided describing how an order of selection may affect students with disabilities and Pre-employment Transition Services. In April of 2018, NHVR provided public notice of its intent to amend the State Plan to implement an Order of Selection. Customers, partners, and stakeholders were invited to provide input regarding the implementation of an Order of Selection, including order of selection policies and the draft amendments to the State Plan. NHVR and NH-SRC received public comment in April and May 2018. State Plan Public Forums were held online and at in-person locations across New Hampshire on May 2, 2018. NHVR customers, staff, partners, and stakeholders reviewed the draft Order of Selection amendment, asked questions, and provided input and comment. The public comment process and resulting dialogue emphasized impacts on current NHVR customers, students with disabilities, and customers who need specific services or equipment to maintain employment. Implementing an Order of Selection in accordance with the Rehabilitation Act of 1973, as amended by the Workforce Innovation and Opportunity Act of 2014, and its regulations, a designated state unit must implement an order of selection when there are insufficient resources to serve all eligible customers who apply for services. Fiscal and data analysis project that NHVR will not have sufficient resources to serve all eligible individuals who apply for services in the remaining months of FFY 2018 and into FFY 2019. Therefore, NHVR will implement an order of selection during May 2018. By implementing an order of selection, NHVR will ensure resources and services are prioritized for individuals with disabilities who need them most.

Priority Categories & Order of Selection As part of every customer’s eligibility determination process, a Vocational Rehabilitation Counselor (VRC) will evaluate: 1) disability-related functional limitations; 2) anticipated number of needed services; and 3) anticipated duration of services. The VRC will use these criteria to assign eligible customers to one of three priority categories. Priority categories ensure that NHVR services are prioritized for individuals with the most significant disabilities. Please note that the priority categories were updated in April 2018 to reflect the below definitions. The definitions were updated in policy to reflect this language.

Priority Category 1: Individuals with a most significant disability (MSD) An eligible customer is assigned to Priority Category 1 if:

- The customer experiences serious functional limitations in three or more of the following areas in terms of an employment outcome: mobility, motor skills, communications, self-care, cognition and

learning (self-direction), interpersonal, work tolerance, and work skills; • The customer requires three or more primary vocational rehabilitation services; • The customer requires multiple services over an extended period of time, defined as a period of six or more months; and • The customer has one or more physical or mental disabilities resulting from amputation, arthritis, autism, blindness, burn injury, cancer, cerebral palsy, cystic fibrosis, deafness, head injury, heart disease, hemiplegia, hemophilia, respiratory or pulmonary dysfunction, mental retardation, mental illness, multiple sclerosis, muscular dystrophy, musculo-skeletal disorders, neurological disorders (including stroke and epilepsy), spinal cord conditions (including paraplegia and quadriplegia), sickle cell anemia, specific learning disability, end-stage renal disease, or another disability or combination of disabilities determined on the basis of an assessment for determining eligibility and vocational rehabilitation needs to cause comparable substantial functional limitation.

Priority Category 2: Individuals with a significant disability (SD) An eligible customer is assigned to Priority Category 2 if: • The customer experiences serious functional limitations in one or more of the following areas in terms of an employment outcome: mobility, communications, self-care, cognition and learning (self-direction), interpersonal, work tolerance, and work skills; • and • The customer requires multiple VR services over an extended period of time; and • The customer has one or more physical or mental disabilities resulting from amputation, arthritis, autism, blindness, burn injury, cancer, cerebral palsy, cystic fibrosis, deafness, head injury, heart disease, hemiplegia, hemophilia, respiratory or pulmonary dysfunction, mental retardation, mental illness, multiple sclerosis, muscular dystrophy, musculo-skeletal disorders, neurological disorders (including stroke and epilepsy), spinal cord conditions (including paraplegia and quadriplegia), sickle cell anemia, specific learning disability, end-stage renal disease, or another disability or combination of disabilities determined on the basis of an assessment for determining eligibility and vocational rehabilitation needs to cause comparable substantial functional limitation.

Priority Category 3: Individuals with Less Significant Disabilities. An eligible customer is assigned to Priority Category 3 if: • The customer is determined eligible for services but does not meet the criteria for Priority Category 1 or Priority Category 2.

Priority categories will be assigned consistently, objectively, and with customer rights to review and due process. Consistent with federal regulations, NHVR will not consider duration of residency in New Hampshire, type of disability, age, sex, race, color, national origin, type of expected employment outcome, source of referral, particular service needs or anticipated service costs, individual or family income level, employment history, or education history when assigning a priority of service category.

Selecting Eligible Customers for Services Per federal regulations, NHVR will provide the full range of uninterrupted VR services to all existing customers with Individualized Plans for Employment, regardless of the priority category to which they are assigned, when the order of selection is implemented subject to available funding. Under an order of selection, when sufficient resources are not available to serve all new eligible customers, new customers may be placed on a wait list for services. This wait list will be statewide and based upon customers' priority categories and application dates. Should sufficient resources be available to provide the full range of VR services to both existing and new customers, NHVR will serve eligible individuals assigned to Priority Category 1 first. This ensures that services are prioritized for individuals with the most significant disabilities. Customers in

Priority Category 1 who have been placed on a wait list will be released based on the date they applied, with the oldest application dates being released first. If resources are available after all existing customers and all new Priority Category 1 customers are assured the full range of VR services, NHVR will serve eligible individuals assigned to Priority Category 2. Customers in Priority Category 2 who have been placed on a wait list will be released based on the date they applied, with the oldest application dates being released first. If additional resources are available after all existing customers, new Priority Category 1 customers, and new Priority Category 2 customers are assured the full range of VR services, NHVR will serve eligible individuals assigned to Priority Category 3. Customers in Priority Category 3 who have been placed on a wait list will be released based on the date they applied, with the oldest application dates being released first.

Students with disabilities can continue to receive ongoing Pre-employment Transition Services while placed on an order of selection wait list (closed order of selection priority category), as long as they have participated in a Pre-employment Transition Service before being determined eligible for VR services and assigned to a closed order of selection priority category.

Federal regulations allow for the continuation of pre-employment transition services only for those students who received such services prior to an eligibility determination and the assignment to a closed order of selection priority category (34 CFR §361.36(e)(3)(i)).

Therefore, students, families, advocates, and educators are advised to carefully consider the need to begin pre-employment transition services as early as possible in the transition process, and prior to eligibility determination

Potentially eligible students with disabilities (i.e. students who may or may not have applied for VR services (non-applicants and applicants), and only receive Pre-employment Transition Services) will not be affected by the order of selection, and will continue to receive Pre-employment Transition Services.

Any individual, including a student, in need of an individualized VR service (34 CFR §361.48(b)) will need to apply and be determined eligible for VR services, in order to receive such services under an approved individualized plan for employment (IPE).

B. THE JUSTIFICATION FOR THE ORDER.

NHVR has determined that continuing to run the program and provide services with the current structure and practices would run into a deficit that will seriously impact client services. The law and regulation require that when the designated state unit does not have sufficient resources to serve all eligible customers who apply for services they must implement an order of selection.

The current financial situation is a result of a number of factors, including a decrease in federal grant funding, lower Social Security reimbursements, the addition of the 15% set-aside for Pre-Employment Transition Services (with no additional grant appropriation) and the depletion of surplus or carryover funds. The agency estimates that due to rising staff costs (pay and fringe), and the new Pre-ETS service funding, in addition to other factors above, the nearly \$5 million surplus (since 2012) was depleted.

In an order to manage finances the Agency is anticipating the layoff of 17 VR staff, ten of these cseoad carrying counselors which will require the agency to readjust caseloads and

territories to cover this loss of personnel. This is a significant deficit that the Agency will need to respond to and further reduces resources available to serve participant in the state.

Implementing an order of selection and closing All Priority Categories (Priority Category 1, Priority Category 2 and Priority Category 3) in May 2018, is necessary to ensure that services remain available for customers with IPEs, without overspending available funds. The FFY 2018 costs of serving existing IPE customers and new Priority Category 1 customers is projected to be \$2,800,120. The FFY 2019 costs of serving existing IPE customers and new Priority Category 1 customers is projected to be \$4,404,377

Additional financial estimates supporting the Agency's decision to enter an order of selection:

For FFY 2019 NHVR estimates that total projected VR costs (services (\$7,654,632.70) and administrative (\$9,622,986.10)) funded under Title I and VI, part B will be \$17,277,618.80. 56 percent will be administrative costs (\$9,622,986.10) and 44% will be case service costs funded under Title I and VI, part B (\$7,654,632.70.)

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**The FFY18 carry over will be mostly, if not all, the Pre-ETS 15% allocation. Our carry over has decreased significantly over the years. We carried over \$4,041,392.46 in FFY17 funds. FFY18 carry over is estimated to be \$1,508,433.60. FFY19 has an estimated deficit of \$-943,966.89.

C. THE SERVICE AND OUTCOME GOALS.

PROJECTED SERVICE & OUTCOME GOALS FOR FFY 2018

Projected Service & Outcomes Goals: FFY 2018

Data as of
3/31/2018

NHVR FFY 2018	Total open cases with IPEs	Expected IPEs Qtr. 3 & 4	Average cost per year	Expected IPE costs	Rehabilitated Cases	Average Months per IPE	Wait List
Category 1	1295	42	\$2,094	\$ 2,800,120	205	25.4	642
Category 2	1260	65	\$1,827	\$ 2,421,391	381	28.4	707
Category 3	125	6	\$2,360	\$ 309,133	92	19.4	106

Serving Potentially Eligible Costs in FFY 17 GSIL served 1116

Strafford served 97

\$1,151,443.71

PROJECTED SERVICE & OUTCOME GOALS FOR FFY 2019

Projected Service & Outcomes Goals: FFY 2019

NHVR FFY 2019	Total open cases with IPEs	Expected IPEs	Average cost per year	Expected IPE costs	Rehabilitated Cases	Average Months per IPE	Wait List
Category 1	749	1354	\$2,094	\$ 4,404,377	205	25.4	0
Category 2	379	0	\$1,827	\$ 692,609	178	28.4	1462
Category 3	12	0	\$2,360	\$ 28,318	9	19.4	207

D. THE TIME WITHIN WHICH THESE GOALS MAY BE ACHIEVED FOR INDIVIDUALS IN EACH PRIORITY CATEGORY WITHIN THE ORDER.

Projected Service & Outcomes Goals: FFY 2018

Data as of
3/31/2018

NHVR FFY 2018	Total open cases with IPEs	Rehabilitated Cases	Average Months per IPE	Wait List
Category 1	1295	205	25.4	642
Category 2	1260	381	28.4	707
Category 3	125	92	19.4	106

Projected Service & Outcome Goals for FFY 2019

Projected Service & Outcomes Goals: FFY 2019

NHVR FFY 2019	Total open cases with IPEs	Rehabilitated Cases	Average Months per IPE	Wait List
Category 1	749	205	25.4	0
Category 2	379	178	28.4	1462
Category 3	12	9	19.4	207

E. HOW INDIVIDUALS WITH THE MOST SIGNIFICANT DISABILITIES ARE SELECTED FOR SERVICES BEFORE ALL OTHER INDIVIDUALS WITH DISABILITIES; AND

Priority Categories & Order of Selection As part of every customer's eligibility determination process, a Vocational Rehabilitation Counselor (VRC) will evaluate: 1) disability-related functional limitations; 2) anticipated number of needed services; and 3) anticipated duration of services.

The VRC will use these criteria to assign eligible customers to one of three priority categories. Priority categories ensure that NHVR services are prioritized for individuals with the most significant disabilities. Please note that the priority categories were updated in April 2018 to reflect the below definitions. The definitions were updated in policy to reflect this language.

Priority Category 1: Individuals with a most significant disability (MSD) An eligible customer is assigned to Priority Category 1 if:

- The customer experiences serious functional limitations in three or more of the following areas in terms of an employment outcome: mobility, motor skills, communications, self-care, cognition and learning (self-direction), interpersonal, work tolerance, and work skills;
- The customer requires three or more primary vocational rehabilitation services;
- The customer requires multiple services over an extended period of time, defined as a period of six or more months; and
- The customer has one or more physical or mental disabilities resulting from amputation, arthritis, autism, blindness, burn injury, cancer, cerebral palsy, cystic fibrosis, deafness, head injury, heart disease, hemiplegia, hemophilia, respiratory or pulmonary dysfunction, mental retardation,

mental illness, multiple sclerosis, muscular dystrophy, musculo-skeletal disorders, neurological disorders (including stroke and epilepsy), spinal cord conditions (including paraplegia and quadriplegia), sickle cell anemia, specific learning disability, end-stage renal disease, or another disability or combination of disabilities determined on the basis of an assessment for determining eligibility and vocational rehabilitation needs to cause comparable substantial functional limitation.

Priority Category 2: Individuals with a significant disability (SD)An eligible customer is assigned to Priority Category 2 if:

- The customer experiences serious functional limitations in one or more of the following areas in terms of an employment outcome: mobility, communications, self-care, cognition and learning (self-direction), interpersonal, work tolerance, and work skills;
- and
- The customer requires multiple VR services over an extended period of time; and
- The customer has one or more physical or mental disabilities resulting from amputation, arthritis, autism, blindness, burn injury, cancer, cerebral palsy, cystic fibrosis, deafness, head injury, heart disease, hemiplegia, hemophilia, respiratory or pulmonary dysfunction, mental retardation, mental illness, multiple sclerosis, muscular dystrophy, musculo-skeletal disorders, neurological disorders (including stroke and epilepsy), spinal cord conditions (including paraplegia and quadriplegia), sickle cell anemia, specific learning disability, end-stage renal disease, or another disability or combination of disabilities determined on the basis of an assessment for determining eligibility and vocational rehabilitation needs to cause comparable substantial functional limitation.

Priority Category 3: Individuals with Less Significant DisabilitiesAn eligible customer is assigned to Priority Category 3 if:

- The customer is determined eligible for services but does not meet the criteria for Priority Category 1 or Priority Category 2.

Priority categories will be assigned consistently, objectively, and with customer rights to review and due process. Consistent with federal regulations, NHVR will not consider duration of residency in New Hampshire, type of disability, age, sex, race, color, national origin, type of expected employment outcome, source of referral, particular service needs or anticipated service costs, individual or family income level, employment history, or education history when assigning a priority of service category.

Selecting Eligible Customers for ServicesPer federal regulations, NHVR will provide the full range of uninterrupted VR services to all existing customers with Individualized Plans for Employment, regardless of the priority category to which they are assigned, when the order of selection is implemented subject to available funding. Under an order of selection, when sufficient resources are not available to serve all new eligible customers, new customers may be placed on a wait list for services. This wait list will be statewide and based upon customers' priority categories and application dates. Should sufficient resources be available to provide the full range of VR services to both existing and new customers, NHVR will serve eligible individuals assigned to Priority Category 1 first. This ensures that services are prioritized for individuals with the most significant disabilities. Customers in Priority Category 1 who have been placed on a wait list will be released based on the date they applied, with the oldest application dates being released first. If resources are available after all existing customers and all new Priority Category 1 customers are assured the full range of VR services, NHVR will serve eligible individuals assigned to Priority Category 2. Customers in Priority Category 2 who have been placed on a wait list will be released based on the date they applied, with the oldest application dates being released first. If additional

resources are available after all existing customers, new Priority Category 1 customers, and new Priority Category 2 customers are assured the full range of VR services, NHVR will serve eligible individuals assigned to Priority Category 3. Customers in Priority Category 3 who have been placed on a wait list will be released based on the date they applied, with the oldest application dates being released first.

Students with disabilities can continue to receive ongoing Pre-employment Transition Services while placed on an order of selection wait list (closed order of selection priority category), as long as they have participated in a Pre-employment Transition Service before being determined eligible for VR services and assigned to a closed order of selection priority category.

Federal regulations allow for the continuation of pre-employment transition services only for those students who received such services prior to an eligibility determination and the assignment to a closed

order of selection priority category (34 CFR §361.36(e)(3)(i)).

Therefore, students, families, advocates, and educators are advised to carefully consider the need to begin pre-employment transition services as early as possible in the transition process, and prior to eligibility determination

Potentially eligible students with disabilities (i.e. students who may or may not have applied for VR services (non-applicants and applicants), and only receive Pre-employment Transition Services) will not be affected by the order of selection, and will continue to receive Pre-employment Transition Services.

Any individual, including a student, in need of an individualized VR service (34 CFR §361.48(b)) will need to apply and be determined eligible for VR services, in order to receive such services under an approved individualized plan for employment (IPE).

When NHVR opens its categories, individuals with most significant disabilities will be selected for services before all other individuals with disabilities, by the date of application. All those individuals with most significant disabilities should be served first from the waitlist, and then those new individuals with MSD who apply when priority category I is open. NHVR will need to clear the waitlist of individuals with MSD before it can open the next priority category to serve all individuals with significant disabilities by date of application. It will first serve individuals with significant disabilities from the waitlist, then those who apply once priority category II is open. Finally, NHVR will be able to open the final category and serve individuals with less significant disabilities by date of application, from the waitlist and then all new applicants.

Also Please see section VI.M.1.C.

2. IF THE DESIGNATED STATE UNIT HAS ELECTED TO SERVE ELIGIBLE INDIVIDUALS, REGARDLESS OF ANY ESTABLISHED ORDER OF SELECTION, WHO REQUIRE SPECIFIC SERVICES OR EQUIPMENT TO MAINTAIN EMPLOYMENT.

NHVR policy provides an exception to allow NHVR to assist eligible individuals who require specific services or equipment to maintain employment, regardless of an established order of selection.

N. GOALS AND PLANS FOR DISTRIBUTION OF TITLE VI FUNDS.

1. SPECIFY THE STATE'S GOALS AND PRIORITIES FOR FUNDS RECEIVED UNDER SECTION 603 OF THE REHABILITATION ACT FOR THE PROVISION OF SUPPORTED EMPLOYMENT SERVICES.

Approximately 99% of all funds available through Title VI, Part B will be used for services to customers. Individual service authorizations will be used to purchase individual services for eligible individuals; however, services may be contracted to service providers to develop supported employment services for groups not covered under other programs or to develop programs in areas of the state where supported employment services are not readily available.

Of the grant funds received, at least 50 percent will be reserve for the provision of supported employment services to youth with the most significant disabilities. NH will provide a non-Federal share of 10 percent of these funds which are reserved for the provision of supported employment services to youth with the most significant disabilities. This is to support the efforts to ensure that youth with significant disabilities are given every opportunity to receive the services necessary to ensure the maximum potential to achieve competitive integrated employment. The funds will be deployed statewide, as needed, for individuals with disabilities eligible for VI-B funding until exhausted, then supplemented with Title I funds as appropriate.

For FY 2018 total number of individuals estimated to be eligible for supported employment is 850 individuals. The Agency anticipates an estimated 875 individuals eligible for supported employment in FY 2019.

NHVR aligns Supported Employment services and resources with Priority Category 1 customers; only individuals with the most significant disabilities receive Supported Employment services. Therefore, NHVR does not anticipate that this amendment and order of selection implementation will significantly affect the Supported Employment estimates established in the 2016 - 2020 NHVR State Plan

It is estimated that in FY18 there will be a cost of services for individuals in Supported Employment of \$1,008,043 and for FY19 \$1,585,576.

The majority of these customers are expected to be individuals with developmental disabilities and/or mental illness as these are the disabilities for which funding is available for long-term supports after vocational rehabilitation services are completed. The Agency will continue to seek alternative sources for long-term supports, including the use of natural supports, as appropriate, to the individual.

Extended services will be provided by agencies providing Medicaid Services (BBH and BDS). Our agreement will share the process for long term support and collaboration as well as program agreement language. Our state has been undergoing managed care work that could come to change long term support services in the future. Our agency is in partnership with the agencies affected by this potential change and will change our procedure based on those agreements, should they happen.

The agency intends to utilize available Title VI funds in PY18, to provide allowable services to individuals and students with the most significant disabilities. Working closely with the

Developmental Disabilities Agency with the new MOU (to be completed in 2018) will allow for more strategies in achieving employment for the individuals needing Supported Employment services

In PY2019 the agency will continue to utilize available funding to provide supported employment services to individuals and students with the most significant disabilities. Extended services may be provided as needed. NHVR may provide extended services to youth with most significant disabilities for a period not to exceed four years, or such time that a youth reaches age 25 and no longer meets the definition of a “youth with a disability.” In providing services to students with disabilities, pre-employment transition services are not considered supported employment services. Supported employment services begin after job placement.

2. DESCRIBE THE ACTIVITIES TO BE CONDUCTED, WITH FUNDS RESERVED PURSUANT TO SECTION 603(D), FOR YOUTH WITH THE MOST SIGNIFICANT DISABILITIES, INCLUDING:

A. THE PROVISION OF EXTENDED SERVICES FOR A PERIOD NOT TO EXCEED 4 YEARS; AND

At the current time if a customer is in need of long term supports and Medicaid services have not engaged (after age 21), our agency has traditionally worked with the Community Rehabilitation Program to provide the necessary supports to maintain employment. This will continue into the future and in future agreements. This will be completed along with the MOU with the Bureau of Developmental Services during 2018. At this time, the Agency is exploring strategies and potentials for long term supports, but at this time is not currently exercising this strategy. It will be included in discussion regarding the MOU.

NHVR may provide extended services to youth with most significant disabilities for a period not to exceed four years, or such time that a youth reaches age 25 and no longer meets the definition of a “youth with a disability.”

B. HOW THE STATE WILL LEVERAGE OTHER PUBLIC AND PRIVATE FUNDS TO INCREASE RESOURCES FOR EXTENDED SERVICES AND EXPANDED SUPPORTED EMPLOYMENT OPPORTUNITIES FOR YOUTH WITH THE MOST SIGNIFICANT DISABILITIES.

The Agency will work with the Bureaus of Developmental Services and Behavioral Health toward finding opportunities to extend services and expand supported employment opportunities for youth with the most significant disabilities, included within these efforts is the Memorandum Of Understanding that is currently in development. Most of the customers are expected to be individuals with developmental disabilities and/or mental illness as these are the disabilities for which funding is available for long-term supports after vocational rehabilitation services are completed. The Agency will continue to seek alternative sources for long-term supports, including the use of natural supports, as appropriate, to the individual.

O. STATE'S STRATEGIES

Describe the required strategies and how the agency will use these strategies to achieve its goals and priorities, support innovation and expansion activities, and overcome any

barriers to accessing the VR and the Supported Employment programs (See sections 101(a)(15)(D) and (18)(B) of the Rehabilitation Act and section 427 of the General Education Provisions Act (GEPA)):

1. THE METHODS TO BE USED TO EXPAND AND IMPROVE SERVICES TO INDIVIDUALS WITH DISABILITIES.

NHVR Strategies to achieve State Goals

Goal 1---Quality competitive integrated employment outcomes for persons with disabilities in New Hampshire Strategies and Activities:

- Restructure job placement and support activities, and the corresponding menu of services, to be in alignment with new performance accountabilities under WIOA.

- o Require CRPs to complete ACRE training in order to meet minimum certification requirements

- o Encourage CRPs to pursue and/or obtain CESP credential

- o Support training to demonstrate and enhance competencies

- Coordinate with the systems for community mental health centers and community developmental disability organizations to increase the expectations for competitive integrated

employment for individuals served under these programs

- Increase internal Business Engagement capacity

- Develop new relationships between NHVR and employers at a national, regional, and local level

- o Collaborate with CSAVR/National NET Team

- o Maintain partnerships with the NH Works systems including participation in business expos and job fairs

- o Continue using innovative marketing strategies, targeting businesses, to promote employment outcomes for persons with disabilities in New Hampshire

- Strengthen relationships with partners to support those with disabilities who served in the U.S. military

- Promote self-sufficiency and informed choice through use of internal agency work incentive services

- Maintain options and technical assistance for customers and counselors related to the development and implementation of small business and self-employment plans

- Improve access to demand occupations through sector-based training and employment strategies

- Target outreach efforts to support the employment outcomes of underserved populations

- Improve vocational rehabilitation services to the deaf, hard of hearing, late deafened, and deaf blind communities
 - o Provide appropriate training opportunities as needed for staff to develop and improve needed skills regarding services to the deaf, hard of hearing, late deafened, or deaf blind communities.
 - o Provide appropriate training opportunities as needed for staff on job accommodations, and Assistive Technology (AT) used by person who are deaf, hard of hearing, late deafened, or deaf blind communities.
 - o Increase delivery of, awareness of, and coordination of available educational and vocational services among at risk students who are deaf, hard of hearing, and deaf blind.
 - o Develop transition resources and increased opportunities for students who are deaf, hard of hearing, and deaf blind and their parents through collaboration with DOE, and other partner, School-to- Work transition program.
 - o Collaborate with the Bureau of Special Education to establish suggested guidelines for the development of Individualized Education Plans (IEPs) or other programs that could improve outcomes for students who are deaf, hard of hearing, and deaf blind
 - o Collaborate with NHVR Office of Services for Blind and Visually Impaired to improve services to students who are deaf and blind.
 - o Improve job development, placement, and retention for customers who are deaf, hard of hearing, late deafened and deaf blind.
 - o Collaborate with business community to improve business owners understanding and acceptance of customers who are deaf, hard of hearing, late-deafened and deaf blind.
 - o Improve availability of AT for people who are deaf, hard of hearing, and deaf blind so the new employee can perform job task on their first day of work.
 - o Collaborate with NHVR Office of Services for Blind and Visually Impaired to improve job opportunities for customers who are deaf blind.
 - o Improve ability to provide the needed services in job retention cases and understand how to treat that business as a customer of the agency.
 - o Create opportunities to improve communication on the job for customers who are deaf, hard of hearing, late deafened, and deaf blind during Job Search Workshops.
 - o Continue to work with the Legislative Commission on Deaf and Hard of Hearing on projects relevant to the deaf, hard of hearing, late deafened, and deaf blind communities.
 - o To work on VR Guide for Provision of Interpreting Services for Individuals with Deaf and Hard of Hearing booklet

Measurement plan for all goal areas:

NHVR will achieve or exceed the established and negotiated common performance measures once identified through the appropriate approval process. This first two years have been a baseline measurement.

Goal 2---Effective and efficient use of resources

Strategies and Activities:

- Build and support relationships with providers and partners in the state
 - o Develop menu of service for Community Rehabilitation Programs that links component pricing to specific customer needs (individual and business partner)
 - o monitor the performance-based payment system for obtaining and retaining employment
- Monitor fiscal management strategies that have been implemented to identify effectiveness
 - o Maintain the centralized accounting functions
 - o Utilize four-year budgetary planning process examining historical trends to influence fiscal and program planning
- Utilize data driven decision making
 - o Align staff performance accountability measures with goals and priorities
 - o Utilize data reporting capabilities of AWARE, the Agency's case management system
 - o Update and maintain quality assurance and accountability system
- Improve the availability and quality of services for individuals who are blind or visually impaired
 - o Identify additional assistive technology resources and providers
 - o Coordinate with Vision in Sight when possible to collaborate on strategies for successful employment opportunities
- Improve the collaboration with schools and transition departments so that more students with disabilities begin to determine career pathways earlier in education and in the transition process
- Improve the availability and quality of interpreters in the state of New Hampshire.
 - o Provide administrative support to the NH Interpreting Licensure Board
 - o Coordinate and provide the NH Interpreter Screening Process to obtain additional licensed interpreters
 - o Update and disperse Interpreter Directory as needed.
 - o Work collaboratively with New Hampshire Registry of Interpreters for the Deaf (NHRID) and other organizations invested in the expansion of interpreting services to assess the need for and promote the use of all types of CART and interpreting services (e.g., ASL interpreters, COIs, oral interpreters, deaf blind interpreters, etc).
- Improve the accessibility to assistive device that can improve employment outcomes for customers who are deaf, hard of hearing, late deafened, and deaf blind

- o Continue to use the Videophone Relay System (VRS) and CSDIO (Video Remote Interpreter) and provide training on how to use these services.
- o Increase awareness of the availability of this service at the Regional Offices and Employers across the state of New Hampshire.

Goal 3---Increase the opportunities for training and college and career readiness for transition-aged youth

NHVR will work with our partners on a state wide level to ensure that all students with disabilities are aware of the transition services of Self-Advocacy, Workplace Readiness, Work Based Learning, Job Exploration and Counseling and Counseling Regarding a Comprehensive Transition Program or Post-Secondary Education, available, per WIOA, on both a Generalized and Individualized level.

Strategies and Activities:

- Expand community employment opportunities and exploration of appropriate career paths, such as job shadows, informational interviews and work-based assessments
- Build partnerships with school transition personnel and serve as a resource for career planning
- Encourage career-focused and work-based experiences during the transition from school to work
- Identify students with disabilities who have been underserved and develop strategies for engagement
- Utilize alternative and extended learning opportunities (ELO) for skill acquisition and academic achievement for students who require non-traditional learning environments
- Support and continue to explore opportunities for sector-based and alternative education, employment and training programs for this targeted group, e.g., ACES, Earn and Learn, Project Search, Project Invest, Project Incomes and CHAMP

NHVR will begin working with students as young as age 16 to begin the transition process. Students younger can be considered if the entire team agrees on this decision.

NHVR will continue to build on existing relationships with school transition personnel and seek to build relationships in those areas where none exists.

Goal 4---Promote an environment that supports the Vocational Rehabilitation Counselor - Customer relationship

Strategies and Activities

- Support the development and retention of qualified rehabilitation staff through a comprehensive system of personnel development, leadership and succession planning
- Provide training to staff in the utilization of rehabilitation technology to enhance customer employability
- Utilize public forums and customer satisfaction survey data to foster continuous improvement of VR services

- Explore strategies to maximize customer engagement throughout the VR process
- Provide opportunities for individuals to make informed choice throughout the VR process
- Develop and implement a succession plan for the Agency
- Explore strategies and support needs to ensure counselor efficiency in caseload management, particularly in the area of maintaining appropriate contact with the customer.
- Ensure implementation of new case management system provides enhanced support for the counselor customer relationship.

Goal 5---Provide ongoing support for the State Rehabilitation Council (SRC) and the Statewide Independent Living Council (SILC) in order to enhance their ability to achieve their statutorily-created mission

Strategies and Activities

- Inclusion of the SRC in the development of agency policy and state plan as well as other activities which will enhance the VR/SRC partnership
- Support the SRC and the SILC to build capacity for community involvement and participation
- Support the training of SRC members relative to the implementation of the Rehabilitation Act of 1973, as amended by WIOA
- Support participation of SRC members relative to the National Coalition of SRC
- Support collaboration between the SRC and SILC

2. HOW A BROAD RANGE OF ASSISTIVE TECHNOLOGY SERVICES AND DEVICES WILL BE PROVIDED TO INDIVIDUALS WITH DISABILITIES AT EACH STAGE OF THE REHABILITATION PROCESS AND ON A STATEWIDE BASIS.

Throughout the vocational rehabilitation process Rehabilitation Counselors routinely assess whether technology-related solutions would assist the customer in achieving a successful employment outcome as part of required services needed to be included in the Individualized Plan for Employment, and any subsequent amendments, as well as whether assistive technology services and/or devices are necessary to assist the individual to more fully participate in the vocational rehabilitation process.

The Agency recognizes that the term assistive technology service encompasses a broad spectrum of services that includes ‘any service that directly assists an individual with a disability in the selection, acquisition or use of an assistive technology devices (Technology-Related Assistance Act, 1988). This includes the evaluation of an individual’s needs and may include services to assist in the selection, design, fitting, customizing, adaptation, application, maintenance, repair or the replacing of an assistive technology device(s). Included in this broad definition is the coordination and utilization of other therapies and interventions; and training or technical assistance to the customer about assistive technology services and in the use of any technology services that have been identified and/or provided.

One of the major needs in the area of assistive technology is to assure that customers and staff have access to information about techniques, devices and services that can effectively assist the customer to reach their employment goals. Technical assistance and training related to the assessments for and provision of a broad range of assistive technology services and devices are available from a number of assistive technology providers in the state including Rehabilitation Technology Consulting, NH Assistive Technology Evaluation & Consultation (NH-ATEC); Future in Sight: the NH Association for the Blind, the NH Accessible Instructional Materials (AIM) Center and the New Hampshire Deaf and Hard of Hearing Education Initiative Project (DHHEIP). These sources provide services throughout the state. Counselors, staff and customers also utilize resources that are available online such as the Job Accommodation Network's information and resources.

3. THE OUTREACH PROCEDURES THAT WILL BE USED TO IDENTIFY AND SERVE INDIVIDUALS WITH DISABILITIES WHO ARE MINORITIES, INCLUDING THOSE WITH THE MOST SIGNIFICANT DISABILITIES, AS WELL AS THOSE WHO HAVE BEEN UNSERVED OR UNDERSERVED BY THE VR PROGRAM.

As part of the continuing statewide studies of the needs of individuals with disabilities and how these needs may be most effectively met, New Hampshire Vocational Rehabilitation includes outreach procedures to populations such as racial and ethnic minorities.

Outreach procedures for identifying and serving individuals with the most significant disabilities who are minorities over the next three years will include:

- Working with partner agencies within the E3 (Employ, Empower, Engage) Technical Assistance Center to identify and provide services to underserved populations;
- Continuing to identify and partner with local agencies that serve diverse populations to enhance services provided to these individuals;
- Continue to promote use of multiple communication access options for our customers within the offices;
- Continue to promote cultural competency of all staff in order to effectively service NH's multicultural population and recruit staff from the community; and
- Increased emphasis in the identification, referral and provision of effective vocational rehabilitation services to individuals with disabilities who are also a member of a minority group.

NH Vocational Rehabilitation is committed to assisting individuals with significant disabilities, including individuals with the most significant disabilities, to secure suitable employment, and financial and personal independence by providing rehabilitation services. The Agency continually assesses the barriers and strategies to reduce barriers that relate to equal access to the State VR program.

In providing a quality customer-focused service delivery system that is timely, effective and responds to the needs of individuals with disabilities throughout the state, the NHVR recognizes the need to expand and improve services to individuals with sensory, cognitive, physical and mental impairments who have traditionally not been served or have been underserved by the vocational rehabilitation program. This goal is to be accomplished through the following:

- Continue to maintain cooperative working relationships between NH Vocational Rehabilitation and community developmental disabilities organizations (area agencies) and community mental health centers.
- Continue to collaborate with stakeholder partners and invest in services to address the needs related to individuals who are considered underserved.
- Seek and implement strategies to expand and improve the provision of supported employment services.
- Seek and implement strategies to expand and improve services to youth in transition from school to work.
- Seek strategies to improve service for persons with severe and persistent mental illness.
- Continue the support of the Benefits Specialist staff in Regional Offices.
- Seek strategies to expand and improve services to individuals who have experienced a traumatic brain injury.
- Seek strategies to improve services to individuals who experience autism spectrum disorders.
- Continue to increase collaboration efforts to provide vocational rehabilitation services for returning veterans.
- Continue to increase collaboration efforts with business partners to improve business owners understanding and acceptance of people with disabilities.
- Continue to coordinate services for persons with developmental disabilities.
- Include in the staff training program disability specific training in areas that have been identified as disability groups that may be unserved or underserved by the vocational rehabilitation program.

4. THE METHODS TO BE USED TO IMPROVE AND EXPAND VR SERVICES FOR STUDENTS WITH DISABILITIES, INCLUDING THE COORDINATION OF SERVICES DESIGNED TO FACILITATE THE TRANSITION OF SUCH STUDENTS FROM SCHOOL TO POSTSECONDARY LIFE (INCLUDING THE RECEIPT OF VR SERVICES, POSTSECONDARY EDUCATION, EMPLOYMENT, AND PRE-EMPLOYMENT TRANSITION SERVICES).

The Agency has both generalized and individualized approaches to serving individuals with disabilities. This work is done with the collaboration of VR staff, community rehabilitation program staff and school personnel.

Over the past three years, the Agency has been working to develop programs and strategies to assist students and youth with disabilities with pre-employment transition services; as well as to expand VR services in the area of pre-employment transition services to the population of 'potentially eligible' students with disabilities. The Agency is currently in the process of evaluating and refining these services and strategies.

5. IF APPLICABLE, PLANS FOR ESTABLISHING, DEVELOPING, OR IMPROVING COMMUNITY REHABILITATION PROGRAMS WITHIN THE STATE.

As we examine and analyze data we can determine if additional initiatives will be established in this area in 2018/2019. An internal Program Specialist conducts ongoing monitoring and training of CRP's within the State to ensure quality and compliance. The

need to establish new CRPs is identified through different strategies including the comprehensive statewide assessment and followed up by the Program Specialist.

At this time there are no plans to establish, develop or improve CRPs using the establishment authority (34 CFR §361.49(a)) during PY 2018. the Agency is currently completing listening sessions on the provision of CRP services, with the intent to review current CRP processes and assess whether CRP services need improvement. If identified this work is planned of PY **2019**.

6. STRATEGIES TO IMPROVE THE PERFORMANCE OF THE STATE WITH RESPECT TO THE PERFORMANCE ACCOUNTABILITY MEASURES UNDER SECTION 116 OF WIOA.

NH Vocational Rehabilitation strives to meet all negotiated performance accountability measures. Goal: NHVR will achieve or exceed the established and negotiated common performance measures once identified through the appropriate approval process. This first two years of this plan have been a baseline measurement.

7. STRATEGIES FOR ASSISTING OTHER COMPONENTS OF THE STATEWIDE WORKFORCE DEVELOPMENT SYSTEM IN ASSISTING INDIVIDUALS WITH DISABILITIES.

NH Vocational Rehabilitation maintains ongoing collaborative efforts with other workforce partners in the state. Agency staff participate on committees at various levels of the statewide workforce development system such as the Consortium, Interagency Directors Group (IDG) and the Interagency Business Team (IBT). This allows for collaboration as activities and strategies are developed. It also provides an opportunity to ensure inclusion for individuals with disabilities is considered in planning and implementation of new services or initiatives or as revisions are made. This has led to collaboration with colleges with the Work ReadyNH program and has assured vocational rehabilitation was involved in the development of the standardized Rapid Response presentation that is used when a New Hampshire business is going to be doing a massive layoff. In addition, NH Vocational Rehabilitation Counselors have an on-site presence at local one stop centers to work with customers and to provide information and technical assistance to other workforce partners regarding providing equal access for individuals with disabilities.

8. HOW THE AGENCY'S STRATEGIES WILL BE USED TO:

A. ACHIEVE GOALS AND PRIORITIES BY THE STATE, CONSISTENT WITH THE COMPREHENSIVE NEEDS ASSESSMENT;

NH Vocational Rehabilitation is committed to assisting individuals with significant disabilities, including individuals with the most significant disabilities, to secure suitable employment, and financial and personal independence by providing rehabilitation services. The Agency continually assesses the barriers and strategies to reduce barriers that relate to equal access to the state VR program. In planning the Agency seeks input from and collaborates with a number of entities who also serve individuals with disabilities including: the Developmental Disabilities Council; the Statewide Independent Living Council; the state MH Planning Council; the Governor's Commission on Disability; the Autism Council and the executive committee of the Special Education Administrators in the state.

In providing a quality customer-focused service delivery system that is timely, effective and responds to the needs of individuals with disabilities throughout the state, the NHVR recognizes the need to expand and improve services to individuals with sensory, cognitive, physical and mental impairments who have traditionally not been served or have been underserved by the vocational rehabilitation program. This goal is to be accomplished through the following ongoing activities:

- Continue to maintain cooperative working relationships between NH Vocational Rehabilitation and community developmental disabilities organizations (area agencies) and community mental health centers.
- Continue to collaborate with stakeholder partners and invest in services to address the following needs related to individuals who are considered underserved.
- Seek and implement strategies to expand and improve the provision of supported employment services.
- Seek and implement strategies to expand and improve services to youth in transition from school to work
- Seek strategies to improve service for persons with severe and persistent mental illness.
- Continue the support of the Work Incentive staff in the Portsmouth Regional Office.
- Seek strategies to expand and improve services to individuals who have experienced a traumatic brain injury.
- Seek strategies to improve services to individuals who experience autism spectrum disorders.
- Continue to increase collaboration efforts to provide vocational rehabilitation services for returning veterans.
- Continue to coordinate services for persons with developmental disabilities.
- Include in the staff training program disability specific training in areas that have been identified as disability groups that may be unserved or underserved by the vocational rehabilitation program.

B. SUPPORT INNOVATION AND EXPANSION ACTIVITIES; AND

The Agency reserves funds for innovation and expansion activities each year. Monies set aside for innovation and expansion were used to support the Agency goals and priorities including: support of the State Rehabilitation Council and the Statewide Independent Living Council; support for business engagement efforts; self-employment development activities including staff training; strategic planning; and the completion of a customer Satisfaction survey.

C. OVERCOME IDENTIFIED BARRIERS RELATING TO EQUITABLE ACCESS TO AND PARTICIPATION OF INDIVIDUALS WITH DISABILITIES IN THE STATE VR SERVICES PROGRAM AND THE STATE SUPPORTED EMPLOYMENT SERVICES PROGRAM.

NH Vocational Rehabilitation is committed to assisting individuals with significant disabilities, including individuals with the most significant disabilities, to secure suitable employment, and financial and personal independence by providing rehabilitation services. The Agency continually assesses the barriers and strategies to reduce barriers that relate to equal access to the state VR program.

NHVR analyzed the characteristics of individuals determined to be ineligible to see if any trends existed that would identify that a specific group (disability, race, etc.) experienced barriers relating to equitable access to Vocational Rehabilitation services. During fiscal year 2017, 2,315 individuals applied for vocational rehabilitation services. Of these 2,315 individuals, 17 were found ineligible (less than 1%). The following is a breakdown of the characteristics of these 17 individuals.

Reason for Closure

02- Disability too significant 3

08- No disabling condition 0

11- Does not require VR services 14

Sex

Male 9

Female 8

Referral Source

Elementary or High School (public and/or private) 2

Physician or medical facility 4

Family/Friends 4

Self-referred 5

Other 2

Race

Caucasian 14

Hispanic origin 2

African American: 0

American Indian: 2

Asian: 0

Pacific Islander: 1

While this data did not demonstrate the existence of any trends related to a specific group (gender, race, etc.), NH Vocational Rehabilitation remains committed to assuring that no applicant or group of applicants is excluded from services solely on the basis of type of disability and that the Agency does not discriminate on the basis of age, gender, disability, race, color, creed, national origin, marital status or sexual orientation in its programs, activities and employment practices.

Ongoing strategies to overcome identified barriers to equitable access include:

- Information and materials are provided to applicants and eligible individuals through appropriate modes of communication, i.e., the language or method of communication understandable to

the individual. • NH Vocational Rehabilitation ensures that Counselors are aware of how an individual's cognitive disability might affect his or her ability to participate in the vocational rehabilitation process and the need to provide supports and accommodations to these individuals in the process. • Working with the Bureau of Behavioral Health toward strategies and practices to improve supported employment outcomes. • Exploring long-term funding options such as Partnership Plus, for individuals who need extended supports.

P. EVALUATION AND REPORTS OF PROGRESS: VR AND SUPPORTED EMPLOYMENT GOALS

Describe:

1. AN EVALUATION OF THE EXTENT TO WHICH THE VR PROGRAM GOALS DESCRIBED IN THE APPROVED VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN FOR THE MOST RECENTLY COMPLETED PROGRAM YEAR WERE ACHIEVED. THE EVALUATION MUST:

A. IDENTIFY THE STRATEGIES THAT CONTRIBUTED TO THE ACHIEVEMENT OF THE GOALS.

Goal 1---Quality competitive, integrated employment outcomes for persons with disabilities in New Hampshire.

New Hampshire Vocational Rehabilitation will examine (after the two year baseline period) the following performance accountabilities in this area:

1. Percentage of customers successfully employed second quarter after exit from the program
2. Percentage of customers successfully employed fourth quarter after exit from the program
3. Median wages for customers
4. Credential Attainment
5. Measurable skills gains
6. Employer measures

Goal 2---Effective and efficient use of resources

2.1 Percent for whom eligibility is determined in 60 days or less from application unless the customer agrees to an extension. Of the eligibilities completed in FY17 97.1% met the established timeline standard or had an agreed upon extension in place.

2.2 Percent for whom IPEs are developed within 90 days or less from eligibility unless the customer agrees to an extension. Of the IPEs completed in FY17, 87.9% were completed within the established time frame or had an agreed upon extension in place. The percentage was impacted by a number of cases where a plan was written after the case was in an extension for an extended period of time.

2.3 Average consumer satisfaction using the American Consumer Satisfaction Index (ACSI) index model. Target - an ACSI score of 70 or above. From Customer Satisfaction Survey - Among all customers surveyed in 2016 the satisfaction index was 78.

2.4 Average expended per rehabilitation for the life of the case. The average cost of a rehab in FY17 was \$5,482

2.5 Annual contribution to IPE costs through comparable benefits and services. Of plans written in FY17 there were identified \$953,170.91 in comparable benefits across 191 Participants. For an average comparable benefit of \$4,990 on the cases with identified comparable benefits.

Goal 3---Increase educational attainment, employment and self-sufficiency of transition-aged youth. (In NH for the data related to transition youth, the Agency includes individuals referred to the Agency who are 21 or younger at time of referral.)

3.1 Number of new applications from transition students. In FY 2017 1,357 applications were received from transition aged customers.

3.2 Number of new IPEs for transition students. In FY 17 here were 415 new IPEs for transition students.

3.3 Number of transition-aged students that are participating in a post-secondary or training program following graduation. In FY 17- Number of Transition-aged (14-21) who were in post-secondary were 229.

Additional information and activity in 2017 and continuing into 2018 that has impact on this goal area has included:

CRP menu of services updated with guidance letters in this area. This provides transition counselors with greater ability to provide these services to students.

Transition Coordinator continues to meet quarterly with transition counselors in the regional offices to provide information regarding state and national transition initiatives and to provide other related support.

Transition Coordinator meets with a workgroup comprised of counselors and supervisors bi-monthly to review transition services and practices, learn about outside resources for customers and troubleshoot difficult cases.

Need to have greater discussion as to how we want to use CRPs or other opportunities to provide these opportunities, particularly work-based assessments.

The Agency continues to utilize the Power Point, timeline for services and youth friendly brochure as a means to ensure a consistent VR message across the state regarding transition. It has been particularly beneficial for use amongst new counselors working with schools as well as presenting to outside stakeholder groups.

The Agency continues to participate in programming designed to reengage at-risk students in their education in the greater Manchester and Somersworth areas. Strategies such as ELO development, soft skill building, paid work experience, HiSET attainment and, internships and attendance of Adult Ed classes are being utilized for engagement of students.

The Agency also continues to support and participate in transition programming in the areas of employment and independent living skill building, sector-based employment, transition planning/partnership and Autism.

The Agency continues to support the Statewide Independent Living Council and the implementation of the Statewide Plan for Independent Living (SPIL). The Goal of the SPIL is to embrace the addition of Transition Services from education to community life as well as nursing home transition services that are available in NH. Transitions for students with disabilities as well as those who are housed in nursing homes have been designated as the fifth core Independent Living service. Transitions to independent living in community environment of the individual with disabilities are determined by the individual's choice. This goal, in collaboration with community partners, is to promote a variety of student transition options. The goal is also to promote and advocate for options to enhance nursing home transition services that are available to consumers in New Hampshire.

Project SEARCH is a school-to-work program in the medical industry for students with cognitive and physical disabilities in their final year of high school eligibility. The program is currently located at St Joseph Hospital (Nashua), Concord Hospital (Concord), Cheshire Medical Center (Keene), Portsmouth Regional Hospital (Seacoast region), and Dartmouth-Hitchcock Medical Center (Lebanon). Curriculum includes an orientation to familiarize students with hospital protocol, culture and the facility. Students work with the instructor and career trainers to explore internship options in hospital departments ranging from the supply chain and food and nutrition services to the rehabilitation center and imaging, then ultimately decide which internship sites best fit their career goals.

On average, students are working 18 hours per week and earning \$8.53/hour. Examples of some of the jobs obtained include Facilities Assistant, Dermatology Assistant, Podiatry Assistant, Phlebotomy Lab Assistant, OB/GYN Assistant, Project Assistant, Office Support Staff, LNA, and Housekeeper. In coordination with BDS and NHVR, SEARCH sites are receiving quarterly technical assistance from national SEARCH consultants relative to effective program implementation.

VR continues working with Project RENEW, to bring their person-centered planning approach to VR in our work with students with mental health and emotional and behavioral challenges. The Agency continues to seek ways in which to better serve our customer population with Autism. In 2016 NHVR brought "Autism Employment Advisors" to NH. This program, Employer Connect, seeks to educate business partners on how to work with and manage individuals on the autism spectrum. It also seeks to prepare the students, recently graduated from college, with real interview opportunities with some of NH's best technology and sector-based companies.

Goal 4---Promote an environment that supports the Vocational Rehabilitation Counselor - Customer relationship

4.1 Number of rehabilitation counseling staff who have achieved the CSPD standard. At present 21 of the Agency's Rehabilitation counselors meet the standard. In addition eight counselors are currently enrolled in Master's degree programs working to achieve the standard.

4.2 Percent of cases reviewed for which there is evidence that assistive technology services and assistive technology devices were assessed and used as necessary for individuals with

disabilities at each stage of the rehabilitation process. The Agency has not done a comprehensive case review over the last couple of years as we implemented a new case management system. A case review is planned for April 2018 and will assess the Agency's status on this and other areas of case management.

Goal 5---Provide ongoing support for the State Rehabilitation Council (SRC) and the Statewide Independent Living Council (SILC)

5.1 Number of annual stakeholder meetings exceed or are equal to four per year.

- This was Met in FY 17. Meetings have been planned for PY 18.

5.2 Annual ratings by SRC/SILC members related to the effectiveness of their meetings and opportunities for meaningful involvement.

Additional information about the SRC: The State Rehabilitation Council has intensified its efforts to recognize successful VR customers, their counselors, and employers. The SRC is actively involved with the reiterations of the annual Agency customer satisfaction survey, as well as the development and modifications of Agency Policy. The SRC continues to work in close partnership with the Agency as it reviews data in order to make recommendations relative to service delivery, priorities, and the "order of selection."

Additional information about the SILC: The Agency continues to support the Statewide Independent Living Council and the implementation of the Statewide Plan for Independent Living (SPIL). The Goal of the SPIL is to embrace the addition of Transition Services from education to community life as well as nursing home transition services that are available in NH. Transitions for students with disabilities as well as those who are housed in nursing homes have been designated as the fifth core Independent Living service. Transitions to independent living in community environment of the individual with disabilities are determined by the individuals choice. This goal, in collaboration with community partners, is to promote a variety of student transition options. The goal is also to promote and advocate for options to enhance nursing home transition services that are available to consumers in New Hampshire. Additionally activity related to identifying activities targeted to improve services delivery to individuals who have been unserved or underserved include:

Continuing to maintain cooperative working relationships between NH Vocational Rehabilitation and community developmental disabilities organizations (area agencies) and community mental health centers. Administrative staff maintain ongoing relationships via membership on key committees as well as collaboration with staff on a local and statewide level.

B. DESCRIBE THE FACTORS THAT IMPEDED THE ACHIEVEMENT OF THE GOALS AND PRIORITIES.

While not specifically impeding progress toward meeting the Agency goals and priorities, time over the past two years has been focused on how best to provide transition services, specifically the provision of pre-employment transition services. In addition, the Agency has been exploring best ways to serve the new population of 'potentially eligible' with these pre-employment transition services. As the Agency puts into place strategies and programs, we anticipate greater movement in this area over future years.

2. AN EVALUATION OF THE EXTENT TO WHICH THE SUPPORTED EMPLOYMENT PROGRAM GOALS DESCRIBED IN THE SUPPORTED EMPLOYMENT SUPPLEMENT FOR THE MOST RECENT PROGRAM YEAR WERE ACHIEVED. THE EVALUATION MUST:

A. IDENTIFY THE STRATEGIES THAT CONTRIBUTED TO THE ACHIEVEMENT OF THE GOALS.

Number of individuals who will receive service provided with funds under part B of Title VI of the Act: It is anticipated that NHVR will serve 1,700 persons in supported employment during fiscal years 2017-2021.

Analysis - Goals were set at: Planned to rehabilitate - 425 persons in supported employment during fiscal years 2017-2021, approximately 85 each year. In FY 17 the agency served 913 individuals requiring supported employment services with 122 of these individuals achieving an employment outcome. The Agency met goal in FY 2017 and is on target to continue to meet the goal in FY 2018 and 2019.

The majority of these customers were, as expected, individuals with developmental disabilities and/or mental illness as these are the disabilities for which funding is available for long-term supports after vocational rehabilitation services are completed. The Agency continues to maintain collaborative relationships with the Bureau of Developmental Services and the Bureau of Behavioral Health in order to best serve our joint participants.

The Agency also uses alternative sources for long-term supports, including the use of natural supports, and benefits planning as appropriate, to the individual.

For individuals who require supported employment supports the transition to extended services follows the timeframe established in the Individualized Plan for Employment and is no later than 24 months after placement in supported employment, unless under special circumstances a longer period is necessary for the individual to be stabilized in the job. Prior to the transition the counselor must assure that the extended services are available and can be provided without a hiatus in services.

In addition, the Agency has been collaborating with the Bureau of Developmental Services to assist in the roll out of State Rules that will govern how individuals with developmental disabilities achieve long-term support funding. The rule ensures that if someone is in an employment setting they will have the long-term supports to maintain that job. It also supports that students still in high school can achieve long-term supports while still in school and prior to graduation. The rule also helps families understand that employment should be the first option when looking at goals after high school graduation.

In addition the Bureau has also added in employment goals to the contracts of the 10 area agencies. These changes are monumental changes. The Bureau staff are currently out in the community training area agency staff in how to best utilize these new rules.

The agency has also added in a new service called "situational assessment." The situational assessment is a specialized service that provides a VR participant with the opportunity to demonstrate their work skills at a real and functioning worksite (unpaid) within the community. This service allows the Agency and the individual, or their representative as appropriate, to evaluate and identify the necessary services a participant will need to be successful in competitive integrated employment. The agency has lined up the insurance

component of this service. Select vendors at each of the regional offices, will be able to provide this service. These vendors will be selected based on their' demonstrated abilities to complete this assessment.

NHVR staff are also working on individual pilot programs to assist in expanding our supported employment services and vendor knowledge base.

B. DESCRIBE THE FACTORS THAT IMPEDED THE ACHIEVEMENT OF THE GOALS AND PRIORITIES.

The Bureaus of Developmental Services and Behavioral Health have experienced staffing and funding challenges that have created difficulty in securing long term support funding in some instances. The Agency continues to work with these sources as well as to explore alternative sources for long-term supports, including the use natural supports.

3. THE VR PROGRAM'S PERFORMANCE ON THE PERFORMANCE ACCOUNTABILITY INDICATORS UNDER SECTION 116 OF WIOA.

NH Vocational Rehabilitation is currently examining performance accountability information under section 116 of WIOA and will have performance indicator data once they have been negotiated with the other state entities following the two-year baseline time and approved accordingly.

4. HOW THE FUNDS RESERVED FOR INNOVATION AND EXPANSION (I&E) ACTIVITIES WERE UTILIZED.

The Agency reserves funds for innovation and expansion activities each year. Funds budgeted for these activities for FY 17 were \$169,776.34. The following describes how Title I funds for Innovation and Expansion activities were used for FY 17.

Monies set aside for innovation and expansion were used to support the Agency goals and priorities including:

- Support of the State Rehabilitation Council and the Statewide Independent Living Council
- Support for Business Engagement efforts
- Self-Employment development activities including staff training
- Strategic planning
- Customer Satisfaction survey

Q. QUALITY, SCOPE, AND EXTENT OF SUPPORTED EMPLOYMENT SERVICES.

Include the following:

1. THE QUALITY, SCOPE, AND EXTENT OF SUPPORTED EMPLOYMENT SERVICES TO BE PROVIDED TO INDIVIDUALS WITH THE MOST SIGNIFICANT DISABILITIES, INCLUDING YOUTH WITH THE MOST SIGNIFICANT DISABILITIES.

Number of individuals who will receive services provided with funds under part B of Title VI of the Act: It is anticipated that NHVR will serve 1,700 persons in supported employment during fiscal years 2017-2021.

Analysis - Goals were set at: Planned to rehabilitate - 425 persons in supported employment during fiscal years 2017-2021, approximately 85 each year. In FY 17 the agency served 913 individuals requiring supported employment services with 122 of these individuals achieving an employment outcome.

The majority of these customers were, as expected, individuals with developmental disabilities and/or mental illness as these are the disabilities for which funding is available for long-term supports after vocational rehabilitation services are completed. These funding sources have had various challenges to their resources over the last several years. The Agency does, and will continue to, seek alternative sources for long-term supports, including the use of natural supports, and benefits planning as appropriate, to the individual.

For individuals who require supported employment supports, the transition to extended services follows the timeframe established in the Individualized Plan for Employment and is no later than 24 months after placement in supported employment, unless under special circumstances a longer period is necessary for the individual to be stabilized in the job. Prior to the transition the counselor must assure that the extended services are available and can be provided without a hiatus in services.

The Agency has been collaborating with the Bureau of Developmental Services (BDS) to assist in the roll out of some new State Rules that will govern how individuals with developmental disabilities will achieve long-term support funding. The new rule will ensure that if someone is in an employment setting they will have the long-term supports to maintain that job. It also supports that students still in high school can achieve long-term supports while still in school and prior to graduation. The rule also helps families understand that employment should be the first option when looking at goals after high school graduation.

In addition BDS has added employment goals to the contracts of the 10 area agencies. These changes prioritize employment for this population. The Bureau staff are currently providing training area agency staff in how to best utilize these new rules.

The agency has also added in a new service called "situational assessment." The situational assessment is a specialized service that provides a VR participant with the opportunity to demonstrate their work skills at a real and functioning worksite (unpaid) within the community. This service will allow this agency to evaluate and identify the necessary services a participant will need to be successful in an actual competitive integrate employment situation. The agency has lined up the insurance component of this service. Select vendors at each of the regional offices, will be able to provide this service. These vendors will be selected based on their' demonstrated abilities to complete this assessment.

Supported Employment for youth with the most significant disabilities is provided as needed and include the job supports and other services. Long-term supports are provided in collaboration with partners including area agencies and mental health centers as well as employing natural supports where possible. Exploration and expansion of services to youth will be include in development of MOUs with the Bureau of Behavioral health and Bureau of Developmental services.

NHVR staff are also working on individual pilot programs to assist in expanding our supported employment services and vendor knowledge base.

2. THE TIMING OF TRANSITION TO EXTENDED SERVICES.

For individuals who require supported employment supports, the transition to extended services follows the timeframe established in the Individualized Plan for Employment and is no later than 24 months after placement in supported employment, unless under special circumstances a longer period is necessary for the individual to be stabilized in the job.

Prior to the transition the counselor must assure that the extended services are available and can be provided without a hiatus in services. The Agency has been collaborating with the Bureau of Developmental Services to assist in the roll out of some new State Rules that will govern how individuals with developmental disabilities will achieve long-term support funding. The new rule will ensure that if someone is in an employment setting they will have the long-term supports to maintain that job. It also supports that students still in high school can achieve long-term supports while still in school and prior to graduation. The rule also helps families understand that employment should be the first option when looking at goals after high school graduation. In addition the Bureau has also added in employment goals to the contracts of the 10 area agencies.

CERTIFICATIONS

Name of designated State agency or designated State unit, as appropriate **Division of Career Technology and Adult Learning**

Name of designated State agency **NH Department of Education**

Full Name of Authorized Representative: **Lisa K. Hinson-Hatz**

Title of Authorized Representative: **Director, NH Vocational Rehabilitation**

States must provide written and signed certifications that:

1. The **designated State agency or designated State unit (as appropriate) listed above** is authorized to submit the VR services portion of the Unified or Combined State Plan under title I of the Rehabilitation Act of 1973 (Rehabilitation Act), as amended by WIOA*, and its supplement under title VI of the Rehabilitation Act.** Yes
2. As a condition for the receipt of Federal funds under title I of the Rehabilitation Act for the provision of VR services, the **designated State agency listed above** agrees to operate and administer the State VR Services Program in accordance with the VR services portion of the Unified or Combined State Plan , the Rehabilitation Act, and all applicable regulations , policies, and procedures established by the Secretary of Education. Funds made available under section 111 of the Rehabilitation Act are used solely for the provision of VR services and the administration of the VR services portion of the Unified or Combined State Plan; Yes
3. As a condition for the receipt of Federal funds under title VI of the Rehabilitation Act for supported employment services, the designated State agency agrees to operate and administer the State Supported Employment Services Program in accordance with the supplement to the VR services portion of the Unified or Combined State Plan* , the Rehabilitation Act, and all applicable regulations , policies, and procedures established by the Secretary of Education. Funds made available under title VI are used solely for the

provision of supported employment services and the administration of the supplement to the VR services portion of the Unified or Combined State Plan;** Yes

4. The designated State agency and/or the designated State unit has the authority under State law to perform the functions of the State regarding the VR services portion of the Unified or Combined State Plan and its supplement; Yes

5. The State legally may carry out each provision of the VR services portion of the Unified or Combined State Plan and its supplement. Yes

6. All provisions of the VR services portion of the Unified or Combined State Plan and its supplement are consistent with State law. Yes

7. The **Authorized Representative listed above** has the authority under State law to receive, hold, and disburse Federal funds made available under the VR services portion of the Unified or Combined State Plan and its supplement; Yes

8. The **Authorized Representative listed above** has the authority to submit the VR services portion of the Unified or Combined State Plan and the supplement for Supported Employment services; Yes

9. The agency that submits the VR services portion of the Unified or Combined State Plan and its supplement has adopted or otherwise formally approved the plan and its supplement. Yes

FOOTNOTES

Certification 1 Footnotes

* Public Law 113-128.

** Unless otherwise stated, "Rehabilitation Act" means the Rehabilitation Act of 1973, as amended by WIOA, signed into law on July 22, 2014.

Certification 2 Footnotes

* All references in this plan to "designated State agency" or to "the State agency" relate to the agency identified in this paragraph.

** No funds under title 1 of the Rehabilitation Act may be awarded without an approved VR services portion of the Unified or Combined State Plan in accordance with section 101(a) of the Rehabilitation Act.

*** Applicable regulations, in part, include the Education Department General Administrative Regulations (EDGAR) in 34 CFR parts 76,77,79,81, and 82; 2 CFR part 200 as adopted by 2 CFR part 3485; and the State VR Services Program regulations.

Certification 3 Footnotes

* No funds under title VI of the Rehabilitation Act may be awarded without an approved supplement to the VR services portion of the Unified or Combined State Plan in accordance with section 606(a) of the Rehabilitation Act.

** Applicable regulations, in part, include the citations in *** under Certification 2 footnotes

ADDITIONAL COMMENTS ON THE CERTIFICATIONS FROM THE STATE

CERTIFICATION REGARDING LOBBYING — VOCATIONAL REHABILITATION

Certification for Contracts, Grants, Loans, and Cooperative Agreements The undersigned certifies, to the best of his or her knowledge and belief, that:

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

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

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

STATEMENT FOR LOAN GUARANTEES AND LOAN INSURANCE

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

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person

who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Applicant's Organization **New Hampshire Department of Education**

Full Name of Authorized Representative: **Lisa K. Hinson-Hatz**

Title of Authorized Representative: **Director, NH Vocational Rehabilitation**

SF LLL Form – Disclosure of Lobbying Activities (only if applicable)
(<http://www2.ed.gov/fund/grant/apply/appforms/appforms.html>). If applicable, please print, sign, and email to MAT_OCTAE@ed.gov

CERTIFICATION REGARDING LOBBYING — SUPPORTED EMPLOYMENT

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.

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STATEMENT FOR LOAN GUARANTEES AND LOAN INSURANCE

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

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in

accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Applicant's Organization **New Hampshire Department of Education**

Full Name of Authorized Representative: **Lisa K. Hinson-Hatz**

Title of Authorized Representative: **Director, NH Vocational Rehabilitation**

SF LLL Form – Disclosure of Lobbying Activities (only if applicable)
(<http://www2.ed.gov/fund/grant/apply/appforms/appforms.html>).

ASSURANCES

The designated State agency or designated State unit, as appropriate and identified in the State certifications included with this VR services portion of the Unified or Combined State Plan and its supplement, through signature of the authorized individual, assures the Commissioner of the Rehabilitation Services Administration (RSA), that it will comply with all of the requirements of the VR services portion of the Unified or Combined State Plan and its supplement, as set forth in sections 101(a) and 606 of the Rehabilitation Act. The individual authorized to submit the VR services portion of the Unified or Combined State Plan and its supplement makes the following assurances:**The State Plan must provide assurances that:**

1. PUBLIC COMMENT ON POLICIES AND PROCEDURES:

The designated State agency assures it will comply with all statutory and regulatory requirements for public participation in the VR Services Portion of the Unified or Combined State Plan, as required by section 101(a)(16)(A) of the Rehabilitation Act.

2. SUBMISSION OF THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN AND ITS SUPPLEMENT:

The designated State unit assures it will comply with all requirements pertaining to the submission and revisions of the VR services portion of the Unified or Combined State Plan and its supplement for the State Supported Employment Services program, as required by sections 101(a)(1), (22), (23), and 606(a) of the Rehabilitation Act; section 102 of WIOA in the case of the submission of a unified plan; section 103 of WIOA in the case of a submission of a Combined State Plan; 34 CFR 76.140.

3. ADMINISTRATION OF THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN:

The designated State agency or designated State unit, as appropriate, assures it will comply with the requirements related to:

A. THE ESTABLISHMENT OF THE DESIGNATED STATE AGENCY AND DESIGNATED STATE UNIT, AS REQUIRED BY SECTION 101(A)(2) OF THE REHABILITATION ACT.

B. THE ESTABLISHMENT OF EITHER A STATE INDEPENDENT COMMISSION OR STATE REHABILITATION COUNCIL, AS REQUIRED BY SECTION 101(A)(21) OF THE REHABILITATION ACT.

The designated State agency or designated State unit, as applicable **(B) has established a State Rehabilitation Council**

C. CONSULTATIONS REGARDING THE ADMINISTRATION OF THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN, IN ACCORDANCE WITH SECTION 101(A)(16)(B) OF THE REHABILITATION ACT.

D. THE FINANCIAL PARTICIPATION BY THE STATE, OR IF THE STATE SO ELECTS, BY THE STATE AND LOCAL AGENCIES, TO PROVIDE THE AMOUNT OF THE NON-FEDERAL SHARE OF THE COST OF CARRYING OUT THE VR PROGRAM IN ACCORDANCE WITH SECTION 101(A)(3).

E. THE LOCAL ADMINISTRATION OF THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN, IN ACCORDANCE WITH SECTION 101(A)(2)(A) OF THE REHABILITATION ACT.

The designated State agency allows for the local administration of VR funds **No**

F. THE SHARED FUNDING AND ADMINISTRATION OF JOINT PROGRAMS, IN ACCORDANCE WITH SECTION 101(A)(2)(A)(II) OF THE REHABILITATION ACT.

The designated State agency allows for the shared funding and administration of joint programs: **No**

G. STATEWIDENESS AND WAIVERS OF STATEWIDENESS REQUIREMENTS, AS SET FORTH IN SECTION 101(A)(4) OF THE REHABILITATION ACT.

Is the designated State agency requesting or maintaining a waiver of statewideness for one or more services provided under the VR services portion of the Unified or Combined State Plan? See Section 2 of this VR services portion of the Unified or Combined State Plan. **No**

H. THE DESCRIPTIONS FOR COOPERATION, COLLABORATION, AND COORDINATION, AS REQUIRED BY SECTIONS 101(A)(11) AND (24)(B); AND 606(B) OF THE REHABILITATION ACT.

I. ALL REQUIRED METHODS OF ADMINISTRATION, AS REQUIRED BY SECTION 101(A)(6) OF THE REHABILITATION ACT .

J. THE REQUIREMENTS FOR THE COMPREHENSIVE SYSTEM OF PERSONNEL DEVELOPMENT, AS SET FORTH IN SECTION 101(A)(7) OF THE REHABILITATION ACT.

K. THE COMPILATION AND SUBMISSION TO THE COMMISSIONER OF STATEWIDE ASSESSMENTS, ESTIMATES, STATE GOALS AND PRIORITIES, STRATEGIES, AND PROGRESS REPORTS, AS APPROPRIATE, AND AS REQUIRED BY SECTIONS 101(A)(15), 105(C)(2), AND 606(B)(8) OF THE REHABILITATION ACT.

L. THE RESERVATION AND USE OF A PORTION OF THE FUNDS ALLOTTED TO THE STATE UNDER SECTION 110 OF THE REHABILITATION ACT FOR THE DEVELOPMENT AND IMPLEMENTATION OF INNOVATIVE APPROACHES TO EXPAND AND IMPROVE THE PROVISION OF VR SERVICES TO INDIVIDUALS WITH

DISABILITIES, PARTICULARLY INDIVIDUALS WITH THE MOST SIGNIFICANT DISABILITIES.

M. THE SUBMISSION OF REPORTS AS REQUIRED BY SECTION 101(A)(10) OF THE REHABILITATION ACT.

4. ADMINISTRATION OF THE PROVISION OF VR SERVICES:

The designated State agency, or designated State unit, as appropriate, assures that it will:

A. COMPLY WITH ALL REQUIREMENTS REGARDING INFORMATION AND REFERRAL SERVICES IN ACCORDANCE WITH SECTIONS 101(A)(5)(D) AND (20) OF THE REHABILITATION ACT.

B. IMPOSE NO DURATION OF RESIDENCE REQUIREMENT AS PART OF DETERMINING AN INDIVIDUAL'S ELIGIBILITY FOR VR SERVICES OR THAT EXCLUDES FROM SERVICES UNDER THE PLAN ANY INDIVIDUAL WHO IS PRESENT IN THE STATE IN ACCORDANCE WITH SECTION 101(A)(12) OF THE REHABILITATION ACT .

C. PROVIDE THE FULL RANGE OF SERVICES LISTED IN SECTION 103(A) OF THE REHABILITATION ACT AS APPROPRIATE, TO ALL ELIGIBLE INDIVIDUALS WITH DISABILITIES IN THE STATE WHO APPLY FOR SERVICES IN ACCORDANCE WITH SECTION 101(A)(5) OF THE REHABILITATION ACT?

Agency will provide the full range of services described above **No**

D. DETERMINE WHETHER COMPARABLE SERVICES AND BENEFITS ARE AVAILABLE TO THE INDIVIDUAL IN ACCORDANCE WITH SECTION 101(A)(8) OF THE REHABILITATION ACT.

E. COMPLY WITH THE REQUIREMENTS FOR THE DEVELOPMENT OF AN INDIVIDUALIZED PLAN FOR EMPLOYMENT IN ACCORDANCE WITH SECTION 102(B) OF THE REHABILITATION ACT.

F. COMPLY WITH REQUIREMENTS REGARDING THE PROVISIONS OF INFORMED CHOICE FOR ALL APPLICANTS AND ELIGIBLE INDIVIDUALS IN ACCORDANCE WITH SECTION 102(D) OF THE REHABILITATION ACT.

G. PROVIDE VOCATIONAL REHABILITATION SERVICES TO AMERICAN INDIANS WHO ARE INDIVIDUALS WITH DISABILITIES RESIDING IN THE STATE, IN ACCORDANCE WITH SECTION 101(A)(13) OF THE REHABILITATION ACT.

H. COMPLY WITH THE REQUIREMENTS FOR THE CONDUCT OF SEMIANNUAL OR ANNUAL REVIEWS, AS APPROPRIATE, FOR INDIVIDUALS EMPLOYED EITHER IN AN EXTENDED EMPLOYMENT SETTING IN A COMMUNITY REHABILITATION PROGRAM OR ANY OTHER EMPLOYMENT UNDER SECTION 14(C) OF THE FAIR LABOR STANDARDS ACT OF 1938, AS REQUIRED BY SECTION 101(A)(14) OF THE REHABILITATION ACT.

I. MEET THE REQUIREMENTS IN SECTIONS 101(A)(17) AND 103(B)(2) OF THE REHABILITATION ACT IF THE STATE ELECTS TO CONSTRUCT, UNDER SPECIAL CIRCUMSTANCES, FACILITIES FOR COMMUNITY REHABILITATION PROGRAMS

i. WITH RESPECT TO STUDENTS WITH DISABILITIES, THE STATE,
HAS DEVELOPED AND WILL IMPLEMENT,

A. STRATEGIES TO ADDRESS THE NEEDS IDENTIFIED IN THE
ASSESSMENTS; AND

B. STRATEGIES TO ACHIEVE THE GOALS AND PRIORITIES IDENTIFIED
BY THE STATE, TO IMPROVE AND EXPAND VOCATIONAL
REHABILITATION SERVICES FOR STUDENTS WITH DISABILITIES ON
A STATEWIDE BASIS; AND

ii. HAS DEVELOPED AND WILL IMPLEMENT STRATEGIES TO PROVIDE PRE-
EMPLOYMENT TRANSITION SERVICES (SECTIONS 101(A)(15) AND
101(A)(25)).

5. PROGRAM ADMINISTRATION FOR THE SUPPORTED EMPLOYMENT TITLE VI
SUPPLEMENT:

A. THE DESIGNATED STATE UNIT ASSURES THAT IT WILL INCLUDE IN THE VR
SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN ALL
INFORMATION REQUIRED BY SECTION 606 OF THE REHABILITATION ACT.

B. THE DESIGNATED STATE AGENCY ASSURES THAT IT WILL SUBMIT REPORTS IN
SUCH FORM AND IN ACCORDANCE WITH SUCH PROCEDURES AS THE
COMMISSIONER MAY REQUIRE AND COLLECTS THE INFORMATION REQUIRED BY
SECTION 101(A)(10) OF THE REHABILITATION ACT SEPARATELY FOR
INDIVIDUALS RECEIVING SUPPORTED EMPLOYMENT SERVICES UNDER TITLE I
AND INDIVIDUALS RECEIVING SUPPORTED EMPLOYMENT SERVICES UNDER TITLE
VI OF THE REHABILITATION ACT.

C. THE DESIGNATED STATE UNIT WILL COORDINATE ACTIVITIES WITH ANY
OTHER STATE AGENCY THAT IS FUNCTIONING AS AN EMPLOYMENT NETWORK
UNDER THE TICKET TO WORK AND SELF-SUFFICIENCY PROGRAM UNDER SECTION
1148 OF THE SOCIAL SECURITY ACT.

6. FINANCIAL ADMINISTRATION OF THE SUPPORTED EMPLOYMENT PROGRAM:

A. THE DESIGNATED STATE AGENCY ASSURES THAT IT WILL EXPEND NO MORE
THAN 2.5 PERCENT OF THE STATE'S ALLOTMENT UNDER TITLE VI FOR
ADMINISTRATIVE COSTS OF CARRYING OUT THIS PROGRAM; AND, THE
DESIGNATED STATE AGENCY OR AGENCIES WILL PROVIDE, DIRECTLY OR
INDIRECTLY THROUGH PUBLIC OR PRIVATE ENTITIES, NON-FEDERAL
CONTRIBUTIONS IN AN AMOUNT THAT IS NOT LESS THAN 10 PERCENT OF THE
COSTS OF CARRYING OUT SUPPORTED EMPLOYMENT SERVICES PROVIDED TO
YOUTH WITH THE MOST SIGNIFICANT DISABILITIES WITH THE FUNDS RESERVED
FOR SUCH PURPOSE UNDER SECTION 603(D) OF THE REHABILITATION ACT, IN
ACCORDANCE WITH SECTION 606(B)(7)(G) AND (H) OF THE REHABILITATION
ACT.

B. THE DESIGNATED STATE AGENCY ASSURES THAT IT WILL USE FUNDS MADE
AVAILABLE UNDER TITLE VI OF THE REHABILITATION ACT ONLY TO PROVIDE
SUPPORTED EMPLOYMENT SERVICES TO INDIVIDUALS WITH THE MOST

SIGNIFICANT DISABILITIES, INCLUDING EXTENDED SERVICES TO YOUTH WITH THE MOST SIGNIFICANT DISABILITIES, WHO ARE ELIGIBLE TO RECEIVE SUCH SERVICES; AND, THAT SUCH FUNDS ARE USED ONLY TO SUPPLEMENT AND NOT SUPPLANT THE FUNDS PROVIDED UNDER TITLE I OF THE REHABILITATION ACT, WHEN PROVIDING SUPPORTED EMPLOYMENT SERVICES SPECIFIED IN THE INDIVIDUALIZED PLAN FOR EMPLOYMENT, IN ACCORDANCE WITH SECTION 606(B)(7)(A) AND (D), OF THE REHABILITATION ACT.

7. PROVISION OF SUPPORTED EMPLOYMENT SERVICES:

A. THE DESIGNATED STATE AGENCY ASSURES THAT IT WILL PROVIDE SUPPORTED EMPLOYMENT SERVICES AS DEFINED IN SECTION 7(39) OF THE REHABILITATION ACT.

B. THE DESIGNATED STATE AGENCY ASSURES THAT:

- i. THE COMPREHENSIVE ASSESSMENT OF INDIVIDUALS WITH SIGNIFICANT DISABILITIES CONDUCTED UNDER SECTION 102(B)(1) OF THE REHABILITATION ACT AND FUNDED UNDER TITLE I OF THE REHABILITATION ACT INCLUDES CONSIDERATION OF SUPPORTED EMPLOYMENT AS AN APPROPRIATE EMPLOYMENT OUTCOME, IN ACCORDANCE WITH THE REQUIREMENTS OF SECTION 606(B)(7)(B) OF THE REHABILITATION ACT
- ii. AN INDIVIDUALIZED PLAN FOR EMPLOYMENT THAT MEETS THE REQUIREMENTS OF SECTION 102(B) OF THE REHABILITATION ACT , WHICH IS DEVELOPED AND UPDATED WITH TITLE I FUNDS, IN ACCORDANCE WITH SECTIONS 102(B)(3)(F) AND 606(B)(6)(C) AND (E) OF THE REHABILITATION ACT.

ADDITIONAL COMMENTS ON THE ASSURANCES FROM THE STATE

VII. PROGRAM-SPECIFIC REQUIREMENTS FOR COMBINED STATE PLAN PARTNER PROGRAMS

States choosing to submit a Combined State Plan must provide information concerning the six core programs—the Adult Program, Dislocated Worker Program, Youth Program, Wagner-Peyser Act Program, Adult Education and Family Literacy Act Program, and the Vocational Rehabilitation Program— and also submit relevant information for any of the eleven partner programs it includes in its Combined State Plan. When a State includes a Combined State Plan partner program in its Combined State Plan, it need not submit a separate plan or application for that particular program.* If included, Combined State Plan partner programs are subject to the “common planning elements” in Sections II and III of that document, where specified, as well as the program-specific requirements for that program (available on www.regulations.gov for public comment). The requirements that a State must address for any of the partner programs it includes in its Combined State Plan are provided in this separate supplemental document. The Departments are not seeking comments on these program-specific requirements, which exist under separate OMB control numbers and do not represent requirements under WIOA. For further details on this overall collection, access the Federal eRulemaking Portal at <http://www.regulations.gov> by selecting Docket ID number ETA-2015-0006.

* States that elect to include employment and training activities carried out under the Community Services Block Grant (CSBG) Act (42 U.S.C. 9901 et seq.) under a Combined State Plan would submit all other required elements of a complete CSBG State Plan directly to the Federal agency that administers the program. Similarly, States that elect to include employment and training activities carried by the Department of Housing and Urban Development and programs authorized under section 6(d)(4) and 6(o) of the Food and Nutrition Act of 2008 that are included would submit all other required elements of a complete State Plan for those programs directly to the Federal agency that administers the program.

CAREER AND TECHNICAL EDUCATION PROGRAMS AUTHORIZED UNDER THE CARL D. PERKINS CAREER AND TECHNICAL EDUCATION ACT OF 2006

NOTE

NOTE: Unless otherwise noted, statutory references in this section are to P.L.109-270—Carl D. Perkins Career and Technical Education Improvement Act of 2006 (Perkins IV or the Act). (20 U.S.C. 2301 et seq.) Please provide your Perkins IV State Plan, including any revisions for the upcoming program year, in the text boxes below. Please note the following as you make this submission:

- Use bold text to denote revisions to your plan.

- You are not required to provide or revise portions of your State’s Perkins State Plan that are no longer relevant, for example, items pertaining to a transition year under Perkins IV. Accordingly, text boxes are not provided for those items below.
- You are not required to hold separate hearings for the Perkins portion of your WIOA Combined State Plan, unless your State determines that there is a “significant and relevant” change in: (1) the information or assurances in the Perkins plan; (2) the administration or operation of the Perkins plan; or (3) the organization, policies, or operations of the State agency that received the grant, if the change materially affects the information or assurances in the Perkins plan. See Question A.12 in the Department’s Perkins IV Non-Regulatory Guidance Q&A -Version 4.0, released April 24, 2015. Accordingly, if your State determines that no significant or relevant change is being made, you are not required to provide or revise Section I, Planning, Coordination, and Collaboration Prior to State Plan Submission, unless your State chooses to do so.
- Congress eliminated a separate allocation for Title II, Tech Prep Programs under Perkins IV in the 2011 Continuing Resolution. Accordingly, States are not required to provide or revise Section V, Tech Prep Programs, or other items of their Perkins State Plan pertaining to tech prep programs unless your State chooses to do so.
- You are not required to provide or revise your EDGAR certifications and assurances unless your State determines that a significant or relevant change needs to be made.

Once you have entered your plan, please click on the link below to the Perkins State Plan Portal. There you must enter your request to extend your Perkins State Plan, an updated budget, performance levels for the upcoming program year, and, if applicable, updated EDGAR certifications and assurances.

I. PLANNING, COORDINATION, AND COLLABORATION PRIOR TO STATE PLAN SUBMISSION

As noted above, in addition to entering your Perkins State Plan and any revisions for the upcoming year, you must submit a request to extend your Perkins State Plan using the link to the Perkins State Plan Portal below. You are not required to hold separate hearings for the Perkins portion of your WIOA Combined State Plan unless your State determines that there is a “significant and relevant” change in: (1) the information or assurances in the Perkins plan; (2) the administration or operation of the Perkins plan; or (3) the organization, policies, or operations of the State agency that received the grant, if the change materially affects the information or assurances in the Perkins plan. See Question A.12 in the Department’s Perkins IV Non-Regulatory Guidance Q&A -Version 4.0, released April 24, 2015. Accordingly, if your State determines that no significant or relevant change is being made, you are not required to provide or revise this Section I, Planning, Coordination, and Collaboration Prior to State Plan Submission, unless your State chooses to do so.

A. STATUTORY REQUIREMENTS

1. THE STATE MUST CONDUCT PUBLIC HEARINGS IN THE STATE, AFTER APPROPRIATE AND SUFFICIENT NOTICE, FOR THE PURPOSE OF AFFORDING ALL SEGMENTS OF THE PUBLIC AND INTERESTED ORGANIZATIONS AND GROUPS (INCLUDING CHARTER SCHOOL AUTHORIZERS AND ORGANIZERS CONSISTENT

WITH STATE LAW, EMPLOYERS, LABOR ORGANIZATIONS, PARENTS, STUDENTS, AND COMMUNITY ORGANIZATIONS), AN OPPORTUNITY TO PRESENT THEIR VIEWS AND MAKE RECOMMENDATIONS REGARDING THE STATE PLAN. (SECTION 122(A)(3))

It should be noted that the New Hampshire's Perkins (CDB) State Plan submitted herein is a completed state plan, originally submitted in 2008 in response to the requirements of the Carl D. Perkins Career and Technical Education (CTE) Act of 2006 (Public Law 109-270). Therefore, goals set forth within said plan have been accomplished and New Hampshire has moved beyond the goals within. As the Carl D. Perkins Career and Technical Education Act of 2006 is pending reauthorization, this plan carries throughout the life of the current legislation. Advanced goals and initiatives have been identified and are currently being implemented throughout New Hampshire CTE. Submission of updated budgets and Finally Agreed Upon Performance Levels (FAUPL) have been developed and submitted on an annual basis, as required throughout the life of the legislation.

2. THE STATE MUST INCLUDE A SUMMARY OF THE ABOVE RECOMMENDATIONS AND THE ELIGIBLE AGENCY'S RESPONSE TO SUCH RECOMMENDATIONS IN THE STATE PLAN. (SECTION 122(A)(3))

3. THE STATE MUST DEVELOP THE STATE PLAN IN CONSULTATION WITH ACADEMIC AND CAREER AND TECHNICAL EDUCATION TEACHERS, FACULTY, AND ADMINISTRATORS; CAREER GUIDANCE AND ACADEMIC COUNSELORS; ELIGIBLE RECIPIENTS; CHARTER SCHOOL AUTHORIZERS AND ORGANIZERS CONSISTENT WITH STATE LAW; PARENTS AND STUDENTS; INSTITUTIONS OF HIGHER EDUCATION; THE STATE TECH PREP COORDINATOR AND REPRESENTATIVES OF TECH PREP CONSORTIA (IF APPLICABLE); ENTITIES PARTICIPATING IN ACTIVITIES UNDERTAKEN BY THE STATE BOARDS UNDER SECTION 101 OF THE WIOA; INTERESTED COMMUNITY MEMBERS (INCLUDING PARENTS AND COMMUNITY ORGANIZATIONS); REPRESENTATIVES OF SPECIAL POPULATIONS; REPRESENTATIVES OF BUSINESS AND INDUSTRY (INCLUDING REPRESENTATIVES OF SMALL BUSINESS); AND REPRESENTATIVES OF LABOR ORGANIZATIONS IN THE STATE. THE STATE ALSO MUST CONSULT THE GOVERNOR OF THE STATE WITH RESPECT TO DEVELOPMENT OF THE STATE PLAN. (SECTION 122)

4. THE STATE MUST DEVELOP EFFECTIVE ACTIVITIES AND PROCEDURES, INCLUDING ACCESS TO INFORMATION NEEDED TO USE SUCH PROCEDURES, TO ALLOW THE INDIVIDUALS AND ENTITIES LISTED IN ITEM 3 ABOVE TO PARTICIPATE IN STATE AND LOCAL DECISIONS THAT RELATE TO DEVELOPMENT OF THE STATE PLAN. (SECTION 122(B)(2))

5. THE STATE MUST DEVELOP THE PORTION OF THE STATE PLAN RELATING TO THE AMOUNT AND USES OF ANY FUNDS PROPOSED TO BE RESERVED FOR ADULT CAREER AND TECHNICAL EDUCATION, POSTSECONDARY CAREER AND TECHNICAL EDUCATION, TECH PREP EDUCATION, AND SECONDARY CAREER AND TECHNICAL EDUCATION AFTER CONSULTATION WITH THE STATE AGENCY RESPONSIBLE FOR SUPERVISION OF COMMUNITY COLLEGES, TECHNICAL INSTITUTES, OR OTHER 2-YEAR POSTSECONDARY INSTITUTIONS PRIMARILY ENGAGED IN PROVIDING POSTSECONDARY CAREER AND TECHNICAL EDUCATION, AND THE STATE AGENCY RESPONSIBLE FOR SECONDARY EDUCATION. IF ANY OF THOSE STATE AGENCIES

FINDS THAT A PORTION OF THE FINAL STATE PLAN IS OBJECTIONABLE, THAT STATE AGENCY MUST FILE ITS OBJECTIONS WITH THE ELIGIBLE STATE AGENCY. THE ELIGIBLE STATE AGENCY MUST RESPOND TO ANY OBJECTIONS IT RECEIVES IN THE STATE PLAN THAT IT SUBMITS TO THE SECRETARY OF EDUCATION.
(SECTION 122(E)(3))

A focus group for career and technical education staff was held on September 2 and a specific on-line survey was administered to career and technical education professionals throughout the state. Questions were asked to understand current collaboration that exists between CTE Centers, the workforce system, community colleges, businesses, and other community resources available for college and career planning, as well as opportunities for further collaboration and strengthening services. Several of the themes gathered from these efforts are listed below. Leveraging current connections and collaboration — There was a lot of positive feedback about current connections with businesses as well as existing collaborative efforts, but also a recognition that these activities could be strengthened through further or more strategic use of Advisory Committees, increasing relationships with more industry partners, and formalizing some of the informal or teacher-driven collaboration that happens. Limited time and resources — Limited time and resources were the most cited obstacles to further collaboration. Programs can always utilize more funding and limited staff have to make choices how to spend their time. While this is a barrier, it is also one of the key reasons to collaboration, to leverage these resources across organizations. Focus on CTE as a career path — Participants stressed the need for CTE to be a full time option for a career path, not an alternative. Exposure to as many work experiences as possible and the opportunity to earn certifications and credentials will help to bridge the gap between school and work and truly begin a career path. NH partners provided opportunities for public comment through a legal notice welcoming electronic feedback and /or participation in a State Plan Public Hearing in three different locations (north, central, and south east) to solicit feedback. The legal notice reflective of this opportunity was published in the State Union Leader on December 1, 2015. Notices were posted in various partner offices and distributed to interested parties including NH Department of Education “Key Messages”. Appendix E includes the legal notice and public feedback received.

II. PROGRAM ADMINISTRATION

1. THE STATE MUST PREPARE AND SUBMIT TO THE SECRETARY A STATE PLAN FOR A 6-YEAR PERIOD; OR YOU MAY PREPARE AND SUBMIT A TRANSITION PLAN FOR THE FIRST YEAR OF OPERATION OF PROGRAMS UNDER THE ACT. (SECTION 122(A)(1))

2. THE STATE MUST DESCRIBE THE CAREER AND TECHNICAL EDUCATION ACTIVITIES TO BE ASSISTED THAT ARE DESIGNED TO MEET OR EXCEED THE STATE ADJUSTED LEVELS OF PERFORMANCE, INCLUDING A DESCRIPTION OF—

A. THE CAREER AND TECHNICAL EDUCATION PROGRAMS OF STUDY, THAT MAY BE ADOPTED BY LOCAL EDUCATIONAL AGENCIES AND POSTSECONDARY INSTITUTIONS TO BE OFFERED AS AN OPTION TO STUDENTS (AND THEIR

PARENTS AS APPROPRIATE) WHEN PLANNING FOR AND COMPLETING FUTURE
COURSEWORK, FOR CAREER AND TECHNICAL CONTENT AREAS THAT—

- a. Incorporate secondary education and postsecondary education elements;
- b. Include coherent and rigorous content, aligned with challenging academic standards, and relevant career and technical content in a coordinated, non-duplicative progression of courses that align secondary education with postsecondary education to adequately prepare students to succeed in postsecondary education
- c. May include the opportunity for secondary education students to participate in dual or concurrent enrollment programs or other ways to acquire postsecondary education credits; and
- d. Lead to an industry-recognized credential or certificate at the postsecondary level, or an associate or baccalaureate degree

This document presents New Hampshire's Five—Year State Plan under Sec. 122(a)(1). A template, based on the national career clusters model, has been created for designing programs of study, known as Career Pathway Plans of Study (CPPOS) in New Hampshire. The template provides guidance for students on courses to be taken while in high school, Postsecondary programs related to the CPPOS, and other career information. The guidance documents will be distributed so that schools can download and edit the documents as needed to support the efforts of guidance, parents, and students in their career planning process. A copy of the template is provided as Appendix G. The template will be used by secondary and postsecondary staff to design articulation agreements. By the end of the five—year planning period, CPPOS's will have been developed in fifteen of the career cluster areas. Eligible recipients, including secondary CTE centers and postsecondary CTE providers, will be required to partner in developing each of these documents. At the close of the transition year, each CTE center will have at least one CPPOS in place. Thereafter, where CPPOS's do not yet exist at a secondary center, State staff will provide technical assistance to design and implement a complete CPPOS.

Over the five-year grant period, the State of New Hampshire will support local secondary and postsecondary partnerships in developing CPPOS's in fifteen of the career clusters areas. These CPPOS documents will recommend courses that students must take in high school to successfully transition to postsecondary education without redundancy or remediation. The CPPOS grid outlines every required course, both academic and technical, from grades 9-16. New Hampshire's CPPOS's will be individualized to the local schools/colleges such that students know State and local graduation standards as well as specific courses needed to enter a postsecondary program. Identification of challenging academic courses while in high school will be key to the CPPOS development. Where appropriate, the State will use the CPPOS process as the basis for developing written articulation agreements with postsecondary partners that will result in dual and/or advanced credit agreements. The CPPOS will outline courses at the secondary and postsecondary level that will lead to certification and/or a degree at both the sub-baccalaureate and baccalaureate levels. All Perkins-eligible programs at the postsecondary level require an integration of rigorous and challenging academics into the technical coursework.

The CPPOS guidance grids will be updated to market appropriate and current academic courses at the secondary level and fully inform students and their parents of courses of study. These documents will outline: high school course recommendations, potential career paths, and college programs in the State to help students decide on postsecondary options and attain their career goals.

All secondary CTE programs in the State of New Hampshire must report individual student performance against the State's CTE program competencies. New Hampshire's CTE program competencies were designed using state and national standards. These competencies are in the process of being reviewed during the transition year by local industry partners and colleges. The reviews are expected to be completed by the end of the first year. Continually thereafter, all updated and new programs will be subject to similar reviews of their competencies for alignment with rigorous and coherent academic standards. The State will continually explore the potential implementation of curricula that will bring closer alignment between CTE and core academic instruction.

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

The CPPOS guidance documents outline available postsecondary certificates, diplomas, degrees, or apprenticeship opportunities that can be earned at a number of colleges related to a secondary student's career plans. Additionally, the CPPOS guidance document displays a clear plan of study from grades 9 through 16 which includes the attainment of high school graduation, a two-year degree, and a four-year degree.

B. HOW THE STATE, IN CONSULTATION WITH ELIGIBLE RECIPIENTS, WILL DEVELOP AND IMPLEMENT THE CAREER AND TECHNICAL PROGRAMS OF STUDY DESCRIBED IN (A) ABOVE;

By the end of the five-year grant period, secondary and postsecondary eligible recipients will be required to evaluate whether their students have at least one opportunity to enroll in a CPPOS. These evaluations will generally include: • Determining whether their programs lead to careers that require high skills, offer high wages, or are in high demand; • Assessing how well secondary and postsecondary programs articulate, including opportunities for earning dual credits; • Consulting with Tech Prep staff for coordination with key stakeholders. If, after the evaluation, it appears that a secondary CTE center does not yet offer an opportunity for students to enroll in a CPPOS, the eligible agency will provide technical assistance to bring existing programs up to the CPPOS standards. Tech Prep staff will help coordinate discussions between secondary schools and postsecondary institutions. Education consultants from the New Hampshire Department of Education will be assigned to provide assistance around designing programs using the career clusters scheme. This assistance will include the drafting of an articulation agreement/MOU and the establishment of dual-credit opportunities for students. If needed, the technical assistance will help local secondary centers, colleges, and apprenticeship sponsors access information on high-skill, high-wage, or high-demand career opportunities. By the end of the five-year

grant period, all secondary CTE centers statewide will offer at least one CPPOS opportunity. As new programs are created and approved by the eligible agency, a document will be created to illustrate the CPPOS, for use by students, their parents, and guidance counselors. This document will be posted as a model on the Department's website.

C. HOW THE STATE WILL SUPPORT ELIGIBLE RECIPIENTS IN DEVELOPING AND IMPLEMENTING ARTICULATION AGREEMENTS BETWEEN SECONDARY EDUCATION AND POSTSECONDARY EDUCATION INSTITUTIONS;

Over the five-year grant period, the State of New Hampshire will help secondary CTE centers and postsecondary institutions develop CPPOS's in fifteen of the career clusters. These CPPOS documents will include the recommended courses that student must take in high school to successfully transition to postsecondary education without redundancy or remediation. New Hampshire's CPPOS's will be individualized to the local schools/colleges such that students know what they need to take as required by State and local graduation standards as well as the specific courses they will need to enter an identified postsecondary program. The key to CPPOS development will be the identification of challenging academic courses while in high school that will assist students' transition to postsecondary without a need for remediation. Where appropriate, the State will use the CPPOS process as the basis for developing written articulation agreements with postsecondary partners that will result in dual and/or advanced credit agreements. The CPPOS will outline courses, both academic and technical, that will lead to certification and/or a degree at both the sub-baccalaureate and baccalaureate levels. Currently, most articulation agreements are signed at the local level, because the agreements usually include one secondary school and one local college. The 28 secondary CTE centers and the Community College System of New Hampshire seek to build statewide articulation agreements in all secondary CTE program areas. These agreements will be approved by the commissioner of the Department of Education and the chancellor of the Community College System. New Hampshire currently has model statewide articulations in the Early Childhood Education and Automotive programs. These models will be adapted in other program areas when relevant and appropriate.

D. HOW PROGRAMS AT THE SECONDARY LEVEL WILL MAKE AVAILABLE INFORMATION ABOUT CAREER AND TECHNICAL PROGRAMS OF STUDY OFFERED BY ELIGIBLE RECIPIENTS;

New Hampshire has a state-approved model CPPOS. The development and use of this guidance plan will be the basis for professional development of CTE teachers, guidance counselors, and college partners. Schools are and will be asked to send teams that can receive instruction in the development of local CPPOS's. Ongoing support will be provided to help schools move the plan of study into an articulation agreement that results in dual credit. This will result in schools having a document that they can use for student recruitment. The local CPPOS will outline for students, parents, and guidance the dual credit and advance standing opportunities students have by participating in the identified CTE program. The Department will post all CPPOS documents from every school as they become available on the New Hampshire Department of Education web page. The Department of Education expects to update more generic CPPOS documents for the fifteen career cluster areas so schools can use that information in their local course offering documents. Information on career opportunities will be required elements of the CPPOS's. For local secondary centers and their postsecondary partners that have difficulty identifying or

sharing this information, professional development will be provided on the completed CPPOS tools and how they connect to career clusters. The Department will sponsor at least one employer exposition annually to share the information with businesses and parents. Booth materials will advertise the plans of studies at events which may be attended by parents and employers.

E. THE SECONDARY AND POSTSECONDARY CAREER AND TECHNICAL EDUCATION PROGRAMS TO BE CARRIED OUT, INCLUDING PROGRAMS THAT WILL BE CARRIED OUT BY YOU, TO DEVELOP, IMPROVE, AND EXPAND ACCESS TO APPROPRIATE TECHNOLOGY IN CAREER AND TECHNICAL EDUCATION PROGRAMS;

Tech Prep consortia will continue their research and development role by identifying new and emerging technologies that secondary and postsecondary schools could incorporate into their programs. Current program designs at the local and national level will be analyzed for inclusion of new and emerging technologies. Most importantly, the consortia will solicit guidance from employers on state-of-the-art technologies that ought to be addressed in CTE programs. Curricula that use state-of-the-art technology will be available for schools to upgrade, modify, or build into their local programs. Priority for improving access to such technologies will be given to programs in the following areas: • Environmental technology, • Biomedical manufacturing, • Biotechnology, • Integrated advanced manufacturing, • Photonics/lasers, • Green construction, • Biomedical sciences, • Criminal justice technology, • Administration of justice, and • Gaming/simulation.

F. THE CRITERIA THAT YOU WILL USE TO APPROVE ELIGIBLE RECIPIENTS FOR FUNDS UNDER THE ACT, INCLUDING CRITERIA TO ASSESS THE EXTENT TO WHICH THE LOCAL PLAN WILL—

- i. Promote continuous improvement in academic achievement;
- ii. Promote continuous improvement of technical skill attainment; and
- iii. Identify and address current or emerging occupational opportunities

Programs that meet rigorous standards will be approved for support under the Perkins Act. To become eligible recipients, secondary CTE centers will be required to satisfy State-board standards for programs and meet state-level statutory/regulatory requirements such as RSA 188:E, where secondary centers must meet oversight standards and offer at least five CTE programs. All of these requirements are included in the New Program Checklist, which contains 26 criteria that must be satisfied before a program gains approval. Charter Schools, which are considered public schools in New Hampshire, may also be eligible to receive federal Perkins funding if they offer career and technical education. They will become part of the regional CTE structure by becoming signatories to the regional agreement that covers their geographic location. Charter Schools do not, however, have to meet the requirement to offer at least five approved programs. They will be subject to program approval status, however, and be considered sub-centers within their region. The state will continue to work with middle school educators to develop and deliver the Foundations of Work and Family competencies. The goal is to help students understand earlier in their academic careers what is required to attain academic and technical skills and to graduate from high school, prepared for college in their chosen career path. Secondary CTE centers will also be evaluated for continuous improvement in the academic performance of their students.

Performance will be rewarded, assisted, or sanctioned as part of the annual process of granting funds to eligible recipients. Applications for funding will focus on the extent to which performance exceeds, meets, or falls short of the goals for each indicator. Reserve funds will be used as an incentive to reward performance that exceeds performance goals or as a source of supplemental support for secondary CTE centers experiencing poor performance. The College Board's placement test, Accuplacer Online, may be used to encourage secondary students to enroll in academic courses that will best prepare them for postsecondary institutions. Students may choose to take the placement exams used by many colleges before they leave high school, giving them a benchmark of their academic achievement. Knowing they need additional coursework in math or English while still in high school may help some students avoid costly remediation and delays when they reach postsecondary programs. Accuplacer assessments may be required to encourage students to strive for rigorous academic courses that relate to their CTE. With encouraging test scores on these college placement exams, some students may choose to enroll in dual-credit courses, thus making the best use of their high school years. Results from these tests will be used with secondary students as a guidance tool to inform newly enrolled students of how well their academic performance meets postsecondary entry requirements and what needs more attention to meet these entry requirements. If Accuplacer results will encourage students to raise their academic expectations and goals, academic attainment will continue to improve. As with all indicators, secondary performance on technical skill attainment will be rewarded, assisted, or sanctioned as part of the annual process of granting funds to eligible recipients. The technical skills attainment of students attending each secondary CTE center will annually be measured against performance goals. Wherever performance is less than 90% of the statewide goal, the eligible recipient will initially receive technical assistance to raise performance. If performance continues to fall short of the 90% threshold, the eligible recipient will need to submit a Performance Improvement Plan, and a portion of the eligible recipient's allocation must fund the improvement plan activities. Reserve funds will be used as an incentive to reward eligible recipients that exceed statewide performance goals by the largest margins. Programs at the postsecondary level will be routinely reviewed to ensure that they are adequately subscribed and meet a market need. Program reviews examine curriculum and faculty, program enrollment and retention, and number of graduates. Standards established by the Commission for Institutions of Higher Education and standards prescribed by individual program accrediting bodies will be used as guidance. New associate degree programs will be considered for approval by the Board of Trustees of the Community College System of New Hampshire. After a request is submitted, a clear and specific process begins. The process is outlined in the Board of Trustees policy manual. (See Board of Trustees Hyperlink is <http://www.ccsnh.edu/about-ccsnh/board-policies-system-policies-and-fees>.) (iii) Identify and address current or emerging occupational opportunities; Tech Prep directors will assist secondary and postsecondary CTE providers in identifying quality occupational opportunities. Local secondary postsecondary partners will receive help in incorporating economic and workforce data into their CPPOS's. The Tech Prep Consortia will assist schools in identifying new and emerging curricula for the CTE centers using local, state, and national labor market and economic development data. Occupations in current and emerging areas will receive priority if they also show potential for employment using state-of-the-art technologies. Programs in the following areas will receive top priority because they lead to occupations using the latest technology as well as promise strong growth in the coming years: •

Environmental technology, • Biomedical manufacturing, • Biotechnology, • Integrated advanced manufacturing, • Photonics/lasers, • Green construction, • Biomedical sciences, • Criminal justice technology, • Administration of justice, and • Gaming/simulation. Secondary CTE centers will continue to be required to apply for new program approval in order to access Perkins funds to support those programs. As part of gaining state-level approval of a new program, the CTE Center will outline the supporting labor market and economic development data that demonstrate a need for the skills to be taught in the program. Similarly, secondary CTE centers are extensively evaluated every five years, and a significant part of the evaluation reviews programs for their linkages to labor markets and economic development initiatives, once again demonstrating a need for the skills to be addressed by the program.

G. HOW PROGRAMS AT THE SECONDARY LEVEL WILL PREPARE CAREER AND TECHNICAL EDUCATION STUDENTS, INCLUDING SPECIAL POPULATIONS, TO GRADUATE FROM SECONDARY SCHOOL WITH A DIPLOMA

The New Hampshire Department of Education will continue to promote foundational academic, technical, and workplace skill development at the middle schools, through identification of and support for appropriate curriculum areas. As an example, the State has developed and provided professional development on program guidelines for middle school Family and Consumer Sciences and Technology Education curricula that provide the fundamentals for students as they work to become productive students, workers, family members, and citizens. The State will help CTE instructors and administrators connect with middle school and high school educators in various academic content areas to provide career education information. The Career Pathway Plans of Study (CPPOS) will be promoted as a tool to be used at all levels of secondary education to help students and parents make informed decisions. This will assist students with the identification of a CTE program that will not only be of interest, but will provide them with the skills and knowledge to reach their career goals. The State of New Hampshire is actively involved in the creation of alternative education opportunities to address and serve students identified as “at risk of dropping out” of school. Career and technical education is one of the recognized alternatives for helping at-risk students complete their education and receive a secondary diploma. The State will support alternative educational opportunities through ongoing professional development for guidance, Family and Consumer Sciences, Technology Education, and CTE specialty educators and administrators. Additional professional development will focus on helping students who need special-education graduate and receive a diploma from secondary education.

H. HOW SUCH PROGRAMS WILL PREPARE CAREER AND TECHNICAL EDUCATION STUDENTS, INCLUDING SPECIAL POPULATIONS, ACADEMICALLY AND TECHNICALLY FOR OPPORTUNITIES IN POSTSECONDARY EDUCATION OR ENTRY INTO HIGH-SKILL, HIGH-WAGE, OR HIGH-DEMAND OCCUPATIONS IN CURRENT OR EMERGING OCCUPATIONS, AND HOW PARTICIPATING STUDENTS WILL BE MADE AWARE OF SUCH OPPORTUNITIES;

The CPPOS will play a key role in informing students of opportunities in continued education or entry into the workforce. The CPPOS will list recommended academic courses for students to take for career success. Schools will be able to access relevant documents and guidance on the web and will receive technical assistance on modifying CPPOS's for

local use with students. Documents and guidance will be accessible on the web, including information postsecondary CTE opportunities that are linked to secondary programs. For example, the guidance documents currently tell students which colleges in New Hampshire offer the programs, and on the web they will be able to click on the link and go directly to information on that college program. New Hampshire has a long-term goal of at least implementing one CPPOS in 15 of the career clusters. Also at the end of the five-year period, all secondary CTE centers statewide will need to offer at least one CPPOS opportunity for their students. Competencies for new or updated programs will be required to align with national, state, and local standards. The New Hampshire Department of Education will work with employers and the Community College System to validate the competencies and modify as needed. Local CTE centers will be able, through data collection, to determine the enrollment and completion status of students in the special population categories. In addition, publications and recruitment activities will promote images of successful adults representing special populations. The New Hampshire Department of Education will urge secondary CTE centers to have equity committees whose task is to ensure that all students, including members of special populations, are well informed, encouraged, and supported in their career choices. Where data indicate that special populations are not entering particular programs or are performing poorly, local recipients will be required to identify why this is so and address the issue. Technical assistance will also be available from the State in developing strategies for helping students in special populations overcome the barriers they face. The New England Common Assessment Program (NECAP), the assessments meeting accountability requirements under the No Child Left Behind (NCLB) Act, tests students at the beginning of the eleventh grade. Unfortunately, the academic gains of students in CTE programs cannot be documented or measured through these assessments. In School Year 2006-07, Accuplacer was piloted as an alternative means of assessing students' academic gains. From this pilot year it was expected that the Accuplacer tests would inform students early enough in their high school career of their levels of math and reading comprehension to help them choose courses accordingly. For example, if students learn through the evaluation that they need more algebra to be accepted into the college program, they will have time to add that class to their schedule while in high school and decrease their need for remediation. Armed with this information, students will put more effort into their academic studies. Overall data on academic attainment will show the gains that students make while in CTE programs. There are three ways that New Hampshire academically and technically prepares students, including special populations, for opportunities in postsecondary education or high-skill, high-wage, or high-demand occupations. The first is through use of the CPPOS. By the end of the five-year period, the State of New Hampshire will have model, state-approved CPPOS's in 15 career cluster areas. To assist in this endeavor, the State is joining forces with Tech Prep to offer material support in the form of liaison engagement, research, acquisition of new and emerging occupation materials, and regional conferences to share information and resources. The second consists of a working group that has been formed consisting of local CTE directors, state personnel, postsecondary educators, and Tech Prep representatives to discuss new and emerging fields based on labor market data that can inform program offerings in the State through the CTE center structure. The third way is through web-based competency reporting, which will facilitate more reliable reports of student competency attainment. The competencies will be crosswalked with grade span expectations (GSE's) for core academic areas. This crosswalking will ensure that the CTE competencies are of high quality. Reports

will sort data on all subsets of the special population categories, including the three categories required under NCLB: sex, race, and migrant status. State-level analysis will determine how well special populations of students access programs and meet performance accountabilities. This information will be shared with State liaisons who in turn will work with the state equity coordinator and their respective CTE directors at the local level to address any issues the data might reveal. Eligible recipients will also address the needs of special populations as prescribed by the Perkins Act. Each recipient at the secondary or postsecondary level is required to address equity issues, either through the existence of a formal equity committee charged with oversight on this subject, or through other less formal but equally as important methods designed by the individual recipients. The monitoring guide has been revised to include verification of equity activities for each recipient at the secondary level. The postsecondary eligible recipient is monitored during the application, mid-year, and final reporting periods. This requirement will potentially generate requests for material and professional development needs which will be addressed by the state equity coordinator and other appropriate individuals. The design of the CPPOS requires the participation of academic guidance counselors. With their participation, students will have another adult, along with the CTE director, parents, and individual teachers, supporting the students' thinking about accessing programs at the college level.

I. HOW FUNDS WILL BE USED TO IMPROVE OR DEVELOP NEW CAREER AND TECHNICAL EDUCATION COURSES—

- i. At the secondary level that are aligned with rigorous and challenging academic content standards and student academic achievement standards adopted by the State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as amended;
- ii. At the postsecondary level that are relevant and challenging; and
- iii. That lead to employment in high-skill, high-wage, or high-demand occupations;

Applications for new CTE programs will require that all competencies for proposed programs meet State academic standards. Approval of a new program will only be granted once the eligible recipient demonstrates that the grade span expectations for New Hampshire have been adequately addressed. In cases where proposed new programs do not exhibit an alignment with state academic standards, eligible recipients will need to modify the proposed program's curriculum or competencies. When a program is found to not meet academic standards after implementation, either in the monitoring or center/program evaluations, the State will require corrective action plans to strengthen the academic content of secondary CTE instruction. The Career Development Bureau will collaborate with the curriculum and instruction staff who manage NCLB compliance activities in New Hampshire to determine how much the CTE competencies integrate academic standards. During the first of the five years, crosswalks will be developed to determine whether the technical core competencies for each CTE program meet standards for grade level expectations for English/language arts, math, and science. (ii) At the postsecondary level that are relevant and challenging; and The relevance and challenge of postsecondary programs will be part of the process for approving programs at this level. The Community College System of New Hampshire will continue to have internal and external processes in place that ensure the relevance and challenge of new and existing programs. The eligible

agency, through its application, mid-year reports, and final reports, will track how existing or new programs are relevant and provide academic and technical rigor. (iii) That lead to employment in high-skill, high-wage, or high-demand occupations; The New Programs Checklist was updated during the transition year to require high labor market demand as another criterion for the approval of new programs. With this addition, all three criteria will be defined as follows: High Skill: Careers where program completers attain licenses, business and industry credentials, and certificates and diplomas at the postsecondary level; High Wage: Occupations with earning potential that meets or exceeds a livable wage in New Hampshire; High Demand: Careers with long-term projected demand that exceeds the statewide average in terms of number of annual openings.

J. HOW YOU WILL FACILITATE AND COORDINATE COMMUNICATIONS ON BEST PRACTICES AMONG SUCCESSFUL RECIPIENTS OF TECH PREP PROGRAM GRANTS UNDER TITLE II AND OTHER ELIGIBLE RECIPIENTS TO IMPROVE PROGRAM QUALITY AND STUDENT ACHIEVEMENT

The main means of communicating best practices will be through professional development. TEC-NH, a consortium of CTE administrators, has hired a professional development coordinator who will develop a series of training opportunities for both faculty and administrators. Because they will have a critical role in providing professional development, the Tech Prep directors will also collaborate with the new coordinator. The major professional development opportunities for CTE administrators will be an annual conference and monthly meetings during the school year, sponsored by the New Hampshire Career and Technical Administrators (NHCTA). Department of Education administrators, postsecondary administrators, and Directors of secondary CTE centers regularly attend the monthly meetings. Recently, Tech Prep directors have joined these meetings as they play a central role in organizing CTE around career clusters. Within their assigned career clusters, the Tech Prep directors will work with secondary CTE centers and postsecondary faculty to market new programs in the centers that do not currently have a program that falls under the assigned career cluster. The annual NHCTA conference and monthly meetings will be used to showcase best practices that combine CTE and core academics, to develop new strategies to deliver CTE programs, and to increase the number of students enrolling in programs. Faculty will have the opportunity to participate in other academic cross trainings such as the Math-in-CTE initiative supported by the National Research Center for Career and Technical Education. Promising practices such as the use of the CPPOS will be accessible on the Department's website. A model template will be available on the website for adopting or adapting by schools and secondary CTE centers. Access to the template will be supported by annual professional development trainings.

K. HOW FUNDS WILL BE USED EFFECTIVELY TO LINK ACADEMIC AND CAREER AND TECHNICAL EDUCATION AT THE SECONDARY LEVEL AND AT THE POSTSECONDARY LEVEL IN A MANNER THAT INCREASES STUDENT ACADEMIC AND CAREER AND TECHNICAL ACHIEVEMENT; AND

At the secondary level, funds will be used to align the technical core competencies of CTE programs with the grade span expectations (GSE's) for math, language arts, and science, as assessed in the NECAP. Crosswalks will be developed to determine alignment between state academic standards and CTE program competencies. Math-in-CTE is an evidence-based method to improve the math skills of CTE students. Technical assistance from The National

Research Center for Career and Technical Education is being offered to instructors beginning in school year 2008-09. Teacher teams consisting of a math teacher and a CTE teacher will work together to find and enhance the math naturally occurring in CTE curriculum. Research supports enhanced math instruction in CTE courses as a method to improve the quality of technical knowledge and academic rigor. A community of practice is expected to develop from this training as it brings math and CTE teachers together, while encouraging students to understand math as an essential workplace skill. An approach such as this will also be put into practice over the five year planning period to strengthen students' literacy skills. Postsecondary programs require links between students' academic attainment and progress in gaining technical skills. The minimum number of credits for all associate degrees is 64 credits, with a maximum of 68 credits. When needed, remedial instruction will be taken in addition to the collegiate-level requirements of the degree program. Whenever possible, remediation will be pursued concurrently with technical training. All associate degrees in eligible CTE programs will have a general education core. The general education core consists of courses drawn from the sciences, the social sciences, the humanities, and other instruction that prepares the student for life experiences. General education courses will fall into the following areas: • English Composition, Literature, and Communication, • Science, • Math, • Humanities/Fine Arts/Foreign Language, and • Liberal Arts electives. A professional certificate requires completion of a minimum of 32 semester hours of credit, with a maximum of 36 semester hours, to develop skills in an occupational field. A professional certificate also consists of a minimum of 12 credits in general education and is designed to facilitate transfer into an associate degree, if the student decides to continue. Funds are currently being used to support the postsecondary consortium in gathering data, managing projects, and promoting ongoing collaboration between secondary CTE centers and community colleges in developing articulation agreements. These funds will be used on an ongoing basis to bring high school and postsecondary educators together to review and upgrade postsecondary curriculum to meet local and national standards.

L. HOW THE STATE WILL REPORT ON THE INTEGRATION OF COHERENT AND RIGOROUS CONTENT ALIGNED WITH CHALLENGING ACADEMIC STANDARDS IN CAREER AND TECHNICAL EDUCATION PROGRAMS IN ORDER TO ADEQUATELY EVALUATE THE EXTENT OF SUCH INTEGRATION. (SECTION 122(C)(1)(A)-(L))

The extent to which core technical competencies incorporate state academic standards will be evaluated by determining the number of academic grade span expectations (GSE's) that are integrated into a program's competencies. All CTE programs will be crosswalked with the GSE's during the first of the five years. Academic content specialists at the Department of Education will assist in determining the number of GSE's integrated into each program. After the first year, all programs with updated competencies and all new programs will be crosswalked with the GSE's. Results of these crosswalks will be communicated to the secondary CTE centers as they are completed. In the case of new programs, the crosswalk results will be immediately shared with the eligible recipient that is proposing the new program. This information will be shared while the new program is under development rather than at the point when the eligible recipient submits a full request for new program approval. Crosswalk results for upgraded programs will be released to all secondary CTE centers that offer the program, and the results will also be posted on the web.

3. THE STATE PLAN MUST DESCRIBE HOW COMPREHENSIVE PROFESSIONAL DEVELOPMENT (INCLUDING INITIAL TEACHER PREPARATION AND ACTIVITIES THAT SUPPORT RECRUITMENT) FOR CAREER AND TECHNICAL TEACHERS, FACULTY, ADMINISTRATORS, AND CAREER GUIDANCE AND ACADEMIC COUNSELORS WILL BE PROVIDED, ESPECIALLY PROFESSIONAL DEVELOPMENT THAT—

A. PROMOTES THE INTEGRATION OF COHERENT AND RIGOROUS ACADEMIC CONTENT STANDARDS AND CAREER AND TECHNICAL EDUCATION CURRICULA, INCLUDING THROUGH OPPORTUNITIES FOR ACADEMIC AND CAREER AND TECHNICAL TEACHERS TO JOINTLY DEVELOP AND IMPLEMENT CURRICULA AND PEDAGOGICAL STRATEGIES;

Academic and CTE content will be integrated primarily through four professional development activities:

- Training in the development and application of the CPPOS requires CTE instructors and guidance staff to think differently about students' career pathways and CTE in general. These educators must design a parallel sequence of study where CTE students are encouraged to take rigorously academic courses at the same time as they are enrolled in CTE classes.
- New instructors will also attend the Summer Survival Workshop that prepares new instructors for classroom-level activities that integrate academic and CTE content. Specific programs such as Math-in-CTE will integrate rigorous academics with CTE. The core competency crosswalks of all programs will also keep the integration of academic and CTE content in focus and in the foreground in New Hampshire.
- Conversations will take place about creating a collaborative learning community that bridges academic core content with CTE standards.
- A council of Department consultants working in the academic subject areas and consultants working in CTE will also be convened to identify programs or particular core competencies that would benefit from further integration.

B. INCREASES THE PERCENTAGE OF TEACHERS THAT MEET TEACHER CERTIFICATION OR LICENSING REQUIREMENTS;

A certification program for CTE instructors is and will be offered through the Community College System of New Hampshire. This program provides an alternative means for gaining certification that meets the requirements for certification listed under State Standard Ed 5050.4 and 507.2. Known as Alternative IV, this program offers incoming candidates the chance to gain credit toward associate and bachelor's degrees in education, based on prior postsecondary studies and occupational experience. Candidates are required to complete this program within three years of starting instruction.

C. IS HIGH QUALITY, SUSTAINED, INTENSIVE, AND FOCUSED ON INSTRUCTION, AND INCREASES THE ACADEMIC KNOWLEDGE AND UNDERSTANDING OF INDUSTRY STANDARDS, AS APPROPRIATE, OF CAREER AND TECHNICAL EDUCATION TEACHERS

The State will review the current professional development options available for CTE educators. This may include reviewing local school districts' master professional development plans as appropriate. If necessary, the State will expand and develop ongoing professional development opportunities that will include targeted training for:

- Curriculum enhancement based on industry needs;
- Integration of CTE with academic core content, such as literacy enhancements or the Math-in-CTE model.

D. ENCOURAGES APPLIED LEARNING THAT CONTRIBUTES TO THE ACADEMIC AND CAREER AND TECHNICAL KNOWLEDGE OF THE STUDENT;

Recently revised school standards in New Hampshire require that all school districts provide the opportunity for all students to: • Access competency based curricula, • Pursue extended learning opportunities, and • Demonstrate mastery through projects and other forms of applied learning. The competency based assessments of applied learning will need to align with the grade span expectations. These expectations will be crosswalked with the content of CTE, yielding applied learning opportunities that provide both academic instruction and CTE.

E. PROVIDES THE KNOWLEDGE AND SKILLS NEEDED TO WORK WITH AND IMPROVE INSTRUCTION FOR SPECIAL POPULATIONS; AND

The Department does and will work with the Community College System of New Hampshire and Granite State College to design professional development for paraprofessionals. Instruction will cover the needs of students that are disadvantaged, ESOL, Title I, Special Education, and homeless.

F. PROMOTES INTEGRATION WITH PROFESSIONAL DEVELOPMENT ACTIVITIES THAT THE STATE CARRIES OUT UNDER TITLE II OF THE ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965, AS AMENDED, AND TITLE II OF THE HIGHER EDUCATION ACT OF 1965, AS AMENDED. (SECTION 122(C)(2)(A)-(G))

A master CTE professional development plan will be developed by a team of educators. The team will include but not be limited to CTE teachers, CTE directors, administrators and teachers from middle and high schools, cross-bureau DOE consultants (e.g. Title II from the Bureau of Integrated Programs), staff from the Local Educational Support Center Network in New Hampshire, and staff from TEC-NH (the CTE consortium in New Hampshire). This team will develop goals for integrating NCLB accountability with Perkins accountability to: • Improve all students' learning, • Improve teacher effectiveness, • Set high standards for teachers, • Promote continuous and sustainable staff learning, and • Enhance staff intellectual and leadership capacity. A needs assessment instrument and activities will be provided for all stakeholders to identify professional development needs. The long-term goal will be to evaluate findings to make improvements in professional development. The Department will then ensure that evaluation criteria include at least: • Improvement in teaching, • Improvement in student learning, and • Narrowing of student achievement gaps. A professional development coordinator has been hired and will: • Provide professional development to support CTE programs locally, regionally, and statewide by working in collaboration with CTE Directors/TEC-NH and the Department of Education; • Identify professional development needs for CTE teachers and programs throughout the state; • Assist in teacher credentialing.

4. THE STATE MUST DESCRIBE EFFORTS THAT YOUR AGENCY AND ELIGIBLE RECIPIENTS WILL MAKE TO IMPROVE—

A. THE RECRUITMENT AND RETENTION OF CAREER AND TECHNICAL EDUCATION TEACHERS, FACULTY, AND CAREER GUIDANCE AND ACADEMIC COUNSELORS, INCLUDING INDIVIDUALS IN GROUPS UNDERREPRESENTED IN THE TEACHING PROFESSION; AND

A CTE mentoring program will be researched and developed by TEC-NH in partnership with the NH Teacher Quality Enhancement System to launch an induction with mentoring project. This partnership will assist in developing and employing a system to support new CTE teachers, career guidance staff, and academic counselors to increase longevity in the professions. Each school that has CTE instructors will have a dedicated Career and Technical Education mentor program.

B. THE TRANSITION TO TEACHING FROM BUSINESS AND INDUSTRY, INCLUDING SMALL BUSINESS. (SECTION 122(C)(3)(A)-(B))

A promotional campaign will be launched to bring experience from particular business and industry sectors into CTE. This will include collateral materials on alternative certification options for potential instructors. This campaign will also include a statewide initiative to bring business and industry professionals into CTE classes. These professionals will experience a Teacher for a Day Exchange Program; teachers will visit business and industry partners while professionals from business and industry will visit participating schools. A series of public forums and presentations will be given at local Chambers of Commerce, professional industry organizations, and national and regional conferences. Recruitment strategies will use on-line postings to promote available positions. A brochure for industry and businesses will also be available.

5. THE STATE PLAN MUST DESCRIBE EFFORTS THAT THE ELIGIBLE STATE AGENCY AND ELIGIBLE RECIPIENTS WILL MAKE TO IMPROVE THE TRANSITION OF SUBBACCALAUREATE CAREER AND TECHNICAL EDUCATION STUDENTS INTO BACCALAUREATE DEGREE PROGRAMS AT INSTITUTIONS OF HIGHER EDUCATION. (SECTION 122(C)(4))

Two major efforts will take place at the Community College System of New Hampshire regarding smooth transitions from subbaccalaureate career and technical education programs to baccalaureate degree programs. Each of the seven colleges is committed to drafting and implementing articulation agreements to specific programs throughout the academic year. These agreements are reviewed annually. Upon review, in the spring of each year, an updated report is published and distributed to each of the colleges along with Tech Prep Directors, Department of Education staff, and secondary CTE Center Directors. The second effort regarding smooth transitions for students will be implemented as part of the work on the CPPOS. These plans will be developed by faculty and administrators from both the secondary and postsecondary levels. CPPOS development will involve aligning coursework from high school career and technical education centers with courses offered at the community colleges. The task of alignment will start with instruction at the secondary level, identifying coursework needed to complete the CTE program and high school graduation requirements. Once the secondary program and graduation requirements are determined, community college programs will be evaluated for how well they align with the secondary instruction. Part of this task will include the identification of secondary programs that are recommended if students want to succeed in a community college. Following this, a similar evaluation of baccalaureate instruction will take place. Again, instruction and requirements at both levels of postsecondary education will be reviewed to determine how well they articulate to create a “seamless” sequence of instruction for students.

6. THE STATE PLAN MUST DESCRIBE HOW THE ELIGIBLE STATE AGENCY WILL ACTIVELY INVOLVE PARENTS, ACADEMIC AND CAREER AND TECHNICAL EDUCATION TEACHERS, ADMINISTRATORS, FACULTY, CAREER GUIDANCE AND ACADEMIC COUNSELORS, LOCAL BUSINESS (INCLUDING SMALL BUSINESSES), AND LABOR ORGANIZATIONS IN THE PLANNING, DEVELOPMENT, IMPLEMENTATION, AND EVALUATION OF CAREER AND TECHNICAL EDUCATION PROGRAMS IN YOUR STATE. (SECTION 122(C)(5))

Program oversight will take place at the statewide, regional, and programmatic levels. Statewide. The New Hampshire Advisory Council for Career and Technical Education will oversee CTE programs at the broadest level and include the greatest variety of stakeholders: parents, teachers, administrators, faculty, counselors, businesses, and labor. The Council will play a leadership role at the state level, focusing primarily on planning the future of CTE. The council will continue to watch economic and societal trends, anticipate workforce needs, and help or recommend priorities for CTE development in New Hampshire. Another form of statewide oversight of CTE programs will come from the New Hampshire Career and Technical Administrators (NHCTA). As its name implies, this body consists primarily of secondary and a representation of postsecondary administrators. NHCTA meets almost every month during the academic year and convenes a conference in the summer. Members of this organization have provided significant input into the Five-Year Plan through four action teams focusing on program improvement, rigorous academics, relationships between CTE at the secondary and postsecondary levels, and the needs of business and industry. Regional. Each of the 19 secondary CTE regions is overseen by an advisory council. The composition of these councils is defined by New Hampshire statute (cf. RSA 188: E), and each conducts its operations under a formal agreement. Each council oversees the secondary center or centers within its respective region. These councils review the performance and need for programs within regions, constantly receiving input from oversight panels at the programmatic level. Programmatic. At the most local level, each particular program is overseen by a committee composed of instructors, administrators, and representatives of business and industry. These committees will annually evaluate programs in the following areas: • alignment with industry standards, • curricula, • competency development, • assessments, facilities, and instructors, and • Integration of academic standards into competencies. During the next five years, the scope of advisory committee activity will expand. The increasing need for CTE programs to span the secondary and postsecondary levels of education will be met with new committees that include representation at both levels. These multi-level committees will be a natural outgrowth of the CPPOS's and provide better articulation to support career pathways. Statewide program advisory committees are also planned for the next five years. Statewide articulation agreements already exist in selected program areas and the statewide committees overseeing these areas will serve as models for statewide committees in other program areas.

7. THE STATE PLAN MUST DESCRIBE EFFORTS THAT THE ELIGIBLE STATE AGENCY AND ELIGIBLE RECIPIENTS WILL MAKE TO—

A. IMPROVE THE ACADEMIC AND TECHNICAL SKILLS OF STUDENTS PARTICIPATING IN CAREER AND TECHNICAL EDUCATION PROGRAMS, INCLUDING BY STRENGTHENING THE ACADEMIC AND CAREER AND TECHNICAL COMPONENTS

OF CAREER AND TECHNICAL EDUCATION PROGRAMS THROUGH THE
INTEGRATION OF ACADEMICS WITH CAREER AND TECHNICAL EDUCATION TO
ENSURE LEARNING IN—

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

The Department will continue to promote foundational academic, technical and workplace skill development at the middle school level. New Hampshire will help CTE educators and administrators to connect with middle school and high school educators in various academic content areas to provide career education information. The State will also work with middle schools to help students see closer connections between academic and technical processes. Academic assessments that meet accountability requirements of NCLB will be used to help students make better-informed decisions about high school coursework. As the Department develops new programs or updates competencies for existing programs, the core content of academic subject areas will be incorporated into these program competencies. Competencies will be crosswalked to the academic competencies for English/language arts, mathematics, and science. In the first year of the five-year planning period, models designed for literacy that meet state competency standards for core academic credit will be examined. The Math-in-CTE program will be adopted as a means of integrating more academic content into CTE. In year two the State will offer training to CTE center staff and high school staff on the suggested models which are most likely to meet the needs of high school students. New Hampshire will explore possibilities with pilot schools to test the implementation of technical writing and reading courses for years three through five. Currently, the New Hampshire Department of Education is implementing a Literacy Action Plan for the 21st Century to guide all districts in addressing literacy in every content area including CTE. Next year, the statewide initiative will focus on mathematics and numeracy, and a similar action plan will be developed and disseminated across the state. New Hampshire CTE staff will review additional options for integrating academic content into CTE. The highly qualified teacher requirements as outlined in New Hampshire's NCLB workbook provide opportunities for strengthening the academic content of CTE. Co-teaching opportunities will also be explored. Over the full five-year grant period, New Hampshire will support local secondary and postsecondary programs to develop CPPOS's in 15 career clusters across the state. A key component of CPPOS development will involve the identification of challenging academic coursework for students while in high school. Where appropriate, the State will use the CPPOS process as the basis for updating and developing written articulation agreements with postsecondary partners that may result in dual and/or advanced credit. The CPPOS will outline courses that will lead to certification and/or a degree at both the sub-baccalaureate and baccalaureate levels. The competency requirements under the New Hampshire standards for school approval will be used to continue strengthening CTE instruction. All program competencies will receive a complete review and be revised as needed to incorporate the 21st Century Skills. All CTE programs have state-approved competencies that were developed using national industry standards. To continually upgrade the CTE content of program competencies, each CTE program will have review committees composed of representatives of business and industry and faculty of

postsecondary programs to validate that the competencies are current and meeting industry standards. The Tech Prep consortia are charged with examining new and emerging technical programs for alignment with national standards. They will review CTE programs in New Hampshire and make recommendations for program improvement models that meet the needs of individual secondary CTE centers. The Tech Prep directors will work with the secondary centers to strengthen their programs to meet national standards. As part of the program design, each new or improved program will have a CPPOS outlining the courses that secondary students need to take in high school and the college program to which they will transition.

B. PROVIDE STUDENTS WITH STRONG EXPERIENCE IN, AND UNDERSTANDING OF, ALL ASPECTS OF AN INDUSTRY; AND

Familiarity with all aspects of industry will start at the middle school level, where the Department will continue to promote foundational academic, technical, and workplace skills. The State will help CTE educators and administrators connect with middle school and high school educators in various academic content areas to provide career education information. The competencies for each secondary CTE program include a core set of competencies that address the SCANS skills as well as all aspects of industry. Over the next several years, entrepreneurship standards will also be embedded in CTE program competencies. All aspects of industry are and will continue to be required elements of CTE program approval standards. Because all aspects of industry are part of the new program requirements, they will also be part of the periodic evaluations of secondary CTE centers and their programs; each program at a center will be held to the same standards as new programs, including adequate instruction in all aspects of industry.

C. ENSURE THAT STUDENTS WHO PARTICIPATE IN CAREER AND TECHNICAL EDUCATION PROGRAMS ARE TAUGHT TO THE SAME CHALLENGING ACADEMIC PROFICIENCIES AS TAUGHT TO ALL OTHER STUDENTS. (SECTION 122(C)(7)(A)-(C))

Regardless of whether they are enrolled in comprehensive high schools, approved charter schools, or approved home schooling programs, CTE students will also be held to the same challenging academic proficiencies as those taught to all other students. All program competencies will be evaluated to determine the extent to which academic content is incorporated into CTE. Results of these evaluations will be used to determine whether the program competencies already meet academic standards (i.e., Grade Span Expectations or GSE's) or whether further work is needed to bring closer alignment with the GSE's. The CPPOS's will also direct secondary students into challenging academic coursework that complements their CTE instruction. By recommending rigorous academic studies, the CPPOS will help students become better prepared for admission into postsecondary programs. The CPPOS documents will be individualized to the local schools/colleges such that students know State and local graduation standards as well as the specific academic courses needed to enter a postsecondary program. The identification of challenging academic courses while in high school will be critical to the CPPOS development. Where appropriate, the State will use the CPPOS development process as the basis for developing written articulation agreements with postsecondary partners that will result in dual and/or advanced credit. The CPPOS will outline rigorous courses that will lead to certification and/or a degree at both the sub-baccalaureate and baccalaureate levels. Reviews of CTE

student course taking will also be used to validate whether students are opting for the more rigorous instruction, or not.

8. THE STATE PLAN MUST DESCRIBE HOW THE ELIGIBLE STATE AGENCY WILL PROVIDE LOCAL EDUCATIONAL AGENCIES, AREA CAREER AND TECHNICAL EDUCATION SCHOOLS, AND ELIGIBLE INSTITUTIONS IN THE STATE WITH TECHNICAL ASSISTANCE. (SECTION 122(C)(15))

The Career Development Bureau within the New Hampshire Department of Education will offer technical assistance on a regular basis to all eligible recipients. Assistance will be provided through two means: • Recipient-based assistance—Department staff will serve as liaisons to provide technical assistance to all grant recipients, of which there are 28 secondary centers, one postsecondary consortium, and state institution(s) funded with State Leadership funds. Liaison responsibilities will include reviewing and approving annual applications for funding, assisting with new program development, and responding to issues that arise through various accountability mechanisms. Mid-year reports, final reports, and monitoring visit records will also be regularly reviewed by the liaisons. • Cluster-based assistance—Each educational consultant will be assigned the responsibility of facilitating the development of CPPOS's within the career clusters model. This will involve development of competencies, articulation agreements, and more generally, linkages between secondary schools and postsecondary institutions. The consultants will work with the Tech Prep directors to create programs in new and emerging occupational areas. In the event that technical assistance is needed for larger statewide issues, the Bureau will provide workshops, trainings, and conferences. In providing this technical assistance, the Bureau will partner with the Department's Statewide System of Support for School Improvement. This partnership is expected to expand capacity to deliver the technical assistance and bring the benefit of closer integration of CTE with instruction in the core academic content.

9. THE STATE PLAN MUST DESCRIBE HOW CAREER AND TECHNICAL EDUCATION IN YOUR STATE RELATES TO YOUR STATE'S AND REGION'S OCCUPATIONAL OPPORTUNITIES. (WIOA SECTION 122(C)(16))

The Tech Prep consortia will identify new and emerging curricula for the secondary CTE centers, a crucial part of which is identifying program areas that link with occupational opportunities. Three key criteria adopted by New Hampshire for developing new CTE programs—high-wage, high-demand, or high-skill—form the link between CTE programs and occupational opportunities. The sources of this information include: • High Wage: Economic and Labor Market Information, Long-Term Projections of Earnings, New Hampshire Employment Security; • High Demand: Economic and Labor Market Information, Long-Term Projections of Job Growth, New Hampshire Employment Security; Long-Term Projections, Industry Growth, New Hampshire Department of Economic Development; or • High Skill: Economic and Labor Market Information, Comparisons of Fastest Growing Occupations, New Hampshire Employment Security. This information will be used to base CTE programs in economic and labor growth in three areas:

- The CPPOS: As part of their responsibility for developing the CPPOS's, the Tech Prep directors will train CTE center staff in using labor and economic data to design and implement the plans.
- New Program Standards: All State will require that applications for new CTE programs demonstrate that the proposed program meets a market need. Eligible

recipients must demonstrate that they will provide high-wage, high-demand, or high-skill opportunities for students. • Center/Program Evaluations: Every five years, each secondary center and all of its programs are evaluated by the eligible agency. The programs must meet the same requirements as those met by new programs. Again, each program will be reauthorized if evidence of high-wage, high-demand, or high-skill opportunities for students can be provided.

10. THE STATE PLAN MUST DESCRIBE THE METHODS THE ELIGIBLE STATE AGENCY PROPOSES FOR THE JOINT PLANNING AND COORDINATION OF PROGRAMS CARRIED OUT UNDER THIS LEGISLATION WITH OTHER FEDERAL EDUCATION PROGRAMS. (SECTION 122(C)(17))

Career and Technical Education is housed within the Division of Career Technology and Adult Learning at the New Hampshire Department of Education. WIA Title II Youth programs are also housed in this division. The Bureau of Career Development partners on several Department of Education initiatives or programs such as the following: • Youth Visions, a federal Department of Labor initiative to serve the neediest youth; • Dropout prevention and recovery efforts, as evidenced through the Jobs for New Hampshire Graduates programs; • Adult Education programs that receive federal and state funding; • The Youth Council of the New Hampshire Workforce Opportunity Council; • The No Child Left Behind Act overseen by the Division of Instruction within the New Hampshire Department of Education. CTE is part of the accountability system within the New Hampshire Department of Education and provides outcome data for the mandatory federal and state Report Card. CTE teachers undergo reviews to be deemed highly qualified if they are teaching core content for academic credit as required under the provisions of NCLB. The Department is undergoing significant changes in secondary education. Innovative educational programs are being developed to help all students complete high school by following a national model of career and technical integration with core academics, linked to the 21st Century Skills work of the Conference Board and the work of Mark Tucker and the National Skills Standards Board. New state standards have been developed that require all secondary programs to be competency based. The compulsory age of school attendance has been raised to age 18. The Department is developing and funding alternative or innovative education programs anchored in secondary CTE centers. Some of this funding is through Department of Labor WIA funds. Finally, the Division of Career Technology and Adult Learning at the New Hampshire Department of Education houses Vocational Rehabilitation Services and works on transition plans for all students who leave secondary programs.

11. THE STATE PLAN MUST PROVIDE A DESCRIPTION AND THE INFORMATION SPECIFIED “IN SUBPARAGRAPHS (B) AND (C)(III) OF SECTION 102(B)(2), AND, AS APPROPRIATE, SECTION 103(B)(3)(A), AND SECTION 121(C), OF THE WORKFORCE INNOVATION AND OPPORTUNITY ACT (PUBLIC LAW 113-128) CONCERNING THE PROVISIONS OF SERVICES ONLY FOR POSTSECONDARY STUDENTS AND SCHOOL DROPOUTS. (SECTION 122(C)(20))

The administration of vocational rehabilitation, adult education, apprenticeship training, WIA Title II Youth Programs and career and technical education are centralized under the Division of Career Technology and Adult Learning within the NH Department of Education.

Program administrators within the Division meet monthly to discuss how these programs interface with one another, and how resources intended for common purposes can be better leveraged to ensure coordination and non—duplication of programs and services. With the passage of SB 18 legislation requiring all students to stay in secondary school until age 18, the Division has added Alternative Education Program staff to work with the various partners named above. This enables the department to coordinate dropout prevention and credit recovery programs for those youth who have traditionally been served by the WIA Youth programs and facilitate access to other adult education programs. NH has also created a P—16 Council which meets quarterly. The charge from the Governor to the Council is to “communicate and collaborate across the elementary, secondary, and post—secondary education sectors to encourage students to stay in school improve their academic performance and to raise aspirations leading to enrolment in colleges and universities.” The Commissioner of Education and the President of the Workforce Opportunity Council are both members of this council, ensuring communication as required in this section.

PROGRAM ADMINISTRATION

1. THE STATE PLAN MUST PROVIDE A WEB LINK TO THE ELIGIBLE STATE AGENCY’S LOCAL APPLICATIONS OR PLANS FOR SECONDARY AND POSTSECONDARY ELIGIBLE RECIPIENTS, WHICH WILL MEET THE REQUIREMENTS IN SECTION 134(B) OF THE ACT.

Guides for the annual secondary funding application and for the five-year plan are provided in Appendix H. Guides for the annual postsecondary funding application and for the five-year plan appear in Appendix I.

2. THE STATE PLAN MUST PROVIDE A DESCRIPTION OF THE STATE’S GOVERNANCE STRUCTURE FOR CAREER AND TECHNICAL EDUCATION.

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

Governor and Executive Council State Board of Education Department of Education Division of Career, Technology and Adult Learning Career Development Bureau Post-secondary Consortium Tech Prep Consortia Secondary Regions Correctional Institutions Community and Technical College System, 7 campuses Thompson School at UNH Five Consortia Secondary Regions, 27 centers Two Institutions

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

3. THE STATE PLAN MUST PROVIDE A DESCRIPTION OF THE ROLE OF POSTSECONDARY CAREER AND TECHNICAL EDUCATION IN THE ONE-STOP CAREER CENTER DELIVERY SYSTEM ESTABLISHED BY TITLE I OF WIOA.

The Community College System of New Hampshire is a partner in One-Stop center activities. The colleges will have a representative seated on all councils overseeing local One-Stop activities. Under this leadership, postsecondary institutions will provide services in three ways: • Participating in weekly orientations for all One-Stop clients, once eligibility for WIA support has been determined. At these orientations, clients will learn of their benefits and rights, including opportunities for postsecondary instruction. • Providing instruction to WIA clients with tuitions paid out of WIA funds. This support will not be limited to tuition payments, but may include funds to help clients overcome financial barriers such as expenses for transportation, childcare, and textbooks. • Hosting an annual career fair for clients on the college campus.

III. PROVISION OF SERVICES FOR SPECIAL POPULATIONS

1. YOU MUST DESCRIBE YOUR PROGRAM STRATEGIES FOR SPECIAL POPULATIONS LISTED IN SECTION 3(29) OF THE ACT, INCLUDING A DESCRIPTION OF HOW INDIVIDUALS WHO ARE MEMBERS OF THE SPECIAL POPULATIONS—

A. WILL BE PROVIDED WITH EQUAL ACCESS TO ACTIVITIES ASSISTED UNDER THE ACT.

New Hampshire will require eligible recipients to provide equal access to activities under the Act. The recommended method is to continue using equity committees established for this purpose, following guidance developed by the State (see Appendix J, Special Populations Guidance). If eligible recipients seek an alternative to the equity committee, they may submit plans to accomplish the same activities as the equity committees through other means, including details such as personnel responsibilities for implementing the plans and equity based activities that will be accomplished. The plans submitted by eligible recipients will be reviewed by CTE consultants prior to approval. During the annual monitoring visits grantees will be reviewed to determine whether the plan for special populations' services is being carried out. The monitoring guide used for the monitoring visits has been revised by bureau staff to include review of equity activities.

B. WILL NOT BE DISCRIMINATED AGAINST ON THE BASIS OF THEIR STATUS AS MEMBERS OF SPECIAL POPULATIONS; AND

In each application for funds, eligible recipients will be required to provide a copy of the nondiscrimination statement that is used by the eligible recipient's school, college, or district. Recommended language for such statements is provided in Appendix J. In addition to the recommended nondiscrimination statement, a number of reviews and monitoring visits will be conducted to prevent discrimination against students in special populations. These reviews will include the following: • Each equity committee's activities, as part of the yearly monitoring visits; • Grantee reports on their equity committee's activities which are then reviewed by each recipient's state liaison and the Career Development Bureau's equity consultant; • Safe school data regarding number of complaints and an on-site review of specific centers through the Office for Civil Rights monitoring process; • Performance data on the performance of special populations broken out by center and program to determine

where strategies are needed to help students meet performance goals. A major aspect of this process that will change with the new legislation is the inclusion of the three categories of protected populations identified by the NCLB Act which are not included in the reauthorized Perkins Act: sex, race, and migrant status.

C. WILL BE PROVIDED WITH PROGRAMS DESIGNED TO ENABLE THE SPECIAL POPULATIONS TO MEET OR EXCEED STATE ADJUSTED LEVELS OF PERFORMANCE, AND HOW YOU WILL PREPARE SPECIAL POPULATIONS FOR FURTHER LEARNING AND FOR HIGH-SKILL, HIGH-WAGE, OR HIGH-DEMAND OCCUPATIONS. (SECTION 122(C)(9)(A)-(C))

New Hampshire has included in the application for Perkins funding a requirement that each recipient address how they will offer programs that lead to high-skill, high-wage, or high-demand occupations. The new program approval process will be modified by the Bureau of Career Development to include investigation and verification of whether proposed programs represent a career opportunity in high-wage, high-skill, or high-demand occupations. Failure to adequately address the services and supports for students from special populations will prevent approval of the program by the Department, thereby prohibiting the use of Perkins funds to support the program until it receives approval. When proposed programs are not approved, technical assistance will be available for eligible recipients to develop strategies for improving services for students from special populations. To ensure that all students can access programs that lead to careers with high skills, high wages, or that are in high demand, local recipients will be reviewed for the performance of their special population students. The Career Development Bureau will report on how students from each of the special populations perform on the indicators. Each local recipient will use disaggregated data to identify poorly performing special population subgroups and generate remediation plans, where needed, to ensure that students in special populations are meeting or exceeding the state (or local) performance goals. Accountability for the performance of special population subgroups will comply with the minimal threshold “cell sizes” as approved in New Hampshire’s plan for implementing NCLB.

2. YOU MUST DESCRIBE HOW YOU WILL ADEQUATELY ADDRESS THE NEEDS OF STUDENTS IN ALTERNATIVE EDUCATION PROGRAMS, IF YOU HAVE SUCH PROGRAMS. (SECTION 122(C)(14))

Alternative education programs include those offerings for students who have disabilities that interfere with their education. In New Hampshire all students with disabilities can access the regular career and technical education programs. The State does not support or offer separate career programs. Since the passage of SB 18, NH has embarked on a new opportunity for students identified at risk for dropping out of secondary school. All students are now required to remain in secondary school until age 18. For those students who cannot attend and succeed in a regular secondary program, the State has developed Alternative Education following Richard DuFour’s concept of triaging service. See Appendix K. The state has a number of federal programs whose primary purpose may not be dropout prevention but whose clientele may be students who are or were at risk of dropping out. Several agencies including the department and the Workforce Innovation Board and its Youth Council have worked to prioritize the dropout problem and ensure that these federal programs do address the needs of students at risk. These Alternative Education

opportunities are anchored in our regional career and technical education system. In order to receive tuition and transportation assistance through the state's grant program (funded with state revenue), the program must be part of the regional system. This will ensure that students are able to access the same career and technical education offerings that are available to all students if they choose to make a career education part of their alternative plan. NH has adopted a "Follow the Child" model which looks at the needs of each student in four domains, personal, social, physical, and academic. School districts are expected to develop the whole child so that they are ready to take their place in society as contributing members of the community and the workforce. Alternative Education also looks at those aspects when an at risk student develops a Personalized Learning Plan. At risk students may or may not be members of special populations as defined under the Perkins Act.

3. DESCRIBE HOW FUNDS WILL BE USED TO PROMOTE PREPARATION FOR HIGH-SKILL, HIGH-WAGE, OR HIGH-DEMAND OCCUPATIONS AND NON-TRADITIONAL FIELDS. (SECTION 122(C)(18))

There are four ways that New Hampshire will promote preparation for high-skill, high-wage, or high-demand occupations and nontraditional fields. • Secondary CTE centers and postsecondary institutions will partner with the Tech Prep directors in developing CPPOS's in 15 career clusters by the end of the five-year cycle. To assist recipients in this endeavor, the Bureau of Career Development is joining forces with Tech Prep to offer material support in the form of liaison engagement, research, acquisition of new and emerging occupation materials, and regional conferences to share information and resources. • Work groups will be convened to discuss new and emerging nontraditional occupations based on labor market data that can inform program offerings at the secondary CTE centers. These teams will include CTE directors, state personnel, and Tech Prep directors and will facilitate the gathering of data on high-skill, high-wage, or high-demand occupations, with a focus on nontraditional fields. • The Department's data reporting system will sort data to include all the subsets of the special population categories in addition to the three categories required under NCLB - sex, race and migrant status. The State will determine how well the secondary CTE centers or programs allow special populations to access CTE. • And finally, the State will engage secondary CTE centers both when applying for grants and seeking new program approval. New programs will comply with the high-skill, high-wage, or high-demand standards. Eligible recipients applying for Perkins support or new program approval must address the needs of special populations per Perkins law, including students in nontraditional programs. To support the development of and interest in creating nontraditional programs offering high-skill, high-wage potential, and the critical student enrollments into such programs, each recipient is required to address equity issues in their centers, either through the existence of a formal equity committee charged with oversight on this subject, or through other less formal but equally as important methods designed by the individual recipients. The Monitoring Guide has been revised to include verification of equity activities for each recipient. This requirement will potentially generate requests for material and professional development needs which will be addressed by the State's equity coordinator and other appropriate individuals.

4. YOU MUST DESCRIBE HOW FUNDS WILL BE USED TO SERVE INDIVIDUALS IN STATE CORRECTIONAL INSTITUTIONS. (SECTION 122(C)(19))

Each year the State issues a request for proposals (RFP) to grant up to one percent of Title I funds to support programs that serve individuals in state correctional institutions. The State promotes the availability of these funds by targeting specific potential recipients and advertises generally in hopes of casting the net as wide as possible for recipients to apply. Within the RFP itself, there are criteria to be met for a successful proposal. One of the criteria to be added to the RFP will be a requirement to address sex equity parity for both male and female populations. The State has encountered a lack of such parity in the past and has attempted through its approval process to remedy this. A more formal requirement will be instituted during this five-year cycle. Thus the State's two goals for this five-year cycle are to increase the variety of eligible recipients and facilitate parity between the sexes.

5. YOU MUST DESCRIBE HOW YOU WILL REQUIRE EACH APPLICANT FOR FUNDS TO INCLUDE IN ITS APPLICATION A DESCRIPTION OF THE STEPS THE APPLICANT PROPOSES TO TAKE TO ENSURE EQUITABLE ACCESS TO, AND PARTICIPATION IN, ITS FEDERALLY-ASSISTED PROGRAM FOR STUDENTS, TEACHERS, AND OTHER PROGRAM BENEFICIARIES WITH SPECIAL NEEDS AS CONTAINED IN SECTION 427(B) OF THE GENERAL EDUCATION PROVISIONS ACT AS AMENDED. FOR FURTHER GUIDANCE AND EXAMPLES, SEE THE NOTICE TO ALL APPLICANTS AT [HTTP://WWW.ED.GOV/FUND/GRAN/APPLY/APPFORMS/GEPA427.DOC](http://www.ed.gov/fund/gran/apply/appforms/gepa427.doc)

Eligible recipients must ensure that they will address issues of access, including: • holding activities in accessible locations, • requesting in advance if Braille or signing are needed for visual or hearing disabilities, • targeting recruitment to underserved populations in their languages, and • encouraging and supporting nontraditional participation in offered activities. The State already requires eligible recipients to sign assurances complying with various federal and state requirements, including civil rights requirements. The additional requirement to respond to the General Education Provisions Act, section 427, will be added to those assurances, as applicable. Technical assistance from the State's equity coordinator will be available to help eligible recipients with specific needs, as appropriate.

IV. ACCOUNTABILITY AND EVALUATION

In addition to the narrative information provided below, you must submit your measurement definitions (Items 3 and 11 below) and proposed performance levels (Items 5 and 11 below) for the upcoming program year using the link to the Perkins State Plan Portal below.

A. STATUTORY REQUIREMENTS

1. YOU MUST DESCRIBE PROCEDURES YOU WILL USE TO OBTAIN INPUT FROM ELIGIBLE RECIPIENTS IN ESTABLISHING MEASUREMENT DEFINITIONS AND APPROACHES FOR THE CORE INDICATORS OF PERFORMANCE FOR CAREER AND TECHNICAL EDUCATION STUDENTS AT THE SECONDARY AND POSTSECONDARY LEVELS, AS WELL AS FOR ANY OTHER ADDITIONAL INDICATORS OF PERFORMANCE IDENTIFIED BY THE ELIGIBLE AGENCY. (SECTION. 113(B)(1)(A)-(B), SEC. 113(B)(2)(A)-(C))

Secondary eligible recipients will provide input on measurement definitions and approaches through a Program Improvement Action Team. The team has provided

recommendations for the Transition Plan and the Five-Year Plan and will continue in this role for the duration of the five-year planning period. The postsecondary eligible recipient will provide input on performance indicator definitions and approaches in the same manner as was used under Perkins III. Because there is only one postsecondary eligible recipient, input will be provided directly into the state-level negotiations with the US Department of Education, instead of communicating recommendations through an action team as is done by the secondary recipients.

2. YOU MUST DESCRIBE THE PROCEDURES YOU WILL USE TO OBTAIN INPUT FROM ELIGIBLE RECIPIENTS IN ESTABLISHING A STATE ADJUSTED LEVEL OF PERFORMANCE FOR EACH OF THE CORE INDICATORS OF PERFORMANCE FOR CAREER AND TECHNICAL EDUCATION STUDENTS AT THE SECONDARY AND POSTSECONDARY LEVELS, AS WELL AS STATE LEVELS OF PERFORMANCE FOR ANY ADDITIONAL INDICATORS OF PERFORMANCE IDENTIFIED BY THE ELIGIBLE AGENCY. (SECTION 122(C)(10)(A), SEC. 113(B)(3)(B))

The Program Improvement Action Team will also provide input from the secondary eligible recipients. The input to be solicited from eligible recipients at the secondary level will depend on the indicator and the availability of trend information. Secondary Indicators: • Little input will be sought on the three secondary indicators based on NCLB requirements, since revisions of these performance goals are nonnegotiable. • Eligible recipients will be invited to provide input on both of the nontraditional indicators. Any recommendations from recipients, however, will need to address the fact that the three years of trends for these two indicators already exist and that these trends will be used for setting a baseline. • Eligible recipients will be consulted on methods of gathering information for two indicators: Technical Skills Attainment and Student Placement. Assessments of technical skills will change over the course of the five years, moving from state competencies and local assessments to industry certifications and independent assessments. At issue with the Placement indicator is whether placement information will be obtained through data matches or follow-up surveys. After reviews of these options, the secondary eligible recipients will again offer recommendations to the eligible agency. Postsecondary Indicators: Input on postsecondary indicators will be obtained through a simpler process than secondary input because there is only one eligible recipient. Input will be provided directly into the state-level negotiations with the US Department of Education, instead of communicating recommendations through an action team as is done by the secondary recipients. Input and recommendations will be received by the State prior to negotiations over the Final Agreed upon Performance Levels with the Office of Vocational and Adult Education (OVAE) in the US Department of Education.

3. IDENTIFY, ON THE FORMS IN PART C OF THIS GUIDE, THE VALID AND RELIABLE MEASUREMENT DEFINITIONS

You must identify, on the forms in Part C of this guide, the valid and reliable measurement definitions and approaches that you will use for each of the core indicators of performance for career and technical education students at the secondary and postsecondary/adult levels, as well as any additional indicators of performance identified by the eligible agency, that are valid and reliable. You must describe how your proposed definitions and measures are valid and reliable. (Section 113(b)(2)(A)-(B)) Section 113(b) of the Act describes the

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

4. YOU MUST DESCRIBE HOW, IN THE COURSE OF DEVELOPING CORE INDICATORS OF PERFORMANCE AND ADDITIONAL INDICATORS OF PERFORMANCE, YOU WILL ALIGN THE INDICATORS, TO THE GREATEST EXTENT POSSIBLE, SO THAT INFORMATION SUBSTANTIALLY SIMILAR TO THAT GATHERED FOR OTHER STATE AND FEDERAL PROGRAMS, OR FOR ANY OTHER PURPOSE, IS USED TO MEET THE ACT'S ACCOUNTABILITY REQUIREMENTS. (SECTION 113(B)(2)(F))

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

The State will link the CTE database with the state database that is in place and used for reporting NECAP results in compliance with NCLB, wherever possible. If Free and Reduced Lunch information is available, the State will attempt to align with data from that database. All avenues to link databases to retrieve information already reported to the State for other Federal programs will be researched and used wherever possible. New Hampshire has a common database called i4see that houses all LEA information. CTE data will be integrated into this system. At the postsecondary level, data from the National Clearinghouse will be used to report performance on the Student Placement indicator.

5. PROVIDE, FOR THE FIRST TWO YEARS COVERED BY THE STATE PLAN, PERFORMANCE LEVELS

You must provide, for the first two years covered by the State plan, performance levels for each of the core indicators of performance, except that States submitting one-year transition plans are only required to submit performance levels for part of the indicators as discussed above. For performance levels that are required, the States' performance levels, at a minimum, must be expressed in a percentage or numerical form, so as to be objective, quantifiable, and measurable; and require the State to continually make progress toward improving the performance of career and technical education students. (Section 113(b)(3)(A)(i)-(II)) Section 113(b)(2) of the Perkins Act requires a State to develop valid and reliable core indicators of performance, to propose performance levels in its State plan, and to reach agreement with the Department on "adjusted performance levels" for each of the core indicators. In so doing, the Perkins Act prescribes the measures that a State must use for some of the core indicators.

A. PERKINS ACT REQUIRES A STATE TO MEASURE CAREER AND TECHNICAL EDUCATION

(a) Section 113(b)(2)(A)(i) of the Perkins Act requires a State to measure career and technical education students' attainment of "challenging academic content standards" and "student academic achievement standards" that a State adopted pursuant to section 1111(b)(1) of the ESEA. The Perkins Act further requires a State use its State's academic assessments (i.e. the State's reading/language arts and mathematics tests) implemented under section 1111(b)(3) of the ESEA to measure career and technical education students' attainment of these State standards. Thus, a State's core indicators must include career and technical education students' proficiency in reading/language arts and mathematics as measured under 1111(b)(1) and (3) of the ESEA. Accordingly, under the Perkins Act, a State must report the number or percent of its career and technical education students who score at the proficient level or above on the State's assessments in reading/language arts and mathematics administered under the ESEA to measure the academic proficiency of secondary career and technical education students against the ESEA standards. To measure attainment of these standards, a State must develop and reach agreement with the Department on "adjusted performance levels," which constitute the State's performance targets for a program year. Permissible targets (i.e. "adjusted performance levels") would be a State's "annual measurable objectives" (AMOs) from its State's ESEA accountability workbook. (To ensure that a State's schools are making "adequate yearly progress" (AYP) as required under section 1111(b)(2)(A) of the ESEA, section 1111(b)(2)(G) of the ESEA requires a State to establish Statewide AMOs, which identify a single minimum percentage of students who are required to meet or exceed the proficient level on the State's academic assessments each year.) Under the Perkins Act, a State may propose different performance levels (targets) instead of its AMOs as discussed below.

B. STATE TO IDENTIFY A CORE INDICATOR TO MEASURE FOR ITS CAREER AND TECHNICAL EDUCATION

Section 113(b)(2)(A)(iv) of the Perkins Act requires a State to identify a core indicator to measure for its career and technical education students at the secondary level "student graduation rates (as described in section 1111 (b)(2)(C)(vi) of the (ESEA))." Thus, a State must report the number or percent of its career and technical education students whom the State includes as graduated in its graduation rate described under the ESEA. To ensure that a State's schools are making AYP as required under section 1111(b)(2)(A) of the ESEA, some States have established Statewide targets for graduation rates under section 1111(b)(2)(C)(vi), and others States have defined AYP only to require improvement in the graduation rate each year. The Department strongly encourages your State to reach agreement on "adjusted performance levels" required under section 113 of the Perkins Act for the core indicators discussed in (a) and (b) above that are the same as your State's AMOs or targets that your State adopted to ensure that your State's schools are making AYP as required under section 1111(b)(2) of the ESEA. However, as noted above, your State may not have established targets for graduations rates under the ESEA, or your State may wish to propose performance levels for these core indicators that are different from your State's targets. If so, your State must provide baseline data using your State's most recent year's achievement data or graduation rate under the ESEA, propose performance levels, and reach agreement with the Department on "adjusted performance levels." (The Secretary is considering whether to issue regulations requiring a State to agree to "adjusted

performance levels” under the Perkins Act that are the same as the State’s AMOs or targets for graduation rate under the ESEA. If the Secretary decides to regulate on this issue and adopts final rules, a State may be required to amend its State plan.

6. YOU MUST DESCRIBE YOUR PROCESS FOR REACHING AGREEMENT ON LOCAL ADJUSTED LEVELS OF PERFORMANCE IF AN ELIGIBLE RECIPIENT DOES NOT ACCEPT THE STATE ADJUSTED LEVELS OF PERFORMANCE UNDER SECTION 113(B)(3) OF THE ACT AND ENSURING THAT THE ESTABLISHED PERFORMANCE LEVELS WILL REQUIRE THE ELIGIBLE RECIPIENT TO CONTINUALLY MAKE PROGRESS TOWARD IMPROVING THE PERFORMANCE OF CAREER AND TECHNICAL EDUCATION STUDENTS. (SECTION 113(B)(4)(A)(II); SEC. 122(C)(10)(B))

New Hampshire will use AMO’s (see Part C: Accountability Forms II, FAUPL). Part C is found in Appendix M. New Hampshire will use the AMO’s approved under NCLB. Once state-level performance goals have been established through negotiations with USED, the State will propose performance goals to each eligible recipient. Performance goals for recipients will cover time periods of one or two years, depending on the time periods negotiated with USED. After receiving these proposed performance goals, each eligible recipient will have the opportunity to accept these goals or negotiate with the State for lower performance goals on one or more core indicator(s). As described in the response to the next planning requirement, an eligible recipient may initiate negotiations by submitting a request, in writing, to the State Director of Career and Technical Education. After reviewing the request, the State Director will decide whether to approve or deny the request. If the request is denied by the State Director, the eligible recipient may appeal to the director of the Division of Career Technology and Adult Learning, and ultimately to the commissioner of Education. At no time will the negotiations continue beyond the start date of the grant period.

7. YOU MUST DESCRIBE THE OBJECTIVE CRITERIA AND METHODS YOU WILL USE TO ALLOW AN ELIGIBLE RECIPIENT TO REQUEST REVISIONS TO ITS LOCAL ADJUSTED LEVELS OF PERFORMANCE IF UNANTICIPATED CIRCUMSTANCES ARISE WITH RESPECT TO AN ELIGIBLE RECIPIENT. (SECTION 113(B)(4)(A)(VI))

If unanticipated circumstances that may adversely affect performance arise, recipients may submit a request, in writing, to the State Director of CTE, to open negotiations for establishing new performance goals on any indicator. The request will need to describe: • The circumstances necessitating the request; • How the circumstances are unique and not expected to be repeated; • Proposed new goals with a rationale for these new goals. The State Director of CTE will have the discretion to either grant or deny the request to open negotiations. The State Director of CTE will issue a policy bulletin informing the local recipients of the option to negotiate, time lines, and criteria for submission/approval/rejection.

8. YOU MUST DESCRIBE HOW YOU WILL REPORT DATA RELATING TO STUDENTS PARTICIPATING IN CAREER AND TECHNICAL EDUCATION PROGRAMS IN ORDER TO ADEQUATELY MEASURE THE PROGRESS OF THE STUDENTS, INCLUDING SPECIAL POPULATIONS AND STUDENTS PARTICIPATING IN TECH PREP PROGRAMS, IF APPLICABLE, AND HOW YOU WILL ENSURE THAT THE DATA

REPORTED TO YOU FROM LOCAL EDUCATIONAL AGENCIES AND ELIGIBLE INSTITUTIONS, AND THE DATA THAT YOU REPORT TO THE SECRETARY, ARE COMPLETE, ACCURATE, AND RELIABLE. (SECTION 122(C)(13); SECTION 205).

The Follow the Child initiative in New Hampshire focuses on the need to measure the educational progress of each student. Data gathered on CTE students' performance will support this initiative and provide a rich source of information for following the progress of each CTE student. A new data collection system is planned which will link the CTE database with that used to store NECAP results required by NCLB. This linkage will eliminate a tremendous amount of duplication of data entry and will assure that each student's data is accurate as reported by NECAP for accountability purposes under NCLB. Updates to data will be maintained by the NECAP system. Academic attainment will be provided through this system as well as graduation rates. In addition, performance data on special populations will be gleaned from the NECAP system, which will eliminate the need for CTE personnel to make these duplicative identifications. Data relating to students participating in career and technical education programs will be collected three times a year. The first submission of data will be done in October, with the second semester reported in March. Final data submission will be performed in June at the end of the school year cycle. Monitoring visits of each CTE center will occur annually. The visits will include a verification of enrollments reported, including a sampling of identified special populations. A sampling of programs at each CTE center will have curricula reviewed to assure alignment with program competencies. New Hampshire is collaborating with other New England states to generate performance data that is valid, reliable, and complete, focusing mostly on the Technical Skills Attainment indicator at the secondary level. Strategic assistance and recommendations will also be provided to the New England consortium by MPR, Incorporated, under the sponsorship of the Office of Vocational and Adult Education within the US Department of Education.

9. YOU MUST DESCRIBE HOW YOUR STATE PLANS TO ENTER INTO AN AGREEMENT WITH EACH CONSORTIUM RECEIVING A GRANT UNDER PERKINS IV TO MEET A MINIMUM LEVEL OF PERFORMANCE FOR EACH OF THE PERFORMANCE INDICATORS DESCRIBED IN SECTION 113(B) AND 203(E). (SECTION 204(E)(1))

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

10. YOU MUST DESCRIBE HOW YOU WILL ANNUALLY EVALUATE THE EFFECTIVENESS OF CAREER AND TECHNICAL EDUCATION PROGRAMS, AND DESCRIBE, TO THE EXTENT PRACTICABLE, HOW YOU ARE COORDINATING THOSE PROGRAMS WITH OTHER FEDERAL PROGRAMS TO ENSURE NONDUPLICATION. (SECTION 122(C)(8))

Performance data gathered from each local recipient will be used to annually evaluate the effectiveness of CTE programs. Final reports will require recipients to address whether the planned activities, which are related to program improvement, benefited performance or not. If the activities do not bring performance up, an explanation will be required, especially if the local recipient intends to continue with the same or a similar activity. If program improvement cannot be demonstrated, the activity will not be approved. One new quantitative measure of program effectiveness will be the use of Accuplacer assessments to ensure the math and English skills taught in the programs meet the academic standards being set by the NECAP assessments. Technical assistance and sanctions required by NCLB are district-based and relate to the needs of the schools within the district. Students who participate in regional CTE programs come from many districts and thus the regional centers are not specifically engaged in the NCLB improvement planning except for their own home district. This limitation on planning improvements only applies to accountabilities aligned with NCLB.

STATES SUBMITTING ONE-YEAR TRANSITION PLANS

Except as noted above with respect the States submitting one-year transition plans, you must provide all the information requested on the forms provided in Part C of this guide to report accountability data annually to the Secretary under section 113(c)(1)-(2), including:

A. THE STUDENT DEFINITIONS THAT YOU WILL USE FOR THE SECONDARY CORE INDICATORS OF PERFORMANCE AND THE POSTSECONDARY/ADULT CORE INDICATORS OF PERFORMANCE;

B. BASELINE DATA FOR THE CORE INDICATORS OF PERFORMANCE UNDER SECTION 113(B)(2) USING DATA FROM THE MOST-RECENTLY COMPLETED PROGRAM YEAR, EXCEPT THAT, FOR THE INDICATORS FOR WHICH YOUR STATE MUST USE YOUR STATE'S STANDARDS, ASSESSMENT, AND GRADUATION RATES ADOPTED UNDER TITLE I OF THE ESEA, IF YOUR STATE CHOOSES TO USE ITS AMOS AND TARGETS UNDER THE ESEA, YOU WILL NOT NEED TO SUBMIT BASELINE DATA; AND

C. PROPOSED PERFORMANCE LEVELS AS DISCUSSED ABOVE, EXCEPT THAT, FOR THE INDICATORS FOR WHICH YOUR STATE MUST YOUR STATE'S STANDARDS, ASSESSMENTS, AND GRADUATION RATES ADOPTED UNDER TITLE I OF THE ESEA, IF YOUR STATE CHOOSES TO USE ITS AMOS AND TARGETS UNDER THE ESEA, YOU WILL ONLY HAVE TO CONFIRM THIS INFORMATION WITH YOUR OCTAE REGIONAL ACCOUNTABILITY SPECIALIST. UPON YOUR REQUEST, THE REGIONAL ACCOUNTABILITY SPECIALIST WILL PRE-POPULATE THE FORMS IN PART C WITH YOUR STATE'S AMOS AND TARGETS FOR THE 2007-08 AND 2008-09 PROGRAM YEARS AND SEND THE FORMS FOR YOU TO FINISH COMPLETING.

2. YOU MUST IDENTIFY THE PROGRAM AREAS FOR WHICH THE STATE HAS TECHNICAL SKILL ASSESSMENTS, THE ESTIMATED PERCENTAGE OF CTE STUDENTS WHO TAKE TECHNICAL SKILL ASSESSMENTS, AND THE STATE'S PLAN FOR INCREASING THE COVERAGE OF PROGRAMS AND STUDENTS REPORTED IN FUTURE PROGRAM YEARS.

See Part C: Accountability Forms II, FAUPL. Part C is found in Appendix M. New Hampshire's strategy for introducing quality assessments of student technical skills cannot be projected much beyond the second or third year of the five years that this plan will be in effect. While New Hampshire's plan involves concrete, specific steps toward the introduction of these assessments, developments at the regional or national level could suggest a different course of action in the coming years. Regardless of the eventual path New Hampshire takes in implementing the assessments, a critical guiding principle is that students will not have to pay for the assessments either at the secondary or postsecondary level. As a result the assessments may not meet the "gold" standard. Beyond this guiding principle, the State will use the first two to three years of the next five years to find available and appropriate assessments for all 52 secondary CTE programs in the State. During the first year, New Hampshire will begin by finding and contacting states that already have extensive assessment systems in place. These might include Virginia, Arizona, North Carolina, Texas, and Georgia. Through these contacts the State will identify assessments that can be fully adopted or adapted to suit New Hampshire's requirements. By the end of the second year, at least ten programs will be chosen for implementation of the technical skills assessments. At the start of year two, a schedule of implementation will be established, where assessments for ten programs will be chosen for implementation each year. At the end of the second year and into year three, the five-year schedule of ten programs each year will be reviewed and modified as needed. The strategy and pace of implementing technical skills assessments will be influenced by developments at regional and national levels. Over the next several years, New Hampshire will participate in a multi-state project in New England that will address many of the same assessment issues. This coalition of states is currently seeking technical assistance from OVAE for the first year. This assistance is expected to help all six states develop a strategy for collaboration within the coalition, finding which areas of assessment may be shared, adopted, or adapted. The inspiration for this multi-state initiative is the New England Common Assessment Program where the academic assessments complying with NCLB requirements are shared by New Hampshire, Vermont, and Rhode Island. National developments are also expected to influence New Hampshire's work over the next few years. Guidance is expected to be released by OVAE within the next year that will most likely clarify key assessment issues in New Hampshire. The project jointly planned by OVAE, NASCTEC, and ACTE to develop a national database of test-item assessments may also prove significant, particularly if this project results in assessments that may be shared at no cost to the states or to individual students. Finding postsecondary assessments of technical skills will be much more challenging. Although there may be numerous assessments available and appropriate for the postsecondary level, virtually all assessments will be difficult to implement, either because they require that students and/or postsecondary institutions pay for the assessments, or the assessments do not allow for meaningful accountability evaluation. Because of these serious limitations, the measure of postsecondary student success will be the completion of programs.

V. TECH PREP PROGRAMS

As noted above, Congress eliminated a separate allocation for Title II, Tech Prep under Perkins IV in the 2011 Continuing Resolution. States are not required to provide or revise this Section V, Tech Prep Programs, unless your State chooses to do so.

A. STATUTORY REQUIREMENTS

1. DESCRIBE THE COMPETITIVE BASIS OR FORMULA YOU WILL USE TO AWARD GRANTS TO TECH-PREP CONSORTIA. (SECTION 203(A)(1))

For the first two years of the five-year planning period, New Hampshire will retain 100% of all Title II funds for Tech Prep programs and not merge some or all Title II funds with the Title I funds. This funding segregation will be reviewed by the close of Year Two. Depending on the results of this review, Tech Prep funds may be merged in part or in whole with Title I funds, or the Tech Prep funds may remain separate. During the first two years, funds will be granted on a formula basis among four consortia. Funds will be distributed on the basis of negotiated assignments and work. Prior to the grant period, each consortium will negotiate with the Career Development Bureau the work that the consortium will complete during the grant period. Consortium responsibilities will include developing programs within career clusters, promoting best practices, and establishing working relationships with staff within the New Hampshire Department of Education.

2. YOU MUST DESCRIBE HOW YOU WILL GIVE SPECIAL CONSIDERATION TO APPLICATIONS THAT ADDRESS THE AREAS IDENTIFIED IN SECTION 204(D). (SECTION 204(D)(1)-(6))

(Sec 204(d)(1)) When applying for Tech Prep funds, the consortia will be required to address the development of articulation agreements within the career clusters under their purview. Emphasis will be placed on ensuring that students can access dual-credit options while in high school and have access to a plan of study that outlines the courses they need to take to successfully enter postsecondary programs on completion of their secondary program. (Sec 204(d)(2)) All Tech Prep consortia must include business/industry and higher education representation that are prepared to review all materials and activities to assure that the plans of study development tools and recommended curricula meet industry standards. The process for the development of the CPPOS materials at each high school must include secondary and postsecondary representation to ensure the student plan clearly outlines the transition from secondary to postsecondary education. The CPPOS will not be approved by the State unless the partners are involved in the development of that resource in New Hampshire. (Sec 204(d)(3)) To address dropout prevention/reentry, Tech Prep staff will:

- Identify alternative learning opportunities as they relate to Tech Prep programs;
- Collaborate with Adult and Alternative Education programs;
- Collaborate with the development of New Hampshire's first Job Corp Center;
- Train Tech Prep teachers in the "Follow-the-Child" model

• To address the needs of special populations, Tech Prep staff will:

- Identify, support, and implement collaborative efforts between Tech Prep teachers and special education professionals;
- Support recruitment and retention efforts for nontraditional students (e.g., males in Nursing Camp, Computer Programming parity for Girls, marketing materials for middle and early-high school students);
- Identify any economic "hidden" barriers for students, such as access to Career and Technology Student Organizations, course materials, field trips, etc.
- Develop working relationships with employers to identify ways of improving secondary programs to better meet the needs of employers. Employers will partner with schools to create internship opportunities for juniors and seniors in high school to support career exploration. These internships can be linked to the community college for college credit. Partnerships will be fostered with state organizations such as:

- o The New Hampshire Workforce Innovation Board,
- o The US DOL Office of Apprenticeship,
- o The New Hampshire Department of Economic Development,
- o The New Hampshire Manufacturing Extension Program,
- o New Hampshire Employment

Security, o The New Hampshire High Technology Council, o The Business and Industry Association of New Hampshire, and o New Hampshire Vocational Rehabilitation. Sec 204(d)(4)) The Tech Prep Consortia are charged with identifying new and emerging curricula for the secondary CTE centers that use state, local, and national labor market and economic development data to guide students toward pathways that lead to high-skill, high-wage, or high-demand employment. The Tech Prep Directors will partner with secondary CTE centers and postsecondary institutions in developing the CPPOS documents for the State. As part of the design of these career planning materials, schools will be trained on how to add local and state labor market data to each document for guidance purposes. Secondary CTE Centers are and will be required to apply for new program approval in order to access Perkins funds. As part of the application for new program approval, the centers must outline the supporting labor market and economic development data demonstrating a need for the skills to be gained by students in the program. Sec 204(d)(5)) Tech Prep will focus its efforts on new and/or improved programs within the established secondary CTE centers across the state. In order to be approved, programs must either report the established state approved competencies, or in the case of a new program, develop competencies that must be approved by the State. Where appropriate, the competencies must demonstrate their alignment with state and national standards. Sec 204(d)(6)) As of Program Year 2007, all funds associated with Tech Prep are and will be targeted for the improvement and/or development of state-approved programs offered by secondary CTE centers.

3. YOU MUST DESCRIBE HOW YOU WILL ENSURE AN EQUITABLE DISTRIBUTION OF ASSISTANCE BETWEEN URBAN AND RURAL CONSORTIUM PARTICIPANTS. (SECTION 204(F))

The Tech Prep Consortia are each responsible for the statewide implementation of career clusters. Each consortium is assigned to two or more nationally recognized career clusters. They are responsible for working with the secondary CTE centers that are strategically placed around the state and offer a variety of programs. Both rural and urban schools are and will be offered the opportunity for assistance with either program improvement or new program development by the Tech Prep partnerships.

4. YOU MUST DESCRIBE HOW YOUR AGENCY WILL ENSURE THAT EACH FUNDED TECH PREP PROGRAM—

- A. Is carried out under an articulation agreement between the participants in the consortium, as defined in section 3(4) of the Act;
- B. Consists of a program of study that meets the requirements of section 203(c)(2)(A)-(G);
- C. Includes the development of tech prep programs for secondary and postsecondary education that meet the requirements of section 203(c)(3)(A)-(D);
- D. Includes in-service professional development for teachers, faculty, and administrators that meets the requirements of section 203(c)(4)(A)-(F).
- E. Includes professional development programs for counselors that meet the requirements of section 203(c)(5)(A)-(F);

F. Provides equal access to the full range of technical preparation programs (including pre-apprenticeship programs) to individuals who are members of special populations, including the development of tech-prep program services appropriate to the needs of special populations (Section 203(c)(6));

G. Provides for preparatory services that assist participants in tech-prep programs (Section 203(c)(7)); and

Coordinates with activities under Title I. (Section 203(c)(8))

The Tech Prep consortia are required to build articulation agreements within their assigned career cluster areas. The goal is to have all CTE programs in the state articulated with at least one postsecondary institution, and where appropriate, offer either dual credit options or advanced standing at the college as part of the agreement. All articulation agreements are submitted to the New Hampshire State Director of Tech Prep for review and approval. In order to be approved, the agreement must include all aspects outlined in section 3(4) of the Act. All Tech Prep consortia have been charged with assisting the local secondary CTE centers to develop CPPOS's within their assigned career cluster. By the end of the five-year period, the State is committed to developing at least one CPPOS per CTE center, and a total of 15 CPPOS's in each of 15 career clusters. (203(c)(3)(A)) As part of the CPPOS design, students will be provided with information on courses required for graduation as well as course recommendations that will result in successful transitions from secondary to postsecondary education. The Tech Prep directors will work with CTE center staff to ensure that the recommended courses will be indicated in the CPPOS. (203(c)(3)(B)) The current articulation design allows for the identification of dual-credit options and advanced standing credit options. Concurrent enrollment will also be a priority of the articulation agreement. Not only are articulation agreements being designed from secondary to the community college system, the community colleges are also building articulation agreements with the four-year institutions. Those articulations will be mapped out as part of the CPPOS development process. The State is currently working with one community college on an early postsecondary model that allows for students to take courses at the college and obtain high school credit. The State will continue to investigate this as an option for replication in other areas of the State. Recent state legislation requires secondary schools to develop competencies for all courses offered. Once the competencies are identified and receive approval of the local school board, students will have the option to attain those competencies in any environment that best meets the needs of the student. Tech Prep will review the efforts of schools to implement competency based approaches to identify best practices in supporting schools and students in meeting high academic standards and accessing dual-credit options. The work of developing the CPPOS and articulation agreements will need to ensure that a nonduplicative sequence of courses can be bundled together into a pathway for students as they transition through a desired career field. (203(c)(3)(C)) The Tech Prep consortia are not directly responsible for work-based learning activities. Instead, they will assist the secondary schools in designing local partnerships that will support work-based learning. The Tech Prep directors will connect employers to schools for the purpose of experiential learning. They will also facilitate new program development. (203(c)(3)(D)) The Tech Prep consortia will be encouraged to connect CTE programs around the State using distance learning in developing new and emerging programs as well as for professional development. (203(c)(4)(A)) One outcome of

the Transition Year activities was assigning the Tech Prep directors to review existing programs and to investigate new and emerging programs. They will work with the secondary CTE centers to identify programs that need strengthened and/or updated standards. Over the first two years of the five-year grant period, the Tech Prep directors will present their findings to the CTE administrators. Once the secondary CTE centers have decided on the curriculum changes and or new programs to be developed, training and support will be provided to the centers and their faculty on implementing the identified changes. (203(c)(4)(B)) New Hampshire Tech Prep professional development has occurred and will continue to occur within partnerships as well as in collaboration with multiple partners. The Tech Prep directors have been meeting six times a year to share activities that maximize services and resources offered to the secondary CTE centers. As part of the CPPOS development, the Tech Prep consortia will partner to offer regional training in the development and dissemination of the CPPOS tools. The training will involve CTE teachers, guidance, secondary and postsecondary administrators, and others involved in the development and design of the CPPOS. (203(c)(4)(C)) As they review new and emerging program curricula, the Tech Prep directors will investigate whether the curricula meet local and national standards for quality program designs. In addition, business partners will participate in these reviews to ensure all aspects of industry are built into the program designs. As part of the training plan, it is expected that all aspects of industry are considered when working with teachers and guidance counselors. (203(c)(4)(D)) The foundation of the CPPOS will incorporate coursework that addresses the use of contextual and applied curricula and instruction. Guidance counselors as well as classroom teachers will be provided training on how to use the CPPOS with students and families to best help them with academic planning. The document will also identify for everyone the types of industry credentials available at the secondary level. All CTE programs are required to be competency based. Professional development will be offered on end-of-program assessments as they are developed by the local center and approved by the State. (203(c)(4)(E)) New Hampshire has access to video conferencing that will be used to assure access to training in rural areas of the state. Materials and resources, where appropriate, will be made available to employers, schools, parents, and students on the Internet. (203(c)(4)(F)) The Tech Prep Directors will be provided access to program data in all the secondary CTE centers. This will enable them to best build professional development that meets the needs of local program improvement. This data will also help to identify curricula that could be adopted or adapted. 203(c)(5)(A)-(F)) CTE teachers, college representatives (faculty, admissions, or other), and guidance counselors will participate in the development of the CPPOS. As a result of this work, counselors will: • understand the model better; • know how to use the model with students and families; and • gain the skills to build similar documents. CTE teachers will also be able to use the CPPOS in marketing their programs to students/parents in home districts and sending schools. Colleges can use the information to support the development of articulation agreements. As part of the Perkins transition year, NH developed model plans of study, known as CPPOS's. As part of the five-year grant, training will be provided to guidance counselors on the use of the CPPOS with students, families, and school district personnel. In order to best support the schools, training will be provided on a regional basis. These events will support the ongoing integration of career clusters in schools. This will be a three-tiered process, starting with training on the development of a local CPPOS. This will be followed by training guidance counselors on the use of plans of studies and career clusters with students, parents and administrators.

Finally, the Tech Prep consortia staff and master trainers will be available to provide individualized support. New Hampshire will require eligible recipients to provide equal access to activities under the Act. The recommended method is to continue using equity committees established for this purpose, following guidance developed by the State. If eligible recipients seek an alternative to the equity committee, they may submit plans to accomplish the same activities as the equity committees through other means, including details such as personnel responsibilities for implementing the plans and equity based activities that will be accomplished. The plans submitted by eligible recipients will be reviewed by CTE consultants prior to approval. During the semi-annual monitoring visits, grantees will be reviewed to determine whether the plan for special-populations services is being carried out. The monitoring guide will be revised to include reviews of equity activities. All materials developed will be available on the New Hampshire Department of Education website. Articulation agreements and CPPOS documents will outline prerequisites for program access and, where appropriate, support services for individuals falling under the definition of “special populations.” The state director of Tech Prep currently participates in the TEC-NH meetings where training and other policy development recommendations are generated. The Tech Prep consortia directors as well as the state director participate in ongoing meetings with the CTE center directors. These meetings enable collaboration between Tech Prep and CTE administrators to support each others’ missions and goals. Again, this is a way to address statewide issues, prevent duplication of effort, and place resources and supports where they are needed most. One area for future training and support is the lack of understanding among CTE teachers of ways to assist students with disabilities, including modifications of CTE program competencies.

5. YOU MUST DESCRIBE HOW YOUR STATE PLANS TO ENTER INTO AN AGREEMENT WITH EACH CONSORTIUM RECEIVING A GRANT UNDER PERKINS IV TO MEET A MINIMUM LEVEL OF PERFORMANCE FOR EACH OF THE PERFORMANCE INDICATORS DESCRIBED IN SECTIONS 113(B) AND 203(E). (SECTION 204(E)(1))

The Tech Prep consortia are currently working with local, state and national connections related to their assigned career cluster areas for the purpose of identifying new and emerging technologies and programs to be introduced into NH CTE centers. Data submitted in the spring of 2008 will be used to negotiate program activities and outcomes for the FY09 school year. The primary focus will be on upgrading or implementing programs that meet state and national standards and result in articulation agreements with two- and four-year colleges.

B. OTHER DEPARTMENTAL REQUIREMENTS

1. YOU MUST SUBMIT A COPY OF THE LOCAL APPLICATION FORM(S) USED TO AWARD TECH PREP FUNDS TO CONSORTIA AND A COPY OF THE TECHNICAL REVIEW CRITERIA USED TO SELECT WINNING CONSORTIA, IF FUNDS ARE AWARDED COMPETITIVELY.

VI. FINANCIAL REQUIREMENTS

As noted above, in addition to the narrative information provided below, you must submit an updated budget (Item B.1a below) for the upcoming program year using the link to the Perkins State Plan Portal below.

A. STATUTORY REQUIREMENTS

1. YOU MUST DESCRIBE HOW YOUR AGENCY WILL ALLOCATE FUNDS IT RECEIVES THROUGH THE ALLOTMENT MADE UNDER SECTION 111, INCLUDING ANY FUNDS THAT YOU CHOOSE TO CONSOLIDATE UNDER SECTION 202(A), WILL BE ALLOCATED AMONG CAREER AND TECHNICAL EDUCATION AT THE SECONDARY LEVEL, OR CAREER AND TECHNICAL EDUCATION AT THE POSTSECONDARY AND ADULT LEVEL, OR BOTH, INCLUDING THE RATIONALE FOR SUCH ALLOCATION. (SECTION 122(C)(6)(A); SECTION 202(C))

New Hampshire will keep Title I and Title II funds separate throughout the first two years of the five-year planning period. Secondary allocations will be granted to regional CTE centers on the basis of allocations made to the individual districts within the region. Allocations are granted to centers rather than individual districts because New Hampshire has a regional delivery system. Postsecondary funds will be allocated to two recipients: the Community College System of New Hampshire and the Thompson School at the University of New Hampshire. The allocation to the Thompson School will not, however, meet the \$50,000.00 threshold for eligibility to receive postsecondary grants under the Act. If the Thompson School is to receive Perkins support, an agreement will be needed between the school and the Community College System of New Hampshire. The agreement will stipulate that the award allocated to the Thompson School be awarded to the community college system. The agreement would then need to contain a provision that the community college system, as the eligible recipient, will transfer a portion of its grant to the Thompson School.

2. YOU MUST PROVIDE THE SPECIFIC DOLLAR ALLOCATIONS MADE AVAILABLE BY THE ELIGIBLE AGENCY FOR CAREER AND TECHNICAL EDUCATION PROGRAMS UNDER SECTIONS 131(A)-(E) AND HOW THESE ALLOCATIONS ARE DISTRIBUTED TO LOCAL EDUCATIONAL AGENCIES, AREA CAREER AND TECHNICAL EDUCATION SCHOOLS, AND EDUCATIONAL SERVICE AGENCIES WITHIN THE STATE. (SECTION 131(G); SECTION 202(C))

Eighty-five percent of the Title I allocation will be granted to secondary and postsecondary grantees in the following proportion: 79.5% secondary and 20.5% to postsecondary. The secondary allocation dollar amount is provided in Part B. I., Perkins IV Budget Tables. Part B is found in Appendix L.

3. YOU MUST PROVIDE THE SPECIFIC DOLLAR ALLOCATIONS MADE AVAILABLE BY THE ELIGIBLE AGENCY FOR CAREER AND TECHNICAL EDUCATION PROGRAMS UNDER SECTION 132(A) OF THE ACT AND HOW THESE ALLOCATIONS ARE DISTRIBUTED TO POSTSECONDARY INSTITUTIONS WITHIN THE STATE. (SECTION 122(C)(6)(A); SECTION 202(C))

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

4. YOU MUST DESCRIBE HOW YOUR AGENCY WILL ALLOCATE ANY OF THOSE FUNDS AMONG ANY CONSORTIA THAT WILL BE FORMED AMONG SECONDARY SCHOOLS, AND HOW FUNDS WILL BE ALLOCATED AMONG THE MEMBERS OF THE CONSORTIA, INCLUDING THE RATIONALE FOR SUCH ALLOCATION. (SECTION 122(C)(6)(B); SECTION 202(C))

Funds allotted to the secondary CTE centers will be awarded on the basis of the funding formula prescribed in the Act. The statutory requirement that funds be allocated to local school districts will be used to determine funding for the consortia of districts that are served by the secondary centers. Funds for each district in the consortium will be merged into a total amount that will then be granted to the school district in which the center is located.

5. YOU MUST DESCRIBE HOW YOUR AGENCY WILL ALLOCATE ANY OF THOSE FUNDS AMONG ANY CONSORTIA THAT WILL BE FORMED AMONG POSTSECONDARY INSTITUTIONS, AND HOW FUNDS WILL BE ALLOCATED AMONG THE MEMBERS OF THE CONSORTIA, INCLUDING THE RATIONALE FOR SUCH ALLOCATIONS. (SECTION 122(C)(6)(B); SECTION 202(C))

See response to requirement 1 above.

6. YOU MUST DESCRIBE HOW YOU WILL ADJUST THE DATA USED TO MAKE THE ALLOCATIONS TO REFLECT ANY CHANGE IN SCHOOL DISTRICT BOUNDARIES THAT MAY HAVE OCCURRED SINCE THE POPULATION AND/OR ENROLLMENT DATA WAS COLLECTED, AND INCLUDE LOCAL EDUCATIONAL AGENCIES WITHOUT GEOGRAPHICAL BOUNDARIES, SUCH AS CHARTER SCHOOLS AND SECONDARY SCHOOLS FUNDED BY THE BUREAU OF INDIAN AFFAIRS. (SECTION 131(A)(3))

Allocations to secondary CTE centers will be adjusted for one of the following reasons: • The eligible agency will adjust data for making regional allocations when districts change their regional affiliation. In these cases, the district's Perkins funds previously pooled in one region will be transferred to the pool of the new region. • When a district divides into two or more separate districts, these new districts will need to become part of a secondary CTE region. In most instances, both new districts will not change regions. When one of the districts aligns with another CTE region, funds allocated to the district will be granted to the new region. Town-level data on youth residence and poverty will be used to allocate funds to the new districts. • Funds for charter schools will be drawn from allocations to the secondary regions in which the schools will be located. Portions of the regional allocations will be allotted to the charter schools based on the numbers of students enrolled in the school. The amount of the allotment will be in proportion to the percentage that charter-school students are of the total population of youth in the region, ages 5 to 17.

7. YOU MUST PROVIDE A DESCRIPTION OF ANY PROPOSED ALTERNATIVE ALLOCATION FORMULA(S) REQUIRING APPROVAL BY THE SECRETARY AS DESCRIBED IN SECTION 131(B) OR 132(B). AT A MINIMUM, YOU MUST PROVIDE AN ALLOCATION RUN FOR ELIGIBLE RECIPIENTS USING THE REQUIRED ELEMENTS OUTLINED IN SECTION 131(A) AND/OR SECTION 132(A)(2), TOGETHER WITH AN ALLOCATION RUN USING THE PROPOSED ALTERNATIVE FORMULA(S). ALSO YOU MUST INCLUDE A DEMONSTRATION THAT THE ALTERNATIVE SECONDARY FORMULA MORE EFFECTIVELY TARGETS FUNDS ON THE BASIS OF POVERTY, AS DESCRIBED IN SECTION 131(B)(1) OF THE ACT; AND/OR, IN THE CASE OF AN ALTERNATIVE POSTSECONDARY FORMULA, A DEMONSTRATION THAT THE FORMULA DESCRIBED IN SECTION 132(A)(2) DOES NOT RESULT IN A DISTRIBUTION OF FUNDS TO ELIGIBLE RECIPIENTS THAT HAVE THE HIGHEST NUMBERS OF ECONOMICALLY DISADVANTAGED INDIVIDUALS AND THAT AN ALTERNATIVE FORMULA WOULD RESULT IN SUCH A DISTRIBUTION.

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

B. OTHER DEPARTMENT REQUIREMENTS

EXCEPT AS NOTED ABOVE WITH RESPECT THE STATES SUBMITTING ONE-YEAR TRANSITION PLANS, YOU MUST PROVIDE ALL THE INFORMATION REQUESTED ON THE FORMS PROVIDED IN PART C OF THIS GUIDE TO REPORT ACCOUNTABILITY DATA ANNUALLY TO THE SECRETARY UNDER SECTION 113(C)(1)-(2), INCLUDING:

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

2. YOU MUST PROVIDE A LISTING OF ALLOCATIONS MADE TO CONSORTIA (SECONDARY AND POSTSECONDARY) FROM FUNDS AVAILABLE UNDER SECTIONS 112(A) AND (C).

See Part B. I., Perkins IV Budget Tables. Part B is found in Appendix L. See Part B. II., Secondary Allocations. Part B is found in Appendix L.

3. YOU MUST DESCRIBE THE SECONDARY AND POSTSECONDARY FORMULAS USED TO ALLOCATE FUNDS AVAILABLE UNDER SECTION 112(A), AS REQUIRED BY SECTION 131(A) AND 132(A).

Secondary. Perkins funding for each school district will be based on the formula prescribed in Sec. 131(a). Of the portion of the 85% Title I grant that will be allotted to secondary eligible recipients, 30% will be allocated on the basis of the number of student-aged youth residing in a school district and 70% will be allocated on the basis of the number of student-aged youth who reside in the district who live in poverty. Statewide grant-per-youth amounts will be calculated for the overall youth population in the district and for the subgroup of students in poverty. These amounts will then be used to determine each district's allocation. District funds will then be allocated to the secondary CTE centers in compliance with Sec. 131(e). Each district statewide will be assigned to a region. Funds allocated to each district within a region will be merged for the purpose of supporting programs at the regional center. When regions have multiple centers, the centers within the region reach an agreement on how to distribute the funds allocated to all sending districts within the region. Postsecondary. Postsecondary funds will be allocated to a single eligible postsecondary recipient, a consortium formed among the institutions in the Community College System of New Hampshire.

4. YOU MUST DESCRIBE THE COMPETITIVE BASIS OR FORMULA TO BE USED TO AWARD RESERVE FUNDS UNDER SECTION 112(C).

All Reserve funds will be awarded to secondary eligible recipients. These awards will be granted for two purposes: to limit the amounts by which grants decrease from year to year and to reward positive performance. The first type of award will be granted on a formula basis; recipients become eligible for Reserve funds when their allocations for the coming year decrease more than the predetermined threshold. The second type of award will be granted either for exceptionally positive performance or to assist secondary centers that perform poorly on the indicators. High-performing centers will receive incentive grants that have no restrictions on their use with the exception of compliance with Sec. 135 of Perkins

IV. Centers performing poorly on the indicators will receive funds to focus on particular performance problems.

5. YOU MUST DESCRIBE THE PROCEDURES USED TO RANK AND DETERMINE ELIGIBLE RECIPIENTS SEEKING FUNDING UNDER SECTION 112(C).

The Reserve fund will be used in two ways. First, a portion of the Reserve will be used to reduce decreases in year-to-year allocations for secondary centers that see the largest drops in funding. A maximum will be set for the annual allocation decreases and Reserve funds will be distributed to centers that face reductions greater than the maximum. Second, funds will be granted on a competitive basis, as an incentive for high performance. Centers will be ranked by positive impact on statewide performance.

6. YOU MUST INCLUDE A DESCRIPTION OF THE PROCEDURES USED TO DETERMINE ELIGIBLE RECIPIENTS IN RURAL AND SPARSELY POPULATED AREAS UNDER SECTION 131(C)(2) OR 132(A)(4) OF THE ACT.

NH's delivery of CTE is regional thus allocations are cumulative throughout the respective region. Every regional center receiving funds generates a formula allocation exceeding the \$15,000 threshold thus no waiver is necessary.

EDGAR CERTIFICATION TABLE

Please review the EDGAR certifications and assurances below. If your State determines that any updates are necessary, you may submit them, along with your request to extend your State plan, via the link to the Perkins State Plan Portal below.

EDGAR CERTIFICATIONS

1. You must provide a written and signed certification that-
 - i. The plan is submitted by the State agency that is eligible to submit the plan. [34 CFR 76.104(a)(1)] *[Note: The term 'eligible agency' means a **State board** designated or created consistent with State law as the sole State agency responsible for the administration, or the supervision of the administration, of career and technical education in the State. See Sec. 3(12).]*
 - ii. The State agency has authority under State law to perform the functions of the State under the program. [34 CFR 76.104(a)(2)]
 - iii. The State legally may carry out each provision of the plan. [34 CFR 76.104(a)(3)]
 - iv. All provisions of the plan are consistent with State law. [34 CFR 76.104(a)(4)]
 - v. A State officer, specified by title in the certification, has authority under State law to receive, hold, and disburse Federal funds made available under the plan. [34 CFR 76.104(a)(5)] *[Note: If a State wishes for the Department to continue sending the grant award documents directly to the State director, this individual's title needs to be listed on this portion of the assurance.]*
 - vi. The State officer who submits the plan, specified by title in the certification, has authority to submit the plan. [34 CFR 76.104(a)(6)]
 - vii. The agency that submits the plan has adopted or otherwise formally approved the plan. [34 CFR 76.104(a)(7)]

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

OTHER ASSURANCES

- You must submit a copy of the State plan to the State office responsible for the Intergovernmental Review Process if your State implements that review process under Executive Order 12372. [See 34 CFR Part 79]
- You must provide a complete and signed ED Form 80-0013 for certifications regarding lobbying; [See 34 CFR Part 82. To download ED Form 80-0013, and the SF LLL Form (Disclosure of Lobbying Activities) referred therein, See: <http://www.ed.gov/fund/grant/apply/appforms/appforms.html>]
- You must provide a complete and signed Assurance for Non-Construction Programs Form. [See <http://www.ed.gov/fund/grant/apply/appforms/appforms.html>]
- You must provide a signed assurance that you will comply with the requirements of the Act and the provisions of the State plan, including the provision of a financial audit of funds received under the Act which may be included as part of an audit of other Federal or State programs. [Sec. 122(c)(11)]
- You must provide a signed assurance that none of the funds expended under the Act will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the acquiring entity or the employees of the acquiring entity, or any affiliate of such an organization. [Sec. 122(c)(12)]
- You must provide a signed assurance that your State will waive the minimum allocation as required in section 131(c)(1) in any case in which the local educational agency is located in a rural, sparsely populated area or is a public charter school operating secondary school career and technical education programs and demonstrates that it is unable to enter into a consortium for purposes of providing services under the Act. [Section 131(c)(2)]
- You must provide a signed assurance that your State will provide, from non-Federal sources for the costs the eligible agency incurs for the administration of programs under this Act, an amount that is not less than the amount provided by the eligible agency from non-Federal sources for such costs for the preceding fiscal year. [Sec. 323(a)]
- You must provide a signed assurance that your State and eligible recipients that use funds under this Act for in-service and preservice career and technical education professional development programs for career and technical education teachers, administrators, and other personnel shall, to the extent practicable, upon written request, permit the participation in such programs of career and technical education secondary school teachers, administrators, and other personnel in nonprofit private schools offering career and technical secondary education programs located in the geographical area served by such eligible agency or eligible recipient. [Sec. 317(a)]
- You must provide a signed assurance that, except as prohibited by State or local law, that an eligible recipient may, upon written request, use funds made available under this Act to provide for the meaningful participation, in career and technical education programs and activities receiving funds under this Act, of secondary

- school students attending nonprofit private schools who reside in the geographical area served by the eligible recipient. [Sec. 317(b)(1)]
- You must provide a signed assurance that eligible recipients that receive an allotment under this Act will consult, upon written request, in a timely and meaningful manner with representatives of nonprofit private schools in the geographical area served by the eligible recipient regarding the meaningful participation, in career and technical education programs and activities receiving funding under this Act, of secondary school students attending nonprofit private schools. [Sec. 317(b)(2)]

PROCEDURAL SUGGESTIONS AND PLANNING REMINDERS

- EDGAR regulations implementing the Drug-Free Workplace Act of 1988 (41 U.S.C. 701 et seq., as amended) are provided in 34 CFR Part 84, “Government-wide Requirements for Drug-Free Workplace (Financial Assistance).” Changes in this Government-wide requirement (adopted in the November 26, 2003 Federal Register Notice) now implement this as a condition of the award. See 34 CFR 84.400.
- EDGAR regulations implementing Executive Orders 12549 and 12689 and Section. 2455 of the Federal Acquisition Regulation are provided in 34 CFR Part 85, “Government-wide Debarment and Suspension (Nonprocurement).” Changes in this Government-wide requirement (adopted in the November 26, 2003 Federal Register Notice) now implement this as a condition of the award. See 34 CFR 85.440. You are also responsible for including a condition in any subgrant and contract that meets the definition for a covered transaction a condition that the lower tier participant must comply with the regulations in part 85. See 34 CFR 85.330.
- Under EDGAR regulations at 34CFR 85.320, your State is responsible for determining whether any of your principals of your covered transactions (i.e. subgrants or contracts) is excluded or disqualified from participating in the transaction. See 34 CFR 85.320. You may decide the method and frequency by which you do so. You may, but are not required to, check the Excluded Parties List System at the following site: <http://www.epls.gov/>.

PERKINS STATE PLAN PORTAL

Submit the following documents to the CTE State Plan portal at <https://perkins.ed.gov>.

- Request to Extend State Plan. Each eligible agency must prepare a brief cover letter, indicating that it wishes to extend its Perkins IV State Plan and transmit the required documents for the upcoming program year. This request must be in writing and signed by a State official who is authorized to act on behalf of the eligible agency. Here you may also submit any updated EDGAR certifications and assurances.
- Updated Budget. Each eligible agency must prepare a budget for the upcoming program year. The budget should be based on the estimated allocation tables that our office will issue under separate cover.
- State Proposed Performance Levels. Each eligible agency must prepare proposed performance levels for each of the core indicators of performance described in

section 113(b) of Perkins IV for the upcoming program year. Proposed performance levels must take into account the following factors described in section 113(b)(3)(A)(vi) of Perkins IV: 1) how the levels of performance involved compare with the State-adjusted levels of performance established for other States, taking into account factors including the characteristics of participants when the participants entered the program and the services or instruction to be provided; and 2) the extent to which such levels of performance promote continuous improvement on the indicators of performance by such State.

TRADE ADJUSTMENT ASSISTANCE (TAA)

There are no program-specific state planning requirements for TAA. If the state includes TAA in a Combined State Plan, the state must incorporate TAA in its responses to the common planning elements in sections II, III, IV, and V of the WIOA State Plan requirements instrument.

TAA is included in NH's Combined State Plan. TAA is incorporated throughout the plan and specifically in the sections required as outlined above.

Has the state incorporated TAA into the sections indicated above? Yes

JOBS FOR VETERANS' STATE GRANTS

The Jobs for Veterans' State Grants (JVSG) are mandatory, formula-based staffing grants to (including DC, PR, VI and Guam). The JVSG is funded annually in accordance with a funding formula defined in the statute (38 U.S.C. 4102A (c) (2) (B) and regulation and operates on a fiscal year (not program year) basis, however, performance metrics are collected and reported (VETS-200 Series Reports) quarterly (using four "rolling quarters") on a Program Year basis (as with the ETA-9002 Series). Currently, VETS JVSG operates on a five-year (FY 2015-2019), multi-year grant approval cycle modified and funded annually.

In accordance with 38 U.S.C. § 4102A(b)(5) and § 4102A(c), the Assistant Secretary for Veterans' Employment and Training (ASVET) makes grant funds available for use in each State to support Disabled Veterans' Outreach Program (DVOP) specialists and Local Veterans' Employment Representatives (LVER) staff. As a condition to receive funding, 38 U.S.C. § 4102A(c)(2) requires States to submit an application for a grant that contains a State Plan narrative, which includes:

A. HOW THE STATE INTENDS TO PROVIDE EMPLOYMENT, TRAINING AND JOB PLACEMENT SERVICES TO VETERANS AND ELIGIBLE PERSONS UNDER THE JVSG

Twelve New Hampshire Employment Security (NHES) offices have been designated American Job Centers called NHWORKS. As identified on the JVSG Staffing Directory (VETS-501), the four full-time and seven part-time DVOP grant-funded positions, and the two full-time and two part-time LVER grant-funded positions are being assigned to American Job Centers (local offices) throughout the State. This planned deployment allows New Hampshire to have a DVOP specialist assigned to eleven of our twelve American Job Centers to provide the delivery of intensive services to targeted veterans. With a Business Services Team member assigned to cover all labor market areas of the State, the planned deployment

of LVER staff is to supplement the outreach efforts being conducted by these staff. This will also provide for LVER staff being available to all AJCs to facilitate employment, training and placement services provided to veterans.

**B. THE DUTIES ASSIGNED TO DVOP SPECIALISTS AND LVER STAFF BY THE STATE;
SPECIFICALLY IMPLEMENTING DVOP AND LVER DUTIES OR ROLES AND
RESPONSIBILITIES AS OUTLINED IN 38 U.S.C. § 4103A AND 4104. THESE DUTIES
MUST BE CONSISTENT WITH CURRENT GUIDANCE;**

The duties assigned to the DVOP specialists in New Hampshire are as specified in Veterans' Program Letter 07-10, dated June 29, 2010, Veterans' Program Letter 03-14, dated April 10, 2014, and defined in Title 38, as amended by Public Law 107-288. DVOP specialists provide intensive services and facilitate placements to meet the employment needs of eligible veterans and eligible persons, prioritizing service to special disabled veterans, other disabled veterans, and other categories of veterans in accordance with priorities determined by the Secretary of Labor. Individualized career center service provided by DVOP specialists include:

- Comprehensive and specialized assessments of skill levels and service needs;
- Development of an individual employment plan;
- Career guidance and planning; and
- Short-term prevocational services.

DVOP specialists will provide services only to eligible veterans and eligible persons meeting the definition of an individual with an SBE as defined in VPL 03-14 or the most current VPL on the subject; veterans between the ages of 18 and 24, with or without a significant barrier to employment, as set forth in VPL 04-14; and to any other populations of veterans identified by the Secretary of Labor. The DVOP specialists are fully integrated into the American Job Center system in New Hampshire. All partners in the AJC are fully aware of the veterans program and the need to identify eligible veterans and eligible persons with an SBE for referral to the DVOP specialist for the provision of individualized career center service. The duties assigned to the LVER staff in New Hampshire are as specified in Veterans' Program Letter 07-10, dated June 29, 2010, Veterans' Program Letter 03-14, dated April 10, 2014, and defined in Title 38, as amended by Public Law 107-288. One of the LVER's principal duties is to conduct outreach to employers, employer associations, and business groups to promote the advantages of hiring veterans, to assist veterans in gaining employment, and to develop relationships, jobs, training, or job training opportunities for veterans and eligible persons. To accomplish this, LVERs will participate in appropriate activities such as:

- Planning and participating in job and career fairs;
- Conducting employer outreach;
- Conducting seminars for employers;
- In conjunction with employers, conducting job search workshops and establishing job search groups;
- Coordinating with unions, apprenticeship programs and businesses or business organizations to promote and secure employment and training programs for veterans;
- Promoting credentialing and licensing opportunities for veterans; and
- Coordinating and participating with other business outreach efforts.

The LVER's second primary function is to facilitate employment, training and placement services provided to veterans within the NHWORKS system via capacity building to ensure easier access to the appropriate employment and training services for eligible job-seeking veterans and eligible persons. The LVER, as an integral member of the NHES Business Services Team, will work with the staff to coordinate outreach activities to solicit job orders and promote the hiring of veterans. The LVER staff is responsible for maintaining contact with Federal Contractors and is also involved in the planning and participation in job fairs. Until further guidance is disseminated by USDOL VETS, LVER outreach efforts and other LVER staff activities are

monitored locally by NHES managers and the DVET to assure compliance with statutory duties as described in VPL 03-14.

C. THE MANNER IN WHICH DVOP SPECIALISTS AND LVER STAFF ARE INTEGRATED INTO THE STATE'S EMPLOYMENT SERVICE DELIVERY SYSTEM OR ONE-STOP DELIVERY SYSTEM PARTNER NETWORK;

The DVOP specialists and the LVER staff work in daily collaboration with New Hampshire Employment Security (NHES) staff, WIOA, State Vocational Rehabilitation, and other AJC partners to promote employment, training, placement and other opportunities for veterans. Intra-staff collaboration is also enforced via program updates shared among partners during regularly scheduled staff meetings. In many local offices "5 minute stand up" meetings are held each morning as a daily briefing of the events of the day. During this briefing, all AJC staff share information on new job orders received, employer information received by staff during outreach, training opportunities, and any positive recruitment taking place in the American Job Center. The DVOP specialist position assigned to the Manchester AJC is also assigned the responsibility of Intensive Services Coordinator (ISC). As agreed upon by the DVET, the State Agency and the VA, the ISC spends up to one day per week out-stationed at the VAVR&E office. The DVOP specialists throughout the State work with the VAVR&E program to assist qualified veterans seeking training. VAVR&E, in turn, refer veterans who are completing training programs to the DVOP specialists for job placement assistance. Through an agreement with the NH State Office of Veterans Services, representatives from their agency visit the NHES offices throughout the state at least twice a month to assist veterans with problems or questions regarding Federal or State benefits. The State has three HVRP Grantee, Harbor Homes, Veterans, Inc., and Easter Seals. The DVOP specialists in the Hillsborough County area do outreach on-site and participate in Stand Down activity by Harbor Homes. Representatives from Veterans, Inc. and Easter Seals periodically visit local offices as an additional means of outreach to homeless veterans. Many of the JVSG funded staff are members of Veterans' Service Organizations (VSOs) in their community or have established working relationships with these groups. NHES is a member of the State Apprenticeship Advisory Council and works closely with the Federal apprenticeship representatives. DVOP staff will continue to conduct outreach to local Veterans' Service Organizations (VSOs), homeless shelters, VA Medical Centers and Vet Centers, food pantries, correctional institutions and halfway houses in their labor market area to reach out to veterans and inform them of the services available through the American Job Centers. Other outreach activities to increase the awareness of employment and training opportunities for veterans are job fairs, public service announcements via local radio stations, information posted on social media sites such as Facebook and Twitter, and a veterans' page on the NHES website. Efforts to promote the development of employment and training opportunities for veterans and eligible persons will include attendance at Chamber of Commerce and Rotary Club events, job fairs, positive recruitment and employer seminars in American Job Centers, employer contacts by LVER staff to Federal contractors and employer outreach by all American Job Center staff. The education community is a partner in each of the American Job Centers. The NHWORKS collaborative effort includes the NH Department of Education (Adult Education, Vocational Rehabilitation, and Vocational Education) and the NH Community College System. With the education community actively participating in the American Job Centers, veterans are provided easy access to job-driven training opportunities, and newly developed training programs. In

addition, our education partners work with all partner agencies in the AJC in the planning and development of increased training opportunities to meet the needs of both the job seekers and the employer community. The DVOP specialists, LVERs and Wagner-Peyser staff has access to current demographic, labor market and educational information for New Hampshire and their local area on their desktop computers at our Nnetworks website, as do all veterans accessing the website. Access is also available to NSCITE (NH Works Source for Consumer Information on Training and Education), a website containing information on training and education offered to New Hampshire residents. The system indicates which educational programs are WIOA Eligible. The NHES website also offers Career Exploration & Training tools for veteran job seekers. Among these tools is My Next Move for Veterans, sponsored by the U.S. Department of Labor, Employment & Training Administration, and developed by the National Center for O*NET Development. One module allows the veteran to enter the name or code of his or her military classification. The system will suggest civilian careers with similar work. Once identified, the veteran can use New Hampshire Occupational Projections to review our projections. Another module in My Next Move for Veterans allows a veteran to search for career options within industries. There are over 900 career options for a veteran to look at. Once a career option is selected, the veteran is able to review the knowledge, skills, and abilities typically required in the occupation, along with expected personality traits and technology that might be used in the occupation. The veteran is also able to review the job outlook in New Hampshire for the selected occupation.

D. THE INCENTIVE AWARD PROGRAM IMPLEMENTED USING THE 1% GRANT ALLOCATION SET ASIDE FOR THIS PURPOSE, AS APPLICABLE;

New Hampshire is prohibited from using these funds to provide performance and incentive awards due to legal restrictions in the Collective Bargaining Agreement and restrictions under New Hampshire State law.

E. THE POPULATIONS OF VETERANS TO BE SERVED, INCLUDING ANY ADDITIONAL POPULATIONS DESIGNATED BY THE SECRETARY AS ELIGIBLE FOR SERVICES, AND ANY ADDITIONAL POPULATIONS SPECIFICALLY TARGETED BY THE STATE WORKFORCE AGENCY FOR SERVICES FROM ONE-STOP DELIVERY SYSTEM PARTNERS (E.G., NATIVE AMERICAN VETERANS; VETERANS IN REMOTE RURAL COUNTIES OR PARISHES);

The primary function of DVOP specialists is providing individualized career center service to eligible veterans and eligible spouses who have significant barriers to employment, while prioritizing their services to those who are special disabled and other disabled veterans, placing maximum emphasis on assisting veterans who are economically or educationally disadvantaged, and other populations of veterans identified by the Secretary of Labor. Those veterans identified or self-attesting to meeting one or more of the following criteria are considered having a significant barrier to employment and by nature of those barriers are also economically and educationally disadvantaged: • A special disabled or disabled veteran as defined in Title 38; • Homeless, as defined in sections 103(a) and (b) of the McKinney-Vento Homeless Assistance Act [42 U.S.C. 11302(a) and (b)], as amended; • A recently-separated service member who has been unemployed for 27 or more weeks in the previous 12 months; • An offender who is currently incarcerated or who has been released from incarceration; • Lacking a high school diploma or equivalent certificate; or • Low income as defined by WIOA Section 3 (36). Also, as determined by the Secretary of Labor,

veterans between the ages of 18 and 24, with or without a significant barrier to employment, will be provided intensive services by a DVOP specialist. NHES also recognizes that the Consolidated Appropriations Act of 2014 provided for the provision of services by DVOP specialists to transitioning members of the Armed Forces who have participated in the Transitional Assistance Program (TAP) and have been identified as in need of intensive services, to members of the Armed Forces who are wounded, ill, or injured and receiving treatment in military treatment facilities or warrior transition units, and to the spouses or other family caregivers of such wounded, ill, or injured members. We will serve these populations and any others identified by the Secretary of Labor in accordance with policy and guidance received. DVOP staff will continue to conduct outreach to local Veterans' Service Organizations (VSOs), homeless shelters, U.S. Department of Veterans Affairs (VA) Medical Centers and Vet Centers, food pantries, correctional institutions and halfway houses in their labor market area. The DVOP will try to assist these veterans by informing them of the services and resources available to them through the AJC. A DVOP specialist is assigned the responsibility of Intensive Services Coordinator (ISC) and will be out-stationed at the VA Vocational Rehabilitation and Employment (VAVR&E) office up to one day per week to provide and coordinate services to Chapter 31 veterans.

The State has three HVRP Grantees, Harbor Homes, Veterans, Inc., and Easter Seals and the DVOP specialists in the Hillsborough County area do outreach on-site and participate in Stand Down activity by Harbor Homes. Representatives from Veterans, Inc. and Easter Seals periodically visit Local Offices as an additional means of outreach to homeless veterans.

Through agreements with the VA Vocational Rehabilitation and Employment (VAVR&E) and the NH State Office of Veterans Services, and ongoing coordination with all partners in the American Job Center, Workforce Development Coalitions, and working relationships with Veterans' Service Organizations (VSOs) in the community, services and employment opportunities for veterans most in need of services are optimized. The managers of each local American Job Center are responsible for monitoring activities of their staff to ensure compliance with the New Hampshire JVSG State Plan. Reports available through the Job Match System (JMS), and the VETS-200 reports are all used to track services to veterans and are monitored by each local NH Works manager and by the State Veterans' Program Coordinator. Each manager receives a copy of the State Plan and is aware of their obligation to carry out the provisions of the plan. New Hampshire has no identified population of Native Americans living on tribal lands in the State so there is no planned outreach or approval needed to provide such service.

F. HOW THE STATE IMPLEMENTS AND MONITORS THE ADMINISTRATION OF PRIORITY OF SERVICE TO COVERED PERSONS;

Veterans receive priority service from New Hampshire Employment Security staff in the American Job Centers as required by 38 USC 4215, 20 CFR Part 1001, 20 CFR part 1010, and per recent guidance provided in Training and Employment Guidance Letter 26-13, dated June 18, 2014. Priority is given to veterans for all new job listings posted on the NHWorks Job Match System by placing new job orders on a twenty-four hour veteran hold during which time the job order is only viewable by staff for the referral of veterans, and on-line the job order can only be viewed by registrants that are identified as veterans. Veterans are also provided priority access to a range of other services, including career guidance, job search workshops, job referrals and job developments. Priority of service for veterans and

other covered persons applies in universal access programs, discretionary targeting programs and statutory targeting programs. At the one-stop level, the Manager will monitor priority of service for veterans in the AJC by an ongoing review of the intake/assessment forms identifying covered and non-covered persons and the services provided, and by providing training to all employment service staff on their responsibility to provide priority of service to veterans. At the State level, reports received from each NHWORKS location on a weekly basis will be compiled and reviewed. Additionally, NHES will collect and maintain data on covered and non-covered persons in accordance with the requirements of 20 CFR 1010.330 and any other guidance forthcoming from USDOL VETS or USDOL Employment and Training Administration (ETA). Priority of service is provided starting with the receptionist in the AJC, who is the initial point of contact. A series of questions are asked to efficiently identify veterans or an eligible spouse of a veteran. Veterans and eligible persons are identified at this point and provided priority of service. During the initial assessment process by AJC staff providing service to the eligible veteran or eligible spouse, if eligible veterans identified or self-attesting to having a significant barrier to employment, or between the ages of 18 and 24, with or without a significant barrier to employment, they are immediately referred to the DVOP specialist to provide intensive services, or, in instances where a DVOP specialist is not available, another AJC provider of intensive services (as per VPL-03-14, section 5, page 6, last paragraph). The referral of veterans to the DVOP, those identified with a SBE or in a specified category, in no way limits the veterans access to all appropriate AJC services, nor does it limit the veteran from receiving services only from DVOP specialists. The veteran will continue to receive appropriate services from AJC staff in addition to receiving services from the DVOP, as necessary. Through an MOU with the VA, Chapter 31 veterans are referred to DVOP specialists at least 90 days before completing their education. DVOP specialists provide case management of this population. Should a veteran require a referral to other services in the AJC, the partner agency is advised of the applicant's veteran status in order to ensure priority of service. Veterans meeting eligibility criteria for specific training programs under New Hampshire's Combined Plan of the Workforce Innovation and Opportunity Act (WIOA) receive priority placement into the program in accordance with 20 CFR Part 1010.

G. HOW THE STATE PROVIDES OR INTENDS TO PROVIDE AND MEASURE, THROUGH BOTH THE DVOP AND ONE-STOP DELIVERY SYSTEM PARTNER STAFF:

1. JOB AND JOB TRAINING INDIVIDUALIZED CAREER SERVICES,

DVOP specialists provide intensive services and facilitate placements to meet the employment needs of eligible veterans and eligible persons, prioritizing service to special disabled veterans, other disabled veterans, and other categories of veterans in accordance with priorities determined by the Secretary of Labor. Intensive services provided by DVOP specialists include: Comprehensive and specialized assessments of skill levels and service needs; Development of an individual employment plan; Career guidance and planning; and Short-term prevocational services. DVOP specialists will provide services only to eligible veterans and eligible persons meeting the definition of an individual with an SBE as defined in VPL 03-14 or the most current VPL on the subject; veterans between the ages of 18 and 24, with or without a significant barrier to employment, as set forth in VPL 04-14; and to any other populations of veterans identified by the Secretary of Labor. The DVOP specialists are fully integrated into the American Job Center system in New Hampshire. All partners in

the AJC are fully aware of the veterans program and the need to identify eligible veterans and eligible persons with an SBE for referral to the DVOP specialist for the provision of intensive services. Should a veteran require a referral or other services in the AJC, the partner agency is advised of the applicant's veteran status in order to ensure priority of service. Veterans meeting eligibility criteria for specific training programs receive priority placement into the program. Services to veterans include: assessment, job search assistance and employment related workshops, job referrals, counseling, testing, job development, supportive services and training. Policies and procedures are in place to support service to veterans and/or eligible family members consistent with WIOA regulations. In that regard, a staff member is assigned as a veteran liaison both to ensure that all AJC staff have the information they need to serve the veteran population and to ensure that all agencies that work with veterans statewide have comprehensive information on the services available through the WIOA program to disperse to veteran they serve. All services provided for eligible veterans and eligible persons, to include job and job training individualized career services, are measured through the results obtained and reported via the quarterly 200 Report, for Wagner-Peyser and DVOP staff, and the WIOA quarterly ETA 9090.

2. EMPLOYMENT PLACEMENT SERVICES, AND

In the local One-Stop Career Centers veterans receive priority of service from all partner staff. Priority is given to veterans for all new job listings posted on the NHWorks Job Match System by placing new job orders on a twenty-four hour veteran hold during which time the job order is only viewable by staff for the referral of veterans, and on-line the job order can only be viewed by registrants that are identified as veterans. The DVOP specialists and the LVER staff work in daily collaboration with one-stop delivery system partner staff to promote employment, training, placement and other opportunities for veterans. Intra-staff collaboration is also enforced via program updates shared among partners during regularly scheduled staff meetings.

One of the LVER's principal duties is to conduct outreach to employers, employer associations, and business groups to promote the advantages of hiring veterans, to assist veterans in gaining employment, and to develop relationships, jobs, training, or job training opportunities for veterans and eligible persons. To accomplish this, LVERs will participate in appropriate activities such as: Planning and participating in job and career fairs; Conducting employer outreach; Conducting seminars for employers; In conjunction with employers, conducting job search workshops and establishing job search groups; Coordinating with unions, apprenticeship programs and businesses or business organizations to promote and secure employment and training programs for veterans; Promoting credentialing and licensing opportunities for veterans; and Coordinating and participating with other business outreach efforts.

The LVER's second primary function is to facilitate employment, training and placement services provided to veterans within the NHWORKS system via capacity building to ensure easier access to the appropriate employment and training services for eligible job-seeking veterans and eligible persons.

NHWORKS monitors priority of service through review of the States Performance Outcome Data, quarterly Manager's Report on Service to Veterans and observation.

In addition, the WIOA adult program tracks veteran enrollments quarterly, monitoring access and outcomes to ensure veterans receive priority services. Local sub-recipient policy and process manuals outline the veteran priority process to be followed. **Currently veterans represent just over 11% of total enrollments in the adult and dislocated worker WIOA funded program; up from just over 7% in 2012.** Veterans and eligible spouses (covered persons) are given priority of service for the receipt of employment, training, and placement services provided under all WIOA funded programs. A veteran or eligible spouse either receives access to a service earlier than others, or if resources are limited, the veteran or eligible spouse receives access to the service instead of others. Veterans must first meet program eligibility requirements, as outlined in 38 U.S.C. 4215, in order to obtain priority of service. It is important to note that the definition of veteran in the Jobs for Veterans Act (JVA), the Priority of Service Regulations and TEGL 10-09 and 3-14 differs from the definition of veteran that applies to reporting of Wagner-Peyser services and to eligibility to receive services from a Disabled Veterans' Outreach Program (DVOP) specialist. Once an eligible veteran or eligible person is identified as having a Significant Barrier to Employment (SBE), as defined in VPL 03-14, including change 1 and change 2 or current guidance; or are a member of a population designated by the Assistant Secretary, as outlined in VPL 04-14 or current guidance, they will be referred to the DVOP specialist. The DVOP specialist will place the veteran or eligible person into case management and facilitate intensive services to help overcome the SBE's and assist the veteran to become job ready.

The LVER, as an integral member of the NHES Business Services Team, will work with the staff to coordinate outreach activities to solicit job orders and promote the hiring of veterans. The LVER staff is responsible for maintaining contact with Federal Contractors and is also involved in the planning and participation in job fairs.

All employment placement services provided for eligible veterans and eligible persons are measured through the results obtained and reported via the quarterly 200 Report, for Wagner-Peyser and DVOP staff, and the WIOA quarterly ETA 9090

3. JOB-DRIVEN TRAINING AND SUBSEQUENT PLACEMENT SERVICE PROGRAM FOR ELIGIBLE VETERANS AND ELIGIBLE PERSONS;

The education community is a partner in each of the American Job Centers. The NHWORKS collaborative effort includes the NH Department of Education (Adult Education, Vocational Rehabilitation, and Vocational Education) and the NH Community College System. With the education community actively participating in the American Job Centers, veterans are provided easy access to job-driven training opportunities, and newly developed training programs. In addition, our education partners work with all partner agencies in the AJC in the planning and development of increased training opportunities to meet the needs of both the job seekers and the employer community. The DVOP specialists, LVERs and Wagner-Peyser staff has access to current demographic, labor market and educational information for New Hampshire and their local area on their desktop computers at our Nnetworks website, as do all veterans accessing the website. Access is also available to NSCITE (NH Works Source for Consumer Information on Training and Education), a website containing information on training and education offered to New Hampshire residents. The system indicates which educational programs are WIOA Eligible. One of the LVER's principal duties is to conduct outreach to employers, employer associations, and business groups to

promote the advantages of hiring veterans, to assist veterans in gaining employment, and to develop relationships, jobs, training, or job training opportunities for veterans and eligible persons. To accomplish this, LVERs participate in appropriate activities such as: Planning and participating in job and career fairs; Conducting employer outreach; Conducting seminars for employers; In conjunction with employers, conducting job search workshops and establishing job search groups; Coordinating with unions, apprenticeship programs and businesses or business organizations to promote and secure employment and training programs for veterans; Promoting credentialing and licensing opportunities for veterans; and Coordinating and participating with other business outreach efforts. The LVER's second primary function is to facilitate employment, training and placement services provided to veterans within the NHWORKS system via capacity building to ensure easier access to the appropriate employment and training services for eligible job-seeking veterans and eligible persons. The LVER, as an integral member of the NHES Business Services Team, will work with the staff to coordinate outreach activities to solicit job orders and promote the hiring of veterans. The LVER staff is responsible for maintaining contact with Federal Contractors and is also involved in the planning and participation in job fairs. All services provided for eligible veterans and eligible persons, to include training and subsequent placement services are measured through the results obtained and reported via the quarterly 200 Report, for Wagner-Peyser and DVOP staff, and the WIOA quarterly ETA 9090.

H. THE HIRE DATE ALONG WITH MANDATORY TRAINING COMPLETION DATES FOR ALL DVOP SPECIALISTS AND LVER STAFF; AND

The following table represents the hire and training dates for all DVOP specialists and LVER staff. SECTION B - STAFFING INFORMATION (a) Office Name (b) Staff Name (c) Date Appointed to Current Position (d) DVOP (e) LVER VB Online FVE IS (DVOPs) EO (LVERs) Berlin Lavertu, Robin 8/23/2013 0.5 1/17/14 2/7/14 11/22/13 Claremont, vacant. Concord Hubbell, James 1/15/2007 1 May-07 6/22/07 12/5/08 Concord Lemere, Elizabeth 3/3/17 1 4/21/17 6/16/17 9/25/15 Conway vacant Conway vacant, Keene vacant, Laconia vacant, Littleton Letourneau, Krystal 3/3/17 0.5 5/28/17 9/29/17 Manchester Murphy, Roger, 8/9/2013, 1, 1/17/14, 4/11/14, 11/22/13, Manchester, Rodgers, John, 4/17/2015, 1, 7/17/15, 12/18/15, 1/29/16, Nashua, Duncan, Mary Grace, 11/14/2014, 1, 9/17/12, 6/28/13, 3/20/15, 3/1/13, Portsmouth, Proper, Ernest, 5/1/2015, 0.5, 6/12/15, 5/24 to 5/27/16, 9/4/15, Salem, vacant, Somersworth, Enario, Allan, 4/29/16, 1, 2/1/07, 3/20/07, 2/15/08, Operations Program Coordinator, Ramos, Bruce, 6/24/16 0.5, 4/1/13, 7/12/13, 6/13/14

I. SUCH ADDITIONAL INFORMATION AS THE SECRETARY MAY REQUIRE.

The following table represents the hire and training dates for all DVOP specialists and LVER staff.

SECTION B — STAFFING INFORMATION

(a) Office Name (b) Staff Name (c) Date Appointed to Current Position (d) DVOP (e) LVER VB Online FVE IS (DVOPs) EO (LVERs) Berlin Lavertu, Robin 8/23/2013 0.5 1/17/14 2/7/14 11/22/13 Claremont Leonard, Gabriel 1/9/2015 0.5 4/17/15 4/17/15 4/24/15 Concord Hubbell, James 1/15/2007 1 May—07 6/22/07 12/5/08 Concord Blount, James 3/20/2015 1 5/15/15 Sched in 12/15—18 class 9/25/15 Conway Mahmoud, Wesam 11/26/2014 0.5 2/13/15 3/13/15 3/20/15 Conway Cousins, Richard 12/12/2014 0.5

11/14/14 Sched in 10/27—30 class 4/17/15 Keene Dobrowolski, Alan 10/18/2013 0.5
2/7/14 6/6/14 6/27/14 Laconia Holliday, Lee 3/21/2014 0.5 7/18/14 8/8/14 8/15/14
Littleton King, Jane 9/18/2015 0.5 Sched in 11/17—20 class Manchester Murphy, Roger
8/9/2013 1 1/17/14 4/11/14 11/22/13 Manchester Rodgers, John 4/17/2015 1 7/17/15
Sched in 12/15—18 class Nashua Duncan, MaryGrace 11/14/2014 1 9/17/12 6/28/13
3/20/15 3/1/13 Portsmouth Proper, Ernest 5/1/2015 0.5 6/12/15 9/4/15 Salem Chapa,
Ernesto 5/29/2015 0.5 8/14/15 Sched in 12/8—11 class Somersworth Cray, William
12/7/2001 1 Jul—02 9/12/03 3/24/06

UNEMPLOYMENT INSURANCE (UI)

The Unemployment Insurance (UI) program requires a State Quality Service Plan (SQSP) on a 2-year planning cycle that is a condition of receipt of administrative funding to administer the program. The SQSP is the State's UI performance management and planning process that allows for an exchange of information between Federal and State partners to enhance the UI program's ability to reflect their joint commitment to performance excellence and client-centered services. A formal two-year SQSP is submitted biennially. On the off years, States may be required to modify the SQSP with additional corrective action plans and narrative if they are failing any new performance measures, and they are required to provide updated budget documents, certifications, and assurances. ETA Handbook No. 336, 18th Edition provides detailed guidance for the preparation and submittal of the SQSP and supplemental guidance is provided in an annual UIPL, issued as UIPL 21-14 for the FY 2015 SQSP. The Social Security Act (SSA) sections 302 and 303 authorize the Secretary of Labor to provide funds to administer the UI program and govern the expenditure of those funds. States that choose the option to include UI in a WIOA Combined State Plan will be required to submit their SQSP through the Combined State Plan process. The SQSP must be prepared in accordance to the instructions in ET Handbook 336, 18th Edition and there are no changes to the established SQSP cycle if a State chose to submit their SQSP through the Combined State Plan process.

A. CONTENTS OF A COMPLETE UI SQSP PACKAGE

A complete UI SQSP package includes the following documents, as described in Chapter 1, ETA Handbook 336, 18th Edition:

1. TRANSMITTAL LETTER

A cover letter to the appropriate Regional Office (RO) transmitting all the required SQSP documents.

U.S. DEPARTMENT OF LABOR Employment and Training Administration

FEDERAL FISCAL YEAR 2020 New Hampshire UNEMPLOYMENT INSURANCE

STATE QUALITY SERVICE PLAN SIGNATURE PAGE We are pleased to present New Hampshire's Alternate Year Unemployment Insurance State Quality Service Plan for FY 2020. We believe all areas identified in the ETA Handbook 336, 18th Edition, Change 4 and the State's individualized SQSP submittal letter, dated August 27, 2019, have been addressed.

Please do not hesitate to contact the Department's Unemployment Insurance Division Director, Michael Burke, at Michael.h.burke@nhes.nh.gov or 603-228-4031 with any questions, issues, or concerns. TYPED NAME AND TITLE SIGNATURE DATE STATE ADMINISTRATOR 10/04/19 George N. Copadis, Commissioner DOL APPROVING OFFICIAL DOL APPROVING OFFICIAL.

2. BUDGET WORKSHEETS/FORMS

Budget worksheets/forms and plan for program administration based on projected allocations received from the Federal partner. These forms include Worksheet UI-1 and SF 424, SF 424A and SF 424B. The SF 424A is only required if the State vary the quarterly distribution of base claims activity staff years.

Application for Federal Assistance SF-424 * 1. Type of Submission: Application * 2. Type of Application: New • If Revision, select appropriate letter(s) Continuation * Other (Specify): 0 Application Changed/Corrected Revision I * 3. Date Received: 4. Applicant Identifier: I I 5a. Federal Entity Identifier: 5b. Federal Award Identifier: State Use Only: 6. Date Received by 7. State Application Identifier: State: 8. APPLICANT INFORMATION: *a. Legal Name: NEW HAMPSHIRE EMPLOYMENT SECURITY * b. Employer/Taxpayer Identification Number (EIN/TIN): " c. Organizational DUNS: 02-6000618 18085907560000 d. Address: " Street1: 45 SOUTH FRUIT STREET Street2: * City: CONCORD County/Parish: "State: NH: New Hampshire Province: "Country: USA: UNITED STATES • Zip / Postal Code: 03301-4857 e. Organizational Unit: Department Name: NH EMPLOYMENT SECURITY

Division Name: UNEMPLOYMENT COMPENSATION BUREAU

f. Name and contact information of person to be contacted on matters involving this application: Prefix: First Name: Michael Middle Name: H * Last Name: Burke Suffix: Title: UCB DIRECTOR Organizational Affiliation: *Telephone Number: 603-228-4031 Fax Number: 603-229-4346 Email: Michael.H.Burke@nhes.nh.gov

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): I

* 10 Name of Federal Agency: UNITED STATES DEPARTMENT OF LABOR - ETA 11. Catalog of Federal Domestic Assistance Number: [17.225 I CFDA Title: UNEMPLOYMENT INSURANCE * 12. Funding Opportunity Number: UIPL 20-16 * Title: UNEMPLOYMENT INSURANCE ADMINISTRATION BASE GRANT FY 2017 13. Competition Identification Number: Title:

14. Areas Affected by Project (Cities, Counties, States, etc.): Add Attachment Delete Attachment I View Attachment 1

* 15. Descriptive Title of Applicant's Project: UNEMPLOYMENT INSURANCE
ADMINISTRATION BASE GRANT FY 2020 Attach supporting documents as specified in
agency instructions. Add Attachments Delete Attachments View Attachments 1

Application for Federal Assistance SF-424 16. Congressional * a. Applicant Districts Of:
NH-002 * b. Program/Project NH-ALL Attach an additional list of Program/Project
Congressional Districts if needed. Add Attachment 1 Delete Attachment I View Attachment
17. Proposed • a. Start Date: Project: 10/01/2019 *b. End Date: 10/30/2020 18. Estimated
Funding (\$): *a. Federal " b Applicant " c State * d Local * e Other * f Program Income *g.
TOTAL 10,359,854.00 10,359,854.00 * 19. Is Application a. This application b. Program
Subject to Review By State Under Executive Order 12372 Process? was made available to the
State under the Executive Order 12372 Process for review on is subject to E.O. 12372 but has
not been selected by the State for review. is not covered by E.O. 12372. • ? c. Program * 20. Is
the Applicant Yes If "Yee, provide Delinquent On Any Federal Debt? (If "Yes," provide
explanation in attachment.) L No explanation and attach Add Attachment Delete Attachment
I View Attachment I 21. *By signing herein are true, comply with any subject me to this
application, I certify (1) to the statements contained in the list of certifications** and (2) that
the statements complete and accurate to the best of my knowledge. I also provide the
required assurances** and agree to resulting terms if I accept an award. I am aware that any
false, fictitious, or fraudulent statements or claims may criminal, civil, or administrative
penalties. (U.S. Code, Title 218, Section 1001) and assurances, or an internet site where you
may obtain this list, is contained in the announcement or agency 8 ** I AGREE ** The list of
certifications specific instructions. Authorized Representative: Prefix: Middle Name: * Last
Name: Suffix: l' Mr . * First Name: George N. I Copadis "Title: Commissioner I *Telephone
Number: 603-228-4000 Fax Number: 603-229-4346 1 'Email: George.N.Copadis@nhes.nh
gov 1

"Signature of Authorized Representative: V/(1/! tie,y7 "Date Signed: 08/27/2019
ASSURANCES - NON-CONSTRUCTION PROGRAMS Public reporting burden for this
collection of information is estimated to average 15 minutes per response, including time
for reviewing instructions, searching existing data sources, gathering and maintaining the
data needed, and completing and reviewing the collection of information. Send comments
regarding the burden estimate or any other aspect of this collection of information,
including suggestions for reducing this burden, to the Office of Management and Budget,
Paperwork Reduction Project (0348-0040), Washington, DC 20503. PLEASE DO NOT
RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND
1 IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you
have questions, please contact the awarding agency. Further, certain Federal awarding
agencies may require applicants to certify to additional assurances. If such is the case, you
will be notified. As the duly authorized representative of the applicant, I certify that the
applicant: Has the legal authority to apply for Federal assistance and the institutional,
managerial and financial capability (including funds sufficient to pay the non-Federal share
of project cost) to ensure proper planning, management and completion of the project
described in this application. 2. Will give the awarding agency, the Comptroller General of
the United States and, if appropriate, the State, through any authorized representative,
access to and the right to examine all records, books, papers, or documents related to the
award; and will establish a proper accounting system in accordance with generally accepted
accounting standards or agency directives.

3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain. 4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency. 5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F). 6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee-3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application. 7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases. 8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. H1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds. g. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327- 333), regarding labor standards for federally-assisted construction subagreements. 10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more. 11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program

developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93- 205). 12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system. 13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.). 14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance. 15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance. 16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures. 17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations." 18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program. 19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL TITLE L , (commissioner I
APPLICANT ORGANIZATION DATE SUBMITTED New Hampshire Department of
Employment Security 08/27/2020 Standard Form 424B (Rev. 7-97) Back

3. THE STATE PLAN NARRATIVE

The State Plan Narrative is a vital element of the SQSP that provides a vehicle for sharing with the Federal partner State-specific efforts that affect the administration of the UI Program. The State Plan Narrative allows the State to describe in a single narrative: a) State performance in comparison to the Government Performance Review Act goals; b) actions planned to correct deficiencies regarding UI programs, UI program reviews and reporting requirements; and c) results of customer satisfaction surveys (optional).

State Quality Service Plan Narrative FY 2020 New Hampshire Employment Security

A. Overview

Improving State Capacity to Administer and Operate the UI Program Effectively New Hampshire's unemployment rate remains low and consistent year over year, August 2018 (2.5%) to August 2019 (2.5%). The August 2019 rate was 1.2 points below the national average of 3.7% for the same period. The number of claims filed remains lower than pre-recession levels. Calendar year 2018 averaged just over 2200 claims per month and for the first seven months of calendar year 2019, the average is just under 2100. While a lower unemployment rate and lower claims volume is good news for the New Hampshire economy, it presents a funding challenge with the Department. To continue the high level of services New Hampshire prides itself on providing, we maintained twelve (12) full-time and five (5) part-time Local Office locations that provided both UI and ES services. New Hampshire employers pay a two-tenths of one-percent administrative contribution. The strength of our Trust Fund has caused an implementation of the Fund Balance Reduction provision of our statute resulting in employers receiving a 1.5% reduction in their tax rate. While this reduces the burden of taxes on employers it also sets the tax rate for the majority of our employers to below the two-tenths of one percent administration contribution level. This is partially offset with churn in the employment market, as taxes are collected on the first \$14,000 of wages. With no major software upgrades underway, NH has focused its energies on updating its hardware and underlying software components. After fourteen months in development, we are set to go live on October 2, 2019. As a result of these upgrades we will see significant performance enhancements, increased security and the ability to effectively fail over our benefit payment system to an alternate location in the event of a disaster. Our tests have proven our new system will be able to switch over in minutes and completely fail over in less than two hours. This means, in the event our Concord Office experiences a disaster we would be able to take claims and issue payments within two hours of onset, out of our Nashua, NH location. Our long term goal in this area is for a complete "hot" fail-over, meaning immediate. Upon completion of our hardware upgrade project we will begin a rewrite of our multi-claimant program within our benefit payment system. We have had issues in both managing and reporting multi-claimants effectively. This has resulted in us continually failing population 5 in data validation. Our goal is to complete this rewrite by June 30, 2020. NH has initiated the process of integrating the NASWA Data Hub into its benefit payment system. This will likely be a lengthy process as NH will need to modify existing statute in order to participate. Also, planned for fiscal 2020 is the implementation of the SIDES modules Earnings Verification, Determinations and Additional Information. New Hampshire is not a siloed state. UI and ES work closely together, collaborate on policy and process, and serve side-by-side in the Local Offices, thus already meet the WIOA requirement to provide meaningful assistance to UI claimants in the Career Centers. The structure of the department has changed over the years due to budgeting constraints, with fewer clear career paths. Thanks to being a relatively small state, however, some duties are shared and individuals with the desire to learn are given the opportunity to do so. Improving Prevention, Detection, and Recovery of UI Improper Payments New Hampshire's 12-month improper payment rate ending 3/31/2019 is 9.39%. While the rate is below the 10% threshold, it is still significant and efforts continue to reduce this number and protect the Trust Fund. New Hampshire has 100% of available TPA's utilizing SIDES file exchange and has been aggressively marketing SIDES E-Response to non-TPA employers. New Hampshire made the choice to automatically sign up all non-TPA employers for E-Response in September 2016. While the use of E-Response is not mandatory by law, language is included on all Notice of Claim correspondence to encourage the employer to use this method of response.

IN addition, with our employer rewrite launched in 2018, all electronic employer request for information responses are routed through the SIDES system. The agency continues to participate in Employer Seminars and provide promotional materials to educate employers about the benefits of using SIDES. The Collections Unit takes advantage of Lexis-Nexis locator software as well as Wage Records to find debtors and aggressively pursues collection. As stated earlier, NH is looking to implement the SIDES earnings verification module this fiscal year, which should also assist in these operations. New Hampshire utilizes TOP for both claimant and employer debt. The department utilizes wage garnishment and distraints when attempts to set up voluntary repayment plans are not successful. SBR funding allowed New Hampshire to hire an Attorney dedicated to the prosecution of unemployment program fraud and part-time staff whose focus is random worksearch contact audits. The department has garnered multiple indictments and prosecuted several criminal cases, including one in which the court found the claimant guilty of perjury for falsifying evidence in the course of an Appeal hearing regarding unreported earnings. Several individuals have been ordered to serve jail time. The SBR funding expired September 2016 and the part-time staffer was laid off. The Department chose to keep the prosecution attorney due to the success she has had in court and the resulting publicity that is surely a deterrent to others considering fraud. SBR funding supported our project, casually referred to as “Spidering”, which incorporates cross matches and suspect data such as IP addresses into a complex scoring methodology to proactively identify situations that could lead to fraudulent payments. The Spidering program was deployed in September of 2017. Functionality that is included in the deployment to production included:

- Random identity proofing — random requirement for claimant to answer questions to verify their identity before filing a claim
- Selected identity proofing — an individual with a blocked attribute (such as a suspect address or bank account information) will be required to answer questions to verify their identity before filing a claim
- Failed identity proofing send individual down a parallel path for filing. If an individual fails the identity proofing questions, they will be allowed to proceed and file a claim so that we can collect all data points and mark them as “suspect”. The individual will be presented with a message at the end of the claims process advising them to report to a Local Office with identification. The claim is not processed until that time.
- Manual attribute marking — assign a score to various attributes whereby any individual filing a claim with a matching attribute is flagged for review or blocking.
- Automatic attribute marking — the deceased flag received from SSA will be used to automatically make the SSN. Other attributes will be marked or the score increased dependent on circumstances or the number of claimants filing with the same attribute.
- Pro-active messaging. For example, an individual who has been previously found overpaid due to misreported or unreported wages will receive a message when filing their next claim that we are aware of the challenges they have experienced in the past and staff are available to assist if they need help accurately reporting work and earnings.

Improving Program Performance Nationally New Hampshire takes accurate and timely reporting and payments seriously. Considerable efforts have been levied on first payment timeliness, non-monetary determination timeliness and quality, reporting accuracy and data validation. New Hampshire has exceeded USDOL’s desired levels of achievement for First Payment Timeliness, Non-monetary Timeliness and Non-Monetary Quality, both separations and non-separations, and is not required to submit a Corrective Action Plan for any of these measurements.

Category DLA CY 2018 QE 3/31/19 QE 6/31/19 First Payment 87% 87.45% 86.31%
90.48% Non-monetary Determinations 80% 85.24% 78.31% 90.3% Separation Quality
75% 80.83% 83.33% 93.33% Non-separation Quality 75% 80.81% 70.97% 80.33%

Since being removed from the “marginally at risk” designation for first payment timeliness, New Hampshire has maintained first payment timeliness within GPRA guidelines. New Hampshire continues with its proactive approach to reviewing for timeliness. Adjudication Unit supervisors are required to review every single issue assigned to their unit to determine its impact on first payment. They then educated each Certifying Officer individually on the process and required an explanation for each and every late payment. This is an incredibly time-consuming and tedious task but is successful and serves multiple purposes. Not only has it enabled New Hampshire to meet expectations, but it has served to educate the supervisors and adjudicators in the intricacies of determining which issues impact the first payment timeliness measure better than any previous training has ever done. New Hampshire participated in the UI Benefits Operations Self-Assessment Tool which afforded an in depth view into the functional operation of the Department. With no additional funding and staffing at New Hampshire Employment Security at a 40-year low, there were challenges in implementation. Nevertheless, New Hampshire was able to complete this project by deadline. Unfortunately, staffing remains at a level too low for us to fully benefit from the results of the survey. We simply do not have the staff to review the results for possible operational improvements. The suggested approach of separating this project into several modules such that a smaller portion of this would occur each year, over a period of several years, would be a much better approach as this may afford us the opportunity to better analyze and utilize the results. Workforce Innovation and Opportunity Act (WIOA) New Hampshire’s UI and ES Directors work closely together and have a common goal of serving the UI claimant in a cohesive and collaborative manner. UI and ES staff work side-by-side in the Local Offices and are cross-trained in many areas. Each Local Office has staff available to assist claimants to file claims, answer questions regarding eligibility and explain department correspondence. An adjudicator is co-located in the larger offices. While NHES does not manage WIOA funds, we partner with DED/BEA and our State Workforce Investment Board, as well as partners in our Local Offices such as the Community Action Programs, Community College System and Vocational Rehab, to focus all available resources on reemployment and training. The implementation of Workforce Connect will be completed in 2019. New Hampshire received a grant to pursue this functionality and the partners are meeting regularly to determine the configuration and functionality to benefit all partners. New Hampshire submitted a Combined Plan and the SQSP is included and updates supplied as part of that plan. Reemployment of UI Claimants New Hampshire achieved 64.9% for the FY 2019 (QE 6/30/19) Facilitation of Reemployment Measure. New Hampshire’s efforts around reemployment of UI claimants is extensive. • Every claimant that is not returning to work within 2 weeks of their last day of work is required to attend a Benefit Rights Interview (BRI) in person at their Local Office. • Every claimant who attends a BRI is then required to attend several group Eligibility Review Interview workshops at regular intervals. These workshops focus on work search methods, resume preparation and interviewing. The last workshop, on or about week 13, is about reenergizing work search and finance assistance. • RESEA — Group orientation and one-on-one appointments to ensure that claimants are aware of the services available to assist them to return to work as well as understand and meet all eligibility requirements.

• Pathway to Work self-employment program — an opportunity for a claimant to work with the Small Business Administration and become self-employed and self-sustaining. • Return to Work program — an opportunity to match a claimant to an employer in a structured, supervised training program with the end result being full-time employment. • Ready to Work program — certificate training program that offers the individual an opportunity to learn or hone soft skills and certify to a basic understanding of expectations in the workplace • Career Exploration — serves individuals who need assistance in the areas of vocational choice, change or adjustment. • Job Fairs — NH holds numerous job fairs across the state each year, providing an in-person opportunity for the employers with the jobs to connect with the individuals seeking them. In program year 2018, NH held 21 job fairs involving 1646 employers and resources with 20,566 job openings and attended by 3678 job seekers. In program year 2019, NH has held 16 job fairs involving 1354 employers and resources with 19,517 job openings and attended by 3493 job seekers. The significant increase in attendance is a result of aggressive advertising including TV coverage, social media announcements, newspaper ads and sticky notes, flyers at schools and local businesses, road signs at heavily trafficked intersections, and an email blast to all claimants in the labor market area. • Claimants filing against New Hampshire but living in another state are sent an Unemployment Compensation Quick Tips booklet and a targeted insert advising them of the requirement that they register for work in their state of residence. Claimants living in New Hampshire but filing against another state are also sent a mailing advising them of the requirement to register for work in New Hampshire. While currently a manual process, every claimant is tracked and if not registered within two weeks of this mailing, sent a Registration Warning with a deadline for response. If no response is received by the deadline and the claimant is filing against NH, an issue is entered on their claim. If filing against another state, the IPC in that state is notified of non-compliance. New Hampshire piloted the Granite Workforce program from January 2019 through June 30, 2019, with a close out period of July 1, 2019 through September 30, 2109. The program was conducted in collaboration with the Department of Health and Human Services. The program provided intensive case management services to participants receiving Expanded Medicaid (Granite Advantage). These services included reemployment services, referrals to supportive services for barrier mitigation, transportation reimbursement, childcare registration fees, housing assistance, basic education and tuition assistance. Also, the program provided a wage subsidy for those employers hiring from this participant pool. The chart below indicates the outcomes for the pilot.

New Participants Enrolled 114 Referrals to Contracted Barrier Case Management 21 Support Services Utilization Fees and Supplies 8 Child Care Registration 2 Housing 8 Tuition 50 Basic Education 2 Employer Subsidy 0 Transportation 22 Participants Starting New Employment 15

Improving Data Validation and Federal Reporting Per UIPL 16-15, New Hampshire was awarded additional funds to enable staff and time to be dedicated to the accuracy of reporting and data validation. This project was completed in December of 2018. Unfortunately, a couple of small errors in programming resulted in NH continuing to fail Data Validation as well as BAM. One error effected our 227 reporting. We had originally programmed the system to record the date the decision was written as the date of decision, however, upon review of our statute, it was determined that we need to utilize the mail date of the decision. This was an easy programming change and has been completed but not before we failed DV for the period. The second error had to do with the method by which

we were extracting data. We were extracting separation data utilizing a comma separated value approach. While this approach is a valid approach, we failed to recognize one potential problem. Some employer names are separated by commas. This most commonly involves those companies named after individuals. When we tested this we, unfortunately, did not have any employers with commas in their names so did not catch this error. The DV sample did, however, pick up numerous employers that fit this scenario. As a result, we failed almost all populations as well as BAM pulls. This was also an easy fix as we simply had to program the system to ignore commas in employer's names. We now believe we are in a good position to pass all populations with the exception of population 5. We are currently in the planning stages of a multi-claimant rewrite which will also serve to correct population 5 results. Addressing Worker Misclassification Misclassification of workers is a significant national and state focus. The State of New Hampshire has an established Task Force on the Misclassification of NH Workers that includes members from the Departments of Employment Security, Labor, Revenue Administration, Insurance and the Governor's office.

New Hampshire receives the 1099 file from IRS and utilizes that to target audits to employers with multiple 1099 workers. This has proven to be a successful method of identifying unregistered employers and misclassified workers. Tips from the Task Force website are also investigated. Blocked claims are also a source of identifying unregistered employers and/or misclassified workers. (Claims where the claimant has listed an employer that is not registered in New Hampshire are referred to as "blocked" and sent to a Field Auditor to investigate. The Field Auditor determines whether the listed employment is subject to New Hampshire unemployment tax law and whether wages paid are properly reported as taxable or not.)

New Hampshire passed the Effective Audit Measure for FY 2019. Audit results are carefully monitored and adjustments made as needed to ensure these measures continue to be met. B. Federal emphasis (GPRA goals 2017)

1. Make Timely Benefit Payments: 87% of intrastate first payments for full weeks of unemployment will be made within 14/21 days from the week ending date of the first compensable week.

Since being removed from the marginally at risk designation for first payment timeliness in 2016, NH has continued to meet GPRA goals in this area, finishing the fiscal year at 87.35%. Given record low staffing levels, we are pleased to be able to maintain both first payment and non-monetary timeliness at above GPRA levels. New Hampshire continues its approach of reviewing all assigned grids for timeliness and requests Certifying Officers to explain any and every claim that may be late. Timeliness is also measured as part of QCRP (Quality Control Review Program) and AQUIP (Adjudication Quality Improvement Program).

2. Detect Benefit Overpayments: Overpayments established will be at least 61.9% of the estimated detectable, recoverable overpayments.

New Hampshire continues to meet goals for this standard with 83.34% as of the issuance of the FY2019 SQSP Call Letter.

3. Establish Tax Accounts Promptly: 89.0% of status determinations for new employers will be made within 90 days of the end of the first quarter in which liability occurred. New Hampshire continues to meet goals for this standard with 91.41% as of the issuance of the FY2019 SQSP Call Letter.

4. Facilitate the Reemployment of Claimant: No target set for FY 2016.

New Hampshire's reemployment rate was 64.9% for the reemployment period of measurement 7/1/2018 to 6/30/2019.

As previously discussed in Section A, New Hampshire has numerous initiatives in place that focus on keeping people employed and/or finding those unemployed new jobs, including WorkShare, WorkReady, Return to Work and Pathway to Work.

New Hampshire continues to operate BRI, ERI, Profiling and RESEA programs where individuals are seen in all twelve (12) local offices and three (3) satellite offices each week.

The Employer Service Representatives in the local offices have an excellent rapport with the employers in their labor market area. They attend Chamber of Commerce meetings and other employer gatherings, disseminating information and informing members of what NH Employment Security offers to assist employers in finding employees. Representatives of Employment Security presented information on services available to 14,001 employers in New Hampshire, including 2839 employers new to our system. Thousands of job orders are listed in our Job Match System and numerous large and small job fairs are coordinated all over the state. The charts below indicate Job Fair activity in the period July 2017 through June 2018 and July 2018 to June 2019.

Job Fairs July 17-June 18 Job Fairs July 18-June 19 Job Fairs Conducted 16 Job Fairs Conducted 21 Job Seekers Attended 3493 Job Seekers Attended 3678 Employers Participated 1354 Employers Participated 1646 Job Openings Available 19,517 Job Openings Available 20,566

C. Program review deficiencies

No narrative required in this area.

D. Program deficiencies

Improper Recording of Detection Dates (89.9%) New Hampshire has levied considerable resources to the accuracy of detection dates. The importance of detection dates is included in new staff training and reminders are sent regularly. The Quality Control Unit provides feedback about any claim picked for BAM or BTQ for which the detection date is incorrect and the error is reviewed with the individual adjudicator. Checking the accuracy of the detection date is part of the QCRP and AQUIP quality programs that the training unit and supervisors use to assess staff performance and provide direction and training. New Hampshire has worked closely with the Regional Office on numerous occasions to request technical assistance and discuss what detection date should be used

in various circumstances. No feedback has been received from the inquiry in 2015 regarding if/when the detection date criteria would be reviewed and updated to more closely match today's claims filing methods. Claims filed on-line 24-7 and automated systems requiring batch processes before issues are available to staff impact timeliness. E. Reporting requirements

All Federal reports have been filed timely. The UI Reporting and Data Validation Project was completed in December of 2018, however, some errors in our initial assessment resulted in most populations failing. This has been explained in greater detail above. We believe we have corrected these programming errors and expect to pass all populations with the exception of population 5 which we are planning to address with our rewrite of our multi-claimant program within our benefit payment system. We are still investigating an issue with the reporting of our Higher Authority Appeals claims. Under certain circumstances a claim is not coming off of our 9054 when the HAA issues a remand back to the first Appeal level. We are now manually moving these claims as they arise so that our 9054 reporting will be accurate. We hope to find the common thread in these claims so that we can again automate this process.

F. Customer Service Surveys

Optional section. No customer service surveys were conducted in FY 2019 or planned for FY 2020.

G. Other (approach to maintaining solvency, requests for technical assistance)

New Hampshire's trust fund is solvent and no monies are owed for funds borrowed.

H. Assurances

New Hampshire's UI IT Contingency Plan was reviewed and updated in August 2018. A review and update is currently underway to include extensive upgrades to the hardware (e.g., workstations, servers) and software of the systems used to process and store the information supporting New Hampshire's Unemployment Insurance System (NHUIS), staffing changes on critical disaster response teams, information regarding recent disaster recovery tests completed and updates to disaster recovery policy and procedure. The NHES Unemployment Insurance Operational Security Plan is also being reviewed and updated to include the recent hardware and software upgrades as well as changes to the department's disaster recovery procedures. While NH did not conduct a formal in-house Risk Assessment this year, an IRS On-Site Compliance Review was completed in August 2019 and a Social Security Administration On-Site Security Compliance Review was conducted in December 2018. Both on-site reviews required providing extensive documentation, interviews, demonstrations, testing and Data Center tours to demonstrate the effectiveness of the physical and logical controls established by NHES to protect sensitive FTI and SSA provided information from unauthorized disclosure, inspection, or misuse. The NHES Information Security Officer (ISO) is currently conducting another round of Internal Inspections of the NHES Data Center and NHES Administrative Building housing IRS Federal Tax Information (FTI) as required by IRS Publication 1075. New Hampshire Cyber Incident Response

Exercise Program. The program consists of a progressive series of events including workshops, tabletops, and functional exercises to review, test, update, and enhance (the state's) Cyber incident response plans and procedures. The NHES Information Security Officer/COOP Coordinator and DOIT IT Manager participated in a series of events (State Government training; planning workshops; table top exercises and full day functional exercise) beginning in September 2017 through May 2018. Additionally, the NHES Information Security Officer (ISO) regularly participates in quarterly State of New Hampshire Cybersecurity Advisory Committee (CAC) and Continuity of Operations Planning (COOP) Coordinator meetings to stay current on Cybersecurity and Disaster Recovery policy and procedure. IRS 2019 Safeguard Security Report (SSR) NHES submitted the 2019 IRS Safeguard Security Report (SSR) and CAP to the IRS Office of Safeguards in July 2019. The Safeguard Security Report is the primary document agencies use to report to the IRS on the processes, procedures, and security controls in place to protect Federal Tax Information (FTI) in accordance with the Internal Revenue Code (IRC 6103 (p) (4)). All agencies executing data exchange agreements involving access to FTI and subject to safeguarding requirements must have an approved SSR in place to continue their access to this protected information. This report must be updated annually to reflect any changes to our safeguarding procedures that may that impact the protection of FTI. Internal Revenue Service (IRS) On-Site Safeguard Review An IRS On-site Safeguard Review was conducted in August 2018. The purpose of the review was to verify agency compliance with Internal Revenue Code safeguard requirements. The review was conducted by an IRS Disclosure Enforcement Specialists and a team of Computer Security Specialists (Booz Allen Hamilton) who were responsible for conducting the computer security portion of the review. An on-site compliance review is required every three years. Social Security Administration (SSA) On-Site Security Compliance Review The Social Security Administration (SSA) conducted an On-Site Security Compliance Review in accordance with the Information Exchange Agreement (IEA) between our agencies On December 11, 2018. The purpose of the review is to verify that appropriate security safeguards remain in place to protect the confidentiality of the information provided by the Social Security Administration. An on-site compliance review is required every three (3) years. Cybersecurity Awareness Training The State of New Hampshire Implemented an annual state-wide Cybersecurity Awareness Training Program requirement on April 3, 2017. The program is designed to ensure state employees have an awareness of the potential cyber threats that could put their organizations and the sensitive data they work with at risk and provide the information needed to ensure employees understand their individual responsibilities and how to consistently apply best practices with regard to cybersecurity. Maintaining ongoing security awareness training is required to maintain compliance with the security requirements outlined in the information exchange agreements between NHES and a number of federal partners including the Social Security Administration, the Internal Revenue Service and the Office of Child Support Enforcement. The training is provided through a web-based application, called "Securing the Human" which was developed by the SANS Institute. The program consists of (23) mandatory modules that have been designated as baseline training needed by all state employees. NHES kicked off its 2019 agency-wide Cybersecurity training program in July 2019. A total of (276) NHES employees, partner-agency staff co-located in the Job Centers, and contract staff supporting the NH Unemployment Insurance System (NHUIS) completed the program.

In addition to the initial and annual security awareness training required for all NHES employees and contractors, designated employees and contractors with access to FTI, NDNH, and SSA provided information must maintain their authorization to access this sensitive information through specific role-based annual training and recertification. Prior to granting an agency employee or contractor access to this information, each authorized employee or contractor must certify his or her understanding of the agency's security policy and procedures for safeguarding IRS information. The training provided (before the initial certification and annually thereafter) also includes the department's incident response policy and procedure for reporting any unauthorized disclosures and data breaches. For both the initial certification and annual recertification, the employee or contractor must sign a confidentiality statement certifying his or her understanding of the penalty provisions and security requirements as well as the obligation to report the improper inspection, disclosure or misuse of the restricted data.

4. Corrective Action Plans (CAPs)

Corrective Action Plans (CAPs): CAPs are expected as a part of the SQSP when State's annual performance does not meet the established criteria for core measures, Secretary's Standards, UI program, assurances, and other program deficiencies identified in the annual SQSP guidance provided by the Department. The CAP must list both specific milestones for key corrective actions or improvement activities, and the completion date for each milestone.

New Hampshire MEASURES/PROGRAMS TO BE ADDRESSED FOR ALTERNATE SQSP 2020 Measures/Programs to be Addressed (Each Measure Below is Hyperlinked to the CAP Worksheet) Acceptable Level of Performance (ALP) Corrective Action Plan (CAP) Narrative Required (In Word Doc.) Performance Level N BENEFITS First Payment Promptness = 87% 87.34% First Payment Promptness (IntraState 14/21 Days) = 87% 88.15% First Payment Promptness (InterState 14/21 Days) = 70% 83.87% First Payment Promptness (IntraState 35 Days) = 93% 97.15% First Payment Promptness (InterState 35 Days) = 78% 94.84% Nonmonetary Determination Timeliness = 80% 86.17% Nonmonetary Determination Quality - Separations = 75% 83.49% Nonmonetary Determination Quality - Nonseps = 75% 86.34% APPEALS Lower Authority Appeals (30 Days) = 60% 89.77% Lower Authority Appeals (45 Days) = 80% 96.86% Average Age of Pending Lower Authority Appeals = 30 days 14.20 Average Age of Pending Higher Authority Appeals = 40 days 16.10 Lower Authority Appeals Quality = 80% 98.72% TAX New Employer Status Determinations Timelapse = 70% 90.80% Tax Quality (Part A) No more than 3 tax functions failing TPS in a year X Failed: Status Determination — New Field Audit Debits/Billings Contributory Debits/Billings Reimbursing Tax Quality (Part B) The same tax function cannot fail for 3 consecutive years Pass TPS Sample Reviews Pass X Failed: Debits/Billings Reimbursing Effective Audit Measure Pass 4 factors/score = 7 Pass INTEGRITY Improper Payments Measure < 10% X 12.55% Detection of Overpayments - 3 Year Measure = 50% & = 95% 83.34% Overpayment Recovery Measure = 68% 118.30% Data Validation - Benefits (All Submitted & Passing) All Benefit Pops Submitted & Passing X Failed: Populations (3, 3a, 5, 8, 12-15) Mod 4 (Seps, Non-Seps, Appeals) Data Validation - Tax (All Submitted & Passing) All Tax Pops Submitted & Passing X Failed: Populations (3, 4) Mod 4 (New, Inactive) BAM NDNH BAM Compliance Pass Pass BAM Operations Compliant Pass

All M&P X Fail: PCA population variances; DCA population comparison variances (Monetary, Separation and Non-Separation populations) OTHER Incorrect Recording of Issue Detection Date 95% X Fail Incorrect Recording of Determination Date 95% Pass UI Reporting Requirements Pass Pass GPRA First Payment Promptness (IntraState 14/21 Days) 87% 88.15% Detect Benefit Overpayments 54.5% 103.26% Establish Tax Accounts Promptly 89% 91.41%

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Performance Measure Improper Payments Measure ALP < 10% CAP Based on SQSP 2019 Performance Level 10.37% CAP Based on SQSP 2020 Performance Level 12.55% State's Target/Actual Performance 12/31/2018 Quarter 1 Target 10.00% Actual 11.01% 12.55% 9.39% 3/31/2019 Quarter 2 Target 10.00% Actual 12.55% 6/30/2019 Quarter 3 Target 9.80% Actual 9.39% 9/30/2019 Quarter 4 Target 9.80% Actual 12/31/2019 Quarter 5 Target 9.50% Actual 3/31/2020 Quarter 6 Target 9.50% Actual 6/30/2020 Quarter 7 Target 9.40% Actual 9/30/2020 Quarter 8 Target 9.30% Actual

Regional Office Comments in cell below: Corrective Action Plan Summary: The Summary must provide: Alternate Year Plan Updates A. The Reason for the deficiency. NH has improved greatly in reducing improper payments as a result of misreported earnings through its recently implemented Claimant view rewrite. That being said, the increase in improper payments is due to unacceptable work searches. In the most recent fiscal year, in NH, 44% of all improper payments are the result of unverifiable work searches. NH lost resources in 2016 with the expiration of SBR funds to support a part time position dedicated to work search verification. Due to lack of resources NH has been unable to conduct work search verifications. Alternate Year Plan Updates B. Provide a description of your "Plan-Do-Check-Act" corrective action plan which will be undertaken to achieve the acceptable level of performance. Examples of major actions and activities; aka, Milestones, include IT requirements, business process analysis, training, implementing process improvements, measuring effectiveness, etc. Please include a description of these actions/activities in each stage of your "Plan-Do-Check-Act" corrective action plan. NH will focus available resources toward work search review and verification, especially during slower adjudication times of year. We will also establish monthly meetings between our QC supervisor, the UI Director, Benefit Payment Control Supervisor and our ES Director to both identify specific indicators as well as to identify available resources to assist with this project. Alternate Year Plan Updates C. If a plan was in place the previous year, an explanation of why the actions contained in that plan were not successful in improving performance; and, an explanation of why the actions now specified will be more successful. Alternate Year Plan Updates D. A brief description of plans for monitoring and assessing accomplishment of planned actions and for controlling quality after achieving performance goals. Monthly meetings as stated above, to remain up to date with current performance as well as to identify indicators of poor work searches and develop plans to focus our energy toward those specific indicators. Alternate Year Plan Updates NOTE: Enter an "X" in the box to the right if the desired improvements will not be accomplished by the end of the current fiscal years (the two consecutive fiscal years for which the plan is in effect). Summarize, below, the major actions remaining to be taken in subsequent fiscal years and include a projected completion date as to when the performance goal will be achieved. (Remaining

Major Actions in this cell.) Milestones 1. Re-write of work search program within our benefits payment system - Completion Date 6/30/2019 Quarter 1 status report (12/31/2018): Business requirements have been developed and a Business Requirements Document has been produced. Next step is to bring team members together to review and provide input. Quarter 2 status report (3/31/2019): While the improper payment rate has risen slightly over previous results - NH has made some changes to work search requirements and verification which should improve results slightly in the near term. The rewrite of our work search program is on schedule to go into production by September 30, 2019. Quarter 3 status report (6/30/2019): While the improper payment rate is not yet available for the period ended June 30, 2019, The one-year period ended March 31, 2019 shows NH with an improper payment rate of 9.39% (per email from Cathy Lovely regarding Imp rates). NH is currently meeting standards for Imp payments. NH is continuing with an update to the system's ability to process accurate work search records, including messaging to encourage better quality work searches. This project is being delayed due to a hardware upgrade. Work search is expected to be completed by October 31, 2019. Quarter 4 status report (9/30/2019): Quarter 5 status report (12/31/2019): Quarter 6 status report (3/31/2020): Quarter 7 status report (6/30/2020): Quarter 8 status report (9/30/2020):

Benefits Data Validation State: New Hampshire Federal Fiscal Year: 2019-2020 SQSP Corrective Action Plan & Progress Report Back to Biennial Overview 2019 Back to Alternate Overview 2020 Instructions

Performance Measure ALP State's Target/Actual Performance Data Validation Benefits - All Submitted and PassingSubmitted & Passing CAP Based on SQSP 2019 Performance Level CAP Based on SQSP 2020 Performance Level 12/31/2018 Quarter 1 Target Pass Actual 3/31/2019 Quarter 2 Target Pass Actual Pass 6/30/2019 Quarter 3 Target Pass Actual 9/30/2019 Quarter 4 Target Pass Actual 12/31/2019 Quarter 5 Target Pass Actual 3/31/2020 Quarter 6 Target Pass Actual 6/30/2019 Quarter 7 Target Pass Actual 9/30/2019 Quarter 8 Target Pass Actual Population 3a 12/31/2018 Quarter 1 Target Actual 3/31/2019 Quarter 2 Target Actual 6/30/2019 Quarter 3 Target Actual 9/30/2019 Quarter 4 Target Actual 12/31/2019 Quarter 5 Target Actual 3/31/2020 Quarter 6 Target Actual 6/30/2019 Quarter 7 Target Actual 9/30/2019 Quarter 8 Target Actual Population 5 12/31/2018 Quarter 1 Target Pass Actual 3/31/2019 Quarter 2 Target Pass Actual Fail 6/30/2019 Quarter 3 Target Pass Actual 9/30/2019 Quarter 4 Target Pass Actual 12/31/2019 Quarter 5 Target Pass Actual 3/31/2020 Quarter 6 Target Pass Actual 6/30/2019 Quarter 7 Target Pass Actual 9/30/2019 Quarter 8 Target Pass Actual Population 8 12/31/2018 Quarter 1 Target Pass Actual 3/31/2019 Quarter 2 Target Pass Actual Fail 6/30/2019 Quarter 3 Target Pass Actual 9/30/2019 Quarter 4 Target Pass Actual 12/31/2019 Quarter 5 Target Pass Actual 3/31/2020 Quarter 6 Target Pass Actual 6/30/2019 Quarter 7 Target Pass Actual 9/30/2019 Quarter 8 Target Pass Actual Population 9 12/31/2018 Quarter 1 Target Pass Actual 3/31/2019 Quarter 2 Target Pass Actual Pass 6/30/2019 Quarter 3 Target Pass Actual 9/30/2019 Quarter 4 Target Pass Actual 12/31/2019 Quarter 5 Target Pass Actual 3/31/2020 Quarter 6 Target Pass Actual 6/30/2019 Quarter 7 Target Pass Actual 9/30/2019 Quarter 8 Target Pass Actual

Population 12 12/31/2018 Quarter 1 Target Pass Actual 3/31/2019 Quarter 2 Target Pass Actual Fail 6/30/2019 Quarter 3 Target Pass Actual 9/30/2019 Quarter 4 Target Pass Actual 12/31/2019 Quarter 5 Target Pass Actual 3/31/2020 Quarter 6 Target Pass Actual 6/30/2019 Quarter 7 Target Pass Actual 9/30/2019 Quarter 8 Target Pass Actual

Population 13 12/31/2018 Quarter 1 Target Pass Actual 3/31/2019 Quarter 2 Target Pass Actual Fail 6/30/2019 Quarter 3 Target Pass Actual 9/30/2019 Quarter 4 Target Pass Actual 12/31/2019 Quarter 5 Target Pass Actual 3/31/2020 Quarter 6 Target Pass Actual 6/30/2019 Quarter 7 Target Pass Actual 9/30/2019 Quarter 8 Target Pass Actual

Population 14 12/31/2018 Quarter 1 Target Pass Actual 3/31/2019 Quarter 2 Target Pass Actual Fail 6/30/2019 Quarter 3 Target Pass Actual 9/30/2019 Quarter 4 Target Pass Actual 12/31/2019 Quarter 5 Target Pass Actual 3/31/2020 Quarter 6 Target Pass Actual 6/30/2019 Quarter 7 Target Pass Actual 9/30/2019 Quarter 8 Target Pass Actual

Population 14 12/31/2018 Quarter 1 Target Pass Actual 3/31/2019 Quarter 2 Target Pass Actual Fail 6/30/2019 Quarter 3 Target Pass Actual 9/30/2019 Quarter 4 Target Pass Actual 12/31/2019 Quarter 5 Target Pass Actual 3/31/2020 Quarter 6 Target Pass Actual 6/30/2019 Quarter 7 Target Pass Actual 9/30/2019 Quarter 8 Target Pass Actual

Population 15 12/31/2018 Quarter 1 Target Pass Actual 3/31/2019 Quarter 2 Target Pass Actual Fail 6/30/2019 Quarter 3 Target Pass Actual 9/30/2019 Quarter 4 Target Pass Actual 12/31/2019 Quarter 5 Target Pass Actual 3/31/2020 Quarter 6 Target Pass Actual 6/30/2019 Quarter 7 Target Pass Actual 9/30/2019 Quarter 8 Target Pass Actual

Mod 4 Septs 12/31/2018 Quarter 1 Target Pass Actual 3/31/2019 Quarter 2 Target Pass Actual Fail 6/30/2019 Quarter 3 Target Pass Actual 9/30/2019 Quarter 4 Target Pass Actual 12/31/2019 Quarter 5 Target Pass Actual 3/31/2020 Quarter 6 Target Pass Actual 6/30/2019 Quarter 7 Target Pass Actual 9/30/2019 Quarter 8 Target Pass Actual

Regional Office Comments in cell below: Corrective Action Plan Summary: The Summary must provide: Alternate Year Plan Updates A. The Reason for the deficiency. NH has long had issues with reporting within our benefit payment system. NH completed an SBR funded project to rewrite all Federal Reports. This was implemented in June of this year. It is expected NH will now pass all data validation measures beginning with quarter four of this year. Alternate Year Plan Updates B. Provide a description of your "Plan-Do-Check-Act" corrective action plan which will be undertaken to achieve the acceptable level of performance. Examples of major actions and activities; aka, Milestones, include IT requirements, business process analysis, training, implementing process improvements, measuring effectiveness, etc. Please include a description of these actions/activities in each stage of your "Plan-Do-Check-Act" corrective action plan. NH will continue to monitor its reporting and correct any possible system defects resulting from the recent rewrite as they arise. Alternate Year Plan Updates C. If a plan was in place the previous year, an explanation of why the actions contained in that plan were not successful in improving performance; and, an explanation of why the actions now specified will be more successful. It is believed actions have been successful, quarter four of this year will be the best indicator of our results. Alternate Year Plan Updates D. A brief description of plans for monitoring and assessing accomplishment of planned actions and for controlling quality after achieving performance goals. In some cases, comparison of manual reports with system generated reports, in other cases, through data validation exercises. Alternate Year Plan Updates NOTE: Enter an "X" in the box to the right if the desired improvements will not be accomplished by the end of the current fiscal years (the two consecutive fiscal years for which the plan is in effect). Summarize, below, the major actions remaining to be taken

in subsequent fiscal years and include a projected completion date as to when the performance goal will be achieved. (Remaining Major Actions in this cell.) Milestones Federal Reporting Re-write went into production on 6/28/2018 Completion Date Quarter 1 status report (12/31/2018): DV passed all validations Quarter 2 status report (3/31/2019): NH had a difficult time with Dv this year. Some programming errors resulted in failing populations 8 and pops 12-15 along with mod 4. Two primary errors resulted in these fails. The first had to do with a comma separated value error. When testing was done for mod 4 we did not have any employers whose name was separated by a comma - when the sample was run we did have employers with names separated by a comma. Our system read this incorrectly and populated part of the employers name where the separation should have been indicated. This has been corrected and tested - mod 4 should be correct next year. Populations 12-15 failed because of an error in programming the date of the overpayment. We initially programmed it to be the date the overpayment decision was created. In reviewing our law, an overpayment cannot exist until the claimant has been notified. This means the date of creation of the overpayment should be the mail date of the decision and not the date the decision was created - this rendered the whole sample incorrect. This has been corrected and will produce accurate results next year. Population 5 will not pass until we rewrite our mass layoff program. The system does not correctly identify and count mass layoff claims. We have a rewrite scheduled for fourth quarter of this year and hope to implement by 12/31/19. Quarter 3 status report (6/30/2019): We believe we have corrected all but population 5. Unfortunately, we currently do not have staff availability to verify our results. We are hoping to have our QC supervisor hired within the next 60 days. Verifying our results will be a high priority once this person is brought on board. Quarter 4 status report (9/30/2019): Quarter 5 status report (12/31/2019): Quarter 6 status report (3/31/2020): Quarter 7 status report (6/30/2020): Quarter 8 status report (9/30/2020):

Tax Data Validation State: New Hampshire Federal Fiscal Year: 2019-2020 SQSP Corrective Action Plan & Progress Report Back to Biennial Overview 2019 Back to Alternate Overview 2020 Instructions

Performance Measure ALP Submitted & Passing CAP Based on SQSP 2019 Performance Level CAP Based on SQSP 2020 Performance Level State's Target/Actual Performance
 12/31/2018 Quarter 1 3/31/2019 Quarter 2 6/30/2019 Quarter 3 9/30/2019 Quarter 4
 12/31/2019 Quarter 5 3/31/2020 Quarter 6 6/30/2020 Quarter 7 9/30/2020 Quarter 8 Data
 Validation Tax - All Submitted and Passing Population 3 Population 3 Target Pass
 12/31/2018 Quarter 1 3/31/2019 Quarter 2 Target Pass Actual Fail 6/30/2019 Quarter 3
 9/30/2019 Quarter 4 12/31/2019 Quarter 5 3/31/2020 Quarter 6 6/30/2020 Quarter 7
 9/30/2020 Quarter 8

Population 4 Population 4 Target Pass 12/31/2018 Quarter 1 3/31/2019 Quarter 2 Target
 Pass Actual Fail 6/30/2019 Quarter 3 9/30/2019 Quarter 4 12/31/2019 Quarter 5 3/31/2020
 Quarter 6 6/30/2020 Quarter 7 9/30/2020 Quarter 8

Actual Fail

Mod 4 Status New Mod 4 Status New 12/31/2018 Quarter 1 3/31/2019 Quarter 2 6/30/2019
Quarter 3 9/30/2019 Quarter 4 12/31/2019 Quarter 5 3/31/2020 Quarter 6 6/30/2020
Quarter 7 9/30/2020 Quarter 8

Mod 4 Terminate Mod 4 Terminate 12/31/2018 Quarter 1 3/31/2019 Quarter 2 6/30/2019
Quarter 3 9/30/2019 Quarter 4 12/31/2019 Quarter 5 3/31/2020 Quarter 6 6/30/2020
Quarter 7 9/30/2020 Quarter 8 Regional Office Comments in cell below: Corrective Action
Plan Summary: The Summary must provide: Alternate Year Plan Updates A. The Reason
for the deficiency. NH has long had issues with reporting within our benefit payment
system. NH completed an SBR funded project to rewrite all Federal Reoprts. This was
implemented in June of this year. It is expected NH will now pass all data validation
measures beginning with quarter four of this year. Alternate Year Plan Updates B. Provide
a description of your "Plan-Do-Check-Act" corrective action plan which will be undertaken
to achieve the acceptable level of performance. Examples of major actions and activities;
aka, Milestones, include IT requirements, business process analysis, training, implementing
process improvements, measuring effectiveness, etc. Please include a description of these
actions/activities in each stage of your "Plan-Do-Check-Act" corrective action plan. NH will
continue to monitor its reporting and correct any possible system defects resulting from the
recent rewrite as they arise. Alternate Year Plan Updates C. If a plan was in place the
previous year, an explanation of why the actions contained in that plan were not successful
in improving performance; and, an explanation of why the actions now specified will be
more successful. It is believed actions have been successful, quarter four of this year will be
the best indicator of our results. Alternate Year Plan Updates D. A brief description of
plans for monitoring and assessing accomplishment of planned actions and for controlling
quality after achieving performance goals. In some cases, comparison of manual reports
with system generated reports, in other cases, through data validation excercises. Alternate
Year Plan Updates NOTE: Enter an "X" in the box to the right if the desired improvements
will not be accomplished by the end of the current fiscal years (the two consecutive fiscal
years for which the plan is in effect). Summarize, below, the major actions remaining to be
taken in subsequent fiscal years and include a projected completion date as to when the
performance goal will be achieved. (Remaining Major Actions in this cell.) Milestones
Federal Reporting Re-write went into production on 6/28/2018 Completion Date Quarter
1 status report (12/31/2018): DV passed all validations Quarter 2 status report (3/31/2019):
2019 Tax Items due Accounts Receivable (Population 4) and Status Determination
(Population 3) Overall Population scores failed. Our Information Technology programmer
and TPS Reviewer are taking a closer look at the steps, timing, actual location and
programming within our management information system. Some programming
adjustments have been planned and scheduled. NH anticipates that the initiatives taken
from DV team meetings and testing extract files our Tax Data Validation Results should
improve for Validation Year 2020. Quarter 3 status report (6/30/2019): Programming
changes have been made which should provide accurate Tax DV results. We have not yet
had the opportunity to verify the results. We are currently in the process of a major
hardware upgrade which will delay any programming changes and could impact any
validations through October 15, 2019. Quarter 4 status report (9/30/2019): Quarter 5 status
report (12/31/2019): Quarter 6 status report (3/31/2020): Quarter 7 status report
(6/30/2020): Quarter 8 status report (9/30/2020):

Benefit Accuracy Measurement (BAM) State: New Hampshire Federal Fiscal Year:
2019-2020 SQSP Corrective Action Plan & Progress Report Back to Biennial Overview 2019
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Performance Measures CAP Based on SQSP 2019 Performance Level CAP Based on SQSP
2020 Performance Level State's Target/Actual Performance Performance Measures ALP <
-10 & > 5% CAP Based on SQSP 2019 Performance Level CAP Based on SQSP 2020
Performance Level -13.77% State's Target/Actual Performance Target Actual

BAM Operations Compliant - Monetary Comparison Reports ALP \pm 15% CAP Based on
SQSP 2019 Performance Level CAP Based on SQSP 2020 Performance Level -42.71% State's
Target/Actual Performance Target Actual

BAM Operations Compliant - Separation Comparison Reports ALP \pm 15% CAP Based on
SQSP 2019 Performance Level -15.24% CAP Based on SQSP 2020 Performance Level
-17.97% State's Target/Actual Performance Target -15.24% Actual

BAM Operations Compliant - Nonseparation Comparison Reports ALP \pm 15% CAP Based
on SQSP 2019 Performance Level -17.88% CAP Based on SQSP 2020 Performance Level
-19.77% State's Target/Actual Performance Target -17.88% Actual Regional Office
Comments in cell below: Corrective Action Plan Summary: The Summary must provide:
Alternate Year Plan Updates A. The Reason for the deficiency. BAM Comparison reports
had been generated off of other system reports which were known to be inaccurate. NH has
completed a rewrite of all of its Federal Reports and is now working on rewriting our BAM
Comparison reports so that they pull from the new, revised data. Alternate Year Plan
Updates B. Provide a description of your "Plan-Do-Check-Act" corrective action plan which
will be undertaken to achieve the acceptable level of performance. Examples of major actions
and activities; aka, Milestones, include IT requirements, business process analysis, training,
implementing process improvements, measuring effectiveness, etc. Please include a
description of these actions/activities in each stage of your "Plan-Do-Check-Act" corrective
action plan. We are in the process of developing a system enhancement to draw BAM
comparisons from the newly created federal Reports within our system. Target completion
for this is 12/31/2018. Alternate Year Plan Updates C. If a plan was in place the previous
year, an explanation of why the actions contained in that plan were not successful in
improving performance; and, an explanation of why the actions now specified will be more
successful. BAM comparison reports are dependent upon other Federal Reports being
accurate. The rewrite of Federal Reports was completed in June of this year. BAM
comparison reports are now in development with expected launch to production of
12/31/2018. Alternate Year completion date as to when the performance goal will be
achieved. (Remaining Major Actions in this cell.) Milestones Federal Reporting Re-write
went into production on 6/28/2018 Completion Date Quarter 1 status report (12/31/2018):

DV passed all validations Quarter 2 status report (3/31/2019): This measure failed due to an error in programming for comma separated values. This also resulted in failures in our DV populations. This has since been corrected. Quarter 3 status report (6/30/2019): We have not yet had the opportunity to validate our results - we are awaiting the hiring of our new QC supervisor. Quarter 4 status report (9/30/2019): Quarter 5 status report (12/31/2019): Quarter 6 status report (3/31/2020): Quarter 7 status report (6/30/2020): Quarter 8 status report (9/30/2020):

5. UI Program Integrity Action Plan (UIIAP)

The UI IAP outlines the strategies the State will undertake during the planning period regarding the prevention reduction and recovery of UI improper payments. Integrity Action Plan New Hampshire Strategic Action Plan 2020 Unemployment Insurance Program October 4, 2019 New Hampshire Employment Security > Performance Narrative Requirement 1 - Incorrect Recording of Issue Detection Date, Target 95%, Actual Failed Quarter 3 status report (6/30/2019): NH has made significant progress in detection date accuracy over the past couple of years now hovering around 90%. NH's priority has been focused on reducing improper payments. We will take a look at any possible system enhancements which may help to improve these numbers and provide refresher training to staff in how to determine correct detection date.

Performance Narrative Requirement 2 First Payment Timeliness NH continues to meet or exceed DOL measures for first payment timeliness. With our federal reports rewrite, we developed a proactive report for first payment which allows for supervisors to easily determine which claims are nearing the 14 day mark. When a claim is discovered that could be late if not prioritized, supervisors follow-up with staff to ensure the claim will be completed timely. This business process has allowed for NH to remain timely with first payments despite its record low staffing levels.

6. Organizational Chart

The organization chart must conform to the requirement for delivery of service through public employment offices, or such other designated providers as the Secretary may authorize; show the State's configuration from the Governor of the State down to the point of Employment Service and UI customer service delivery; and provide sufficient detail to show each organizational unit involved and the title of the unit manager.

NEW HAMPSHIRE EMPLOYMENT SECURITY ORGANIZATIONAL CHART RSA 282-A:113

GOVERNOR

COMMISSIONER

UNEMPLOYMENT COMPENSATION ADVISORY COUNCIL
DEPUTY COMMISSIONER
APPELLATE BOARD
ASSISTANT TO THE COMMISSIONER
INTERNAL SECURITY
CLAIMS REPRESENTATIVE
QUALITY CONTROL
EEO
BENEFIT PAYMENT CONTROL
UNEMPLOYMENT COMPENSATION BUREAU
BENEFITS CONTRIBUTIONS
EMPLOYMENT SERVICE BUREAU AND OPERATIONS LOCAL OFFICE INTERAGENCY
PROGRAMS
EMPLOYMENT SERVICE BUREAU STAFF
ECONOMIC & LABOR MARKET INFORMATION BUREAU LABOR MARKET
INFORMATION DEVELOPMENT
STATE AND FEDERAL PROGRAMS
LEGAL
HUMAN RESOURCES & TRAINING
FISCAL
ADMINISTRATIVE SERVICES
APPEALS

7. SQSP Signature Page

The State administrator must sign and date the SQSP Signature Page. By signing the Signature Page, the State administrator certifies that the State will comply with all the assurances and activities contained in the SQSP guidelines.

U.S. Department of Labor SQSP SIGNATURE PAGE OMB Control No.: 1205-0132 Expiration Date: 02/28/2021 U.S. DEPARTMENT OF LABOR Employment and Training Administration FEDERAL FISCAL YEAR 2020 STATE New Hampshire UNEMPLOYMENT INSURANCE STATE QUALITY SERVICE PLAN SIGNATURE PAGE This Unemployment Insurance State Quality Service Plan (SQSP) is entered into between the Department of Labor, Employment and Training Administration, and New Hampshire Employment Security

The Unemployment Insurance SQSP is part of the State's overall operating plan and, during this Federal fiscal year, the State agency will adhere to and carry out the standards set forth in Federal UI Law as interpreted by the DOL, and adhere to the Federal requirements related to the use of granted funds.

All work performed under this agreement will be in accordance with the assurances and descriptions of activities as identified in the SQSP Handbook and will be subject to its terms.

TYPED NAME AND TITLE SIGNATURE

George N. Copadis Printed Name of STATE ADMINISTRATOR

DATE 8/27/2019

b. Requirements for States electing to include UI in the Combined State Plan

States that elect to include UI in the Combined State Plan must:

1. Submit an SQSP in the following manner depending on their timing in the SQSP cycle:

A. If a State is in the first year of their 2-year cycle, a complete SQSP package must be submitted. A complete SQSP package will include the Transmittal Letter, Budget Worksheets/Forms, State Plan Narrative, CAPs (including the milestones and the completion date for each milestone), the UI IAP, Organizational Chart, and the SQSP Signature Page. One of the key goals for the UI program is to ensure that claimants are able to successfully return to work. As such, the SQSP State Plan Narrative must provide a discussion of the plan coordination with other WIOA Combined Plan programs to ensure a coordinated effort and integrated service delivery.

B. If a State is in the second year of the 2-year cycle, the State is required to submit the most recently approved complete SQSP package with a modification that must include the Transmittal Letter, Budget Worksheets/Forms, Organizational Chart, and the SQSP Signature page. The modification may also include CAPs for new identified performance deficiencies, and any required modifications to existing CAPs. The CAP must list both specific milestones for key corrective actions or improvement activities, and the completion date for each milestone.

2. Submit the required off-year SQSP components as a modification to the Combined State Plan on the same cycle as the regular SQSP process which must be approved by September 30th each year.

SENIOR COMMUNITY SERVICE EMPLOYMENT PROGRAM (SCSEP)

At minimum, in the SCSEP stand-alone submission and the SCSEP portion of the Combined State Plan, States should comprehensively cover the following elements.

A. ECONOMIC PROJECTIONS AND IMPACT

States must:

1. DISCUSS LONG-TERM PROJECTIONS FOR JOBS IN INDUSTRIES AND OCCUPATIONS IN THE STATE THAT MAY PROVIDE EMPLOYMENT OPPORTUNITIES FOR OLDER WORKERS. (20 CFR 641.302(D))(MAY ALTERNATIVELY BE DISCUSSED IN THE ECONOMIC ANALYSIS SECTION OF STRATEGIC PLAN.)

The New Hampshire Bureau of Labor Statistics reports over the ten-year period of 2012 to 2022, total employment in New Hampshire is expected to grow by 10.3 percent, an average of just under one percent per year. Estimated employment is expected to increase from 668,268 to 736,999, a gain of 68,731 jobs. In comparison, projected growth for the U.S. for the same period is 10.8 percent, growing from 145.4 million jobs in 2012 to 161.0 million jobs in 2022. Additional projections about New Hampshire include: Gains are expected in every sector with the exception of Manufacturing (891 fewer jobs) and Utilities (148 fewer

jobs). Three sectors — Administrative support and waste management services, Health care and social assistance, and Professional, scientific, and technical services — will account for half of all projected new jobs in 2022. Health care and social assistance, the state's largest employing sector in 2012, is expected to add the most jobs by 2022, accounting for nearly 30 percent of all new jobs in the decade. Employment in Construction is expected to grow by 17.7 percent over ten years, with more than 3,900 new jobs. Retail trade employment is expected to grow by 6.1 percent, adding 5,700 jobs over ten years. The 2016 Census data reports New Hampshire's population at 1,327,503 with 30.8% of residents age 55 or older. This represents a 3.8% increase over the same Census data in 2010 and a 9.9% increase since Census data in 2000. Year 2000 2010 2016 Percent of population age 55+ 20.9% 27.0% 30.8%

2. DISCUSS HOW THE LONG-TERM JOB PROJECTIONS DISCUSSED IN THE ECONOMIC ANALYSIS SECTION OF STRATEGIC PLAN RELATE TO THE TYPES OF UNSUBSIDIZED JOBS FOR WHICH SCSEP PARTICIPANTS WILL BE TRAINED AND THE TYPES OF SKILL TRAINING TO BE PROVIDED. (20 CFR 641.302(D))

As evident from NH's Bureau of Labor Statistics data, NH SCSEP will continue to provide training and placement based on customer's choice and in demand occupations. Training and placement will primarily be in service industries, healthcare and social assistance where the most growth and job openings are projected. In comparing existing training fields, we anticipate similar training occupations: office support, retail, warehouse, childcare, health care activity aides, and custodial/maintenance. Current placement occupations are: office support, sales, para-educator, home health care aids, auto body repair technician, cooks, customer service, and several placements in stage or TV production.

3. DISCUSS CURRENT AND PROJECTED EMPLOYMENT OPPORTUNITIES IN THE STATE (SUCH AS BY PROVIDING INFORMATION AVAILABLE UNDER §15 OF THE WAGNER-PEYSER ACT (29 U.S.C. 491-2) BY OCCUPATION), AND THE TYPES OF SKILLS POSSESSED BY ELIGIBLE INDIVIDUALS. (20 CFR 641.325(C))

NH's Economic and Labor Market Information Bureau (NH Employment and Labor Statistics Career Resources) has developed a number of career resources to assist staff and participants with both current and projected employment opportunities in New Hampshire. Resources available include: • Apprenticeships • Career Exploration Web Sites • Career Planning Guide • Career Clusters • Career Exploration by Holland Interest Profile • Employment Projections, Job Outlook and Locator • Green Jobs • Job Notes • Licensed, Certified, and Registered Occupations • Occupational Employment & Wages (OES) • Science, Technology, Engineering, and Mathematics (STEM) • Top Career Prospects In addition, through contract with the Office of Workforce Opportunity, an annual demand occupation list has been developed to use as the basis for training that is provided. For an occupation to be on NH's demand list the wage must be \$11 per hour average and have 35 or more openings projected per year. Eligible individuals for our program are provided a comprehensive assessment that includes an evaluation of their interests, abilities, skill levels, and barriers requiring resolution. An Individual Employment Plan with goals and timeline is developed and subsequently implemented. Training and unsubsidized placement is aimed at in demand occupations.

B. SERVICE DELIVERY AND COORDINATION

States must:

1. PROVIDE A DESCRIPTION OF ACTIONS TO COORDINATE SCSEP WITH OTHER PROGRAMS

This may alternatively be discussed in the State strategies section of the strategic plan, but regardless of placement in document, must include:

A. ACTIONS TO COORDINATE ACTIVITIES OF SCSEP GRANTEEES WITH WIOA TITLE I PROGRAMS, INCLUDING PLANS FOR USING THE WIOA ONE-STOP DELIVERY SYSTEM AND ITS PARTNERS TO SERVE INDIVIDUALS AGED 55 AND OLDER. (20 CFR 641.302(G), 641.325(E))

As required in Section 503(a)(2) of the 2006 OAA Amendments, the State Plan must describe the state's process for ensuring the involvement and seeking the advice and recommendations of representatives from:

- State Units on Aging and Area Agencies on Aging
- State and Local Boards under the Workforce Innovation Opportunity Act (WIOA)
- Public and private nonprofit agencies and organizations providing employment services, including each grantee operating a SCSEP project within the state
- Social service organizations providing services to older individuals
- Affected communities (i.e., grantee service areas)
- Unemployed older individuals
- Community-based organizations serving older individuals
- Business organizations
- Labor organizations

In September of 2015 a focus group, facilitated by CAPBMCI, was held in Concord, NH for the purpose of engaging appropriate organizations and/or individuals in the development of the State SCSEP Coordination Plan. Representatives from twenty-one (21) older worker service organizations were invited to participate in the process. Meeting discussion topics included the following:

- A brief overview of SCSEP services and program operators
- Review and purpose for the State Plan
- Current Labor Market Conditions with areas for growth, economic projections and impact
- SCSEP Performance
- Equitable Distribution

In addition, meeting participants were asked to "brainstorm" ideas for employment opportunities for seniors and the skill sets needed to be successful in these jobs. Specific outcomes from the meeting included:

- Planned actions to coordinate activities of SCSEP grantees with WIOA Title I programs including plans for effectively utilizing the NH Works one-stop system;
- Planned activities to coordinate activities for SCSEP grantees with activities being carried out in the state under the other titles of the Older American's Act;
- Planned actions to coordinate SCSEP with other private and public entities and programs that provide services to Older Americans; and
- Planned actions to coordinate SCSEP with other labor market and job training initiatives.

Letters of support from some of the focus group attendees may be found in Appendix O. Strong coordination among organizations and agencies that focus on service to mature workers is a strength of the New Hampshire system, and one that is directly tied to the benefit of the Community Action Agency as a sub-grantee for SCSEP. Community Action agencies operate a number of programs targeted to the mature population and program manages work hand-in-hand with the SCSEP staff to ensure eligible participants are aware of and have direct access to the services and programs they need to support their personal and employment related needs. Additionally, the CAPBMCI and Able staff have developed a close working relationship that fosters a cooperative approach to developing host agency and employment opportunities for SCSEP participants throughout

the State. Program staff maintain weekly office hours at the NH Works offices within Belknap, Merrimack, and Rockingham counties. The consistent presence in the centers has built strong relationships with the partners including NH Employment Security, NH Department of Health and Human Services, NH Department of Education - Bureau of Vocational Rehabilitation. These partner relationships promote dual enrollments, ongoing referrals, training and employment opportunities, shared services including assessments, workshops, presentations and connections to needed services. The SCSEP Program Manager attends the quarterly NH Works Partner meetings. Program staff maintain excellent working relationships with the Job Placement Specialists through the Workforce Innovation Opportunity Act, Employer Services Representative through NH Employment Security as well as the Business Resource Specialists through the NH DRED Division of Economic Development. SCSEP staff encouraged these partners to make employers aware that SCSEP has a well-trained pool of candidates for employment. These connections allow the program staff to remain aware of job openings, employer needs and industry trends. Several joint employer visits have resulted in positive SCSEP placements.

**B. ACTIONS TO COORDINATE ACTIVITIES OF SCSEP GRANTEEES WITH THE
ACTIVITIES TO BE CARRIED OUT IN THE STATE UNDER THE OTHER TITLES OF
THE OAA. (20 CFR 641.302(H))**

Response is included in section (b)(1)(C)

**C. ACTIONS TO COORDINATE SCSEP WITH OTHER PRIVATE AND PUBLIC ENTITIES
AND PROGRAMS THAT PROVIDE SERVICES TO OLDER AMERICANS, SUCH AS
COMMUNITY AND FAITH-BASED ORGANIZATIONS, TRANSPORTATION PROGRAMS,
AND PROGRAMS FOR THOSE WITH SPECIAL NEEDS OR DISABILITIES. (20 CFR
641.302(I))**

CAPBMCI operates three programs focused on employment: WIOA, SCSEP, and Workplace Success Work Skills & Work Experience (TANF participants). The Workforce Team members have established excellent working relationships, providing support to one another and sharing ideas around how to better serve their participants in each of their programs. Team members will share job leads, training opportunities, community opportunities and work experience placements. CAPBMCI will continue to build upon these relationships in the future in an effort to increase dual enrollments, referrals, and services for SCSEP clients. Efforts will continue to increase coordination among organizations and agencies that focus on providing services to senior workers. CAPBMCI operates a number of programs including the Commodity Supplemental Food Program, Electric Assistance Program, Fuel Assistance, Weatherization, Elderly Housing, Transportation, Service-Link, Meals on Wheels, the Senior Companion Program and operates Senior Centers targeted to the senior population. Agency staff, especially those in the Elder Services Department, will work hand-in-hand with the SCSEP program staff to ensure eligible participants are aware of and have direct access to the services and programs they need to support their personal, housing and employment related needs. The Service Link Resource Centers have provided extensive assistance to SCSEP participants. SCSEP program staff is included in all in-house training sessions Merrimack County Service Link provides for its own staff. Program staff will continue to attend workshops on Social Security Benefits, Accessing Health and Medical Services, Legal Services, Medicare and Health Insurance Coverage. Information gained through the inclusion in these workshops has made the staff more knowledgeable on

resources available to the participants. Riverbend Community Mental Health Center has provided guidance and training sessions on how to work with individuals with mental illness. SCSEP program staff will continue to work closely with Ascentria Care Alliance to assist with enrolling and transitioning refugees into the workforce. Program staff has developed a long-standing relationship with Vocational Rehabilitation staff; we plan to increase two-way referrals and dual enrollments in the future. Lakes Region Community College and NH Technical Institute have allowed a few of our participants to audit classes when space is available to gain the knowledge and experience; we will continue informing SCSEP clients of this opportunity. As a member of the Community Resource Network of Senior Service Providers in Rockingham County, CAPBMCI staff has increased their knowledge of services available to seniors throughout the county. Additionally, staff has developed new community service host agencies and will increase referrals to the program. In an effort to coordinate activities being carried out in the State under the Older Americans Act, the SCSEP Program Manager will attend the Area Committees on Aging meetings, in order to gain additional insight on community resources specifically geared towards mature workers. Additionally, CAPBMCI will communicate with the NH Bureau of Elderly and Adult Services (BEAS) to refer SCSEP clients for additional support and services available. We will increase networking opportunities and recruit new host agencies. We will engage one-stop partner and community agencies annually to assist with workshops and presentations during National Employ Older Worker Week each September. The Office of Workforce Opportunity along with State and National grantees will work closely with the local AARP office to provide resources to assist both clients and staff. For example, their Work@50+ and AARP Career Tools and Resources assist with: • Job Loss Help • Job Tips for 50+ Workers • Steps to finding the Work you Want after 50 • The Water Cooler: AARP's Online Community • AARP Foundation Work Search (assessment, training and job search services) • WorkReadyNH, a work-readiness certification program funded through the State Job Training Fund, provides both academic and soft skill certification. The program is offered at the community college campuses. The WorkReady program is free to attend.

D. ACTIONS TO COORDINATE SCSEP WITH OTHER LABOR MARKET AND JOB TRAINING INITIATIVES. (20 CFR 641.302(J))

There is a strong working relationship with the Department of Business and Economic Affairs - Division of Economic Development staff in in our counties. They often provide job leads and we encourage them to inform employers of the SCSEP. This relationship has enabled us to build relationships with local employers that otherwise may not have been established. We have made joint visits to several companies, which have resulted in positive placements and host agency recruitments. NH Works is another great resource for our participants to source employment opportunities and receive assistance via the resource centers. SCSEP participants are given an overview of the NH Works services available and a tour of the center closest to where they live. They are introduced to appropriate NH Works staff to ensure they have a level of comfort to go into the office on a regular basis and conduct their job search. The Employer Service Representatives at NH Employment Security have provided job leads to SCSEP participants. SCSEP staff attends employer-related functions in our counties to gain additional knowledge about the needs, concerns, industry changes and employment opportunities. Several of the employer groups we are involved in include the following: Belknap County Economic Development, Laconia Chamber of Commerce, Belknap County Local Service Delivery Area Homeless Continuum of

Care Better Together, Concord Chamber of Commerce, Concord Workforce Alliance (minority focused), Rockingham Community Resource Network, Senior Providers Network. The Return to Work program provides a structured, supervised training on site with an employer for up to 6 weeks and a maximum of 24 hours per week. The program offers a trainee a foot in the door and the opportunity to learn new skills. If the Return to Work placement is successful for the participant, the employer can decide to hire the trainee at any point in time during this program. This opportunity is beneficial for the employer and the potential employee. Veterans Retraining Assistance Program (VRAP) offers up to 12 months of training assistance to unemployed Veterans who: Are between the ages of 35 - 60, Received an other than dishonorable discharge; Are not eligible for any other VA educational benefit; Are not in receipt of VA compensation due to employability; Are not enrolled in a federal or state job training program.

E. ACTIONS THE STATE WILL TAKE TO ENSURE THAT SCSEP IS AN ACTIVE PARTNER IN THE ONE-STOP DELIVERY SYSTEM AND THE STEPS THE STATE WILL TAKE TO ENCOURAGE AND IMPROVE COORDINATION WITH THE ONE-STOP DELIVERY SYSTEM. (20 CFR 641.335)

New Hampshire's One-Stop system, known as NH Works, is managed by the NH Works One-Stop Operator Consortium (NH Works Consortium). This committee serves as the One-Stop Operator as defined by Workforce Innovation Opportunity Act (WIOA). The purpose of the committee is to establish the vision and goals for the one-stop delivery system, and to oversee the implementation of these goals on the local one-stop center level. The Consortium is also charged with designing and implementing continuous improvement tools and processes for the one-stop delivery system. The committee is chaired by the Board Chairman of the Workforce Innovation Board (State WIB). Membership is comprised from the following entities: Employment Security, Department of Education, Community College System of NH, Department of Resources and Economic Development, Department of Health and Human Services, Department of Labor, and the Community Action Program. The collaborative management structure of the NH Works system promotes ongoing communication among partner agencies, which leads to a high level of interagency referrals and/or the integration of services. NH Works Consortium Partner Programs Operating Agency Programs NH Department of Education • WIOA Youth Services (contract with the Office of Workforce Opportunity) • Perkins Funding • Vocational Rehabilitation • Adult Basic Education NH Department of Resources and Economic Development • Grant recipient for SCSEP; Administrative entity for State SCSEP program - contract with CAPBMCI • Administrative entity for WIOA Adult, Dislocated Worker & Youth funds in NH • Workforce board staff charged with leading the State's strategic planning for workforce issues and system policy making guidance • Contracts with Community Action Association to serve as primary contractor for WIOA Adult and Dislocated Worker funds, including Dislocated Worker Grants • Rapid Response Retention Services (contract for services through the Office of Workforce Opportunity) • Business Resource Center for Economic Development • Job Training Program (Incumbent worker training funds management) NH Employment Security Wagner-Peyser: • Migrant and seasonal farm workers Unemployment Insurance • Performance Accountability and Customer Information Agency (PACIA) Unit (contract for services through the Office of Workforce Opportunity) Foreign Labor Certification • WOTC/WTW Tax Credits • Labor Market Information Services Trade Assistance Program Veterans' Program NH Department of Health and Human Services • TANF/Food

Stamps/Medicare/Medicaid • Children, Youth and Family Services • Service Link/Agency on Aging • Juvenile Justice Community College System of NH • Post-secondary education • Eligible training provider for WIOA • Carl Perkins funds Department of Labor • Apprenticeship programs • Labor laws/enforcement Community Action Programs • State SCSEP Service Delivery (CAPBMCI contractor) • WIOA Adult, Dislocated Worker, and National Emergency Grant Service Delivery (contractor) Senior Companion/Elderly Housing/Elderly Transportation • Head Start/Weatherization and other community project programs DHHS TANF Work Program (contractor) Specific SCSEP overall goals and strategies relating to coordination of activities with the state's one-stop system activities include the following:

- The Office of Workforce Opportunity is the administrative entity for the State SCSEP project, and as such ensures that all SCSEP activities are directly connected to the workforce system as a whole. With OWO being a part of the NH Department of Resources and Economic Development, a stronger relationship is developed with the Economic Development Outreach Workers to Businesses.
- SCSEP services providers (CAPBMCI and National Able) work closely with each of the local NH Works Centers. In many cases SCSEP staff use the NH Works office space to recruit SCSEP participants.
- SCSEP service provider staff attend the local NH Works Center team meetings, which convene on a quarterly basis to share program information, referral updates and other topics specific to day-to-day relationship building on the local level.
- The SCSEP participates in NH Works conferences, often presenting workshops to NH Works staff on best practices for working with mature workers.
- WorkReadyNH, a work-readiness certification program funded through the State Job Training Fund, provides both academic and soft skill certification. The program is free to attend.
- In the coming years, SCSEP staff will continue to expand and/or strengthen partnerships within the NH Works system to achieve greater success in the following areas:
 - o Training - promote more dual enrollments with WIOA and other system partners, such as Vocational Rehabilitation, to ensure SCSEP participants have access to occupational training that may be needed to supplement the training received through community service experience placements.
 - o Job Placement Assistance - strengthen the communication and integration of services between SCSEP staff and NH Works employer services representative in an effort to better market older workers to the business community, and enhance access to job placement opportunities.
 - o Older Worker Week Promotion - more fully engage the NH Works Centers in the promotion and celebration of Mature Worker week. The goal is to have each NH Works office participate in Mature Worker Week promotional activities by hanging posters, offering workshops on mature worker topics and other activities that highlight the important contributions of mature workers.
 - o Collaboration with other public and private entities and programs that provide services to older Americans, such as community-based organizations, transportation programs, and programs for those with special needs or disabilities.
 - o Establish quarterly meetings with providers who work on a daily basis to resolve issues related to services for mature workers. Meetings will focus on sharing cross-agency information and the development of new strategies for maximizing/braiding existing resources, as well as identifying new resources that may become, or currently are, available.

F. EFFORTS THE STATE WILL MAKE TO WORK WITH LOCAL ECONOMIC DEVELOPMENT OFFICES IN RURAL LOCATIONS.

There is a strong working relationship with the Division of Economic Development staff in the NH Department of Business and Economic Affairs in our counties. They often provide

job leads and SCSEP encourages them to inform employers of the program. This relationship has helped build relationships with local employers that otherwise may not have been established. DRED and SCSEP have made joint visits to several companies, which have resulted in positive placements and host agency recruitments.

2. DESCRIBE THE LONG-TERM STRATEGY FOR ENGAGING EMPLOYERS TO DEVELOP AND PROMOTE OPPORTUNITIES FOR THE PLACEMENT OF SCSEP PARTICIPANTS IN UNSUBSIDIZED EMPLOYMENT. (20 CFR 641.302(E)) (ALTERNATELY, THE STATE MAY DISCUSS THIS IN THE STATE STRATEGIES SECTION OF STRATEGIC PLAN IF SUBMITTING A COMBINED PLAN.)

The overall goal of the SCSEP is to place participants in unsubsidized employment for the purpose of sustained self-sufficiency. We aim to achieve this goal through expanded engagement and partnerships with employers, identifying employment opportunities with established career ladders, placing individuals in high growth industries and occupations as well as other industries and occupations that provide substantial employment opportunities for participants, and retention activities once participants enter the workforce. SCSEP staff will work with its network of employers to identify and cultivate appropriate employment opportunities for participants, taking into account the needs of mature workers. Staff will pair the job-ready participants' interests, employment goals and skills with the requirements of local employers specific to employment vacancies. Unsubsidized placement will be informed by the nature of local industry growth and availability of positions that meet individual criteria in terms of physical requirements, access to transportation, and social needs. Staff will help clients develop their IEP to prepare them for opportunities in high-growth fields such as healthcare, transportation, warehousing and logistics, hospitality and retail, and various customer-service opportunities. These opportunities will primarily be shaped by the participants' IEP objectives and their expressed desires concerning their work environments. Staff will secure opportunities for participants to gain critical skills for in-demand industries through training with community service providers and other workforce partners. SCSEP staff realize the importance of fostering relationships with local employers. Program staff will offer an expansive menu of workforce services to businesses that will include: placement services, labor market information, assistance with tax credits, Americans with Disabilities Act (ADA) compliance, career counseling, customized training programs and a commitment to work with all NH Works partners to link them to qualified job candidates. Staff will work with employers, chambers of commerce, municipal leaders, industry professionals, training providers, and labor unions to discuss opportunities and outline career paths to assist in preparing participants to help meet the workforce demands of businesses in each region. SCSEP Staff will link the pipeline of trained participants seeking unsubsidized employment opportunities to NH Works initiatives currently underway such as the following:

- NH Works Employment Service Representatives (ESR) - each of the twelve (12) NH Works offices located throughout the state employs an ESR (some may have several one-stop center responsibilities). The ESR is the business liaison for the local NH Works office and often is the first point of contact with local employers.
- Job Fairs - NH Employment security coordinates and posts all Job Fair events on their website. Job Fair flyers are posted throughout the NH Works offices and shared with the local office staff. SCSEP staff will remain informed via the website and the local offices, letting the SCSEP participants know about Job Fair and recruitment events so they can attend. SCSEP staff will also use these

opportunities to recruit host agencies and promote awareness of the program. • The Office of Workforce Opportunity is the principle convener of partners for the development of career ladders/lattices, sector/cluster development and regional innovation initiatives within NH. The OWO will ensure that SCSEP participants are identified in planning documents as a resource for qualified workers and that SCSEP staff are kept informed of progress and/or opportunities resulting from these initiatives. In addition to the training provided as part of a community service employment assignment, SCSEP providers will offer lectures, seminars, classroom instruction, individual instruction, work experience or other training opportunities as appropriate to the staffing and funding available to each service provider. The state grantee will actively monitor planned versus actual goals to ensure the State is meeting their negotiated goals. The state grantee will provide technical assistance if the sub-grantee fails to meet their goals. Our programs utilize a number of web resources to assist our customers in employment preparation and job search including: • Jobsinnh.com • nhnonprofits.org • comcast.com • ourcareersite.com • jobcentral.com • monster.com • greatsecurityjobs.com • concordlitho.com • edjobsnh.com • localjobnetwork.com • nhjobs.com • kraftfoods.com • craigslist.com • fairpoint.com • indeed.com

3. DESCRIBE THE LONG-TERM STRATEGY FOR SERVING MINORITIES UNDER SCSEP. (20 CFR 641.302 (C))

New Hampshire's population is predominately white. The state is gradually becoming more diverse; however the number of minorities enrolled in the SCSEP remains low.

The 2016 Census Bureau data estimates the following statistics on race for the state of NH and the nation. NH USA White 93.7% 73.3% Black 1.3% 12.6% American Indian/Alaska Native 0.2% 0.8% Asian 2.4% 5.2% Native Hawaiian/Pacific Islander 0.0% 0.2% Persons reporting two or more races 1.9% 3.1% Hispanic/Latin Origin 3.3% 17.3% White persons not Hispanic 91.2% 62.0% Although the number of enrollment of minority seniors is relatively small in the program, we have been successful in recruiting and enrolling minorities in the program. SCSEP Staff have developed excellent working relationships in Belknap and Merrimack Counties with Ascentria Care Alliance (formerly Lutheran Social Services) and serves on two minority focused committees: Concord Workforce Alliance and the Lakes Region Refugee Connections Committee. These connections have directly contributed to the increase in minority participation.

4. LIST NEEDED COMMUNITY SERVICES AND THE EXACT PLACES WHERE THESE SERVICES ARE MOST NEEDED. SPECIFICALLY, THE PLAN MUST ADDRESS THE NEEDS AND LOCATION(S) OF THOSE INDIVIDUALS MOST IN NEED OF COMMUNITY SERVICES AND THE GROUPS WORKING TO MEET THEIR NEEDS. (20 CFR 641.330)

NH is a small state with very limited state funding to support non-profit agencies. Community service needs are fairly consistent throughout the state; therefore SCSEP funding and equitable distribution plans typically drive the process for determining where to focus limited resources. Organizations are non-profit or public agencies including: Red Cross, public libraries, county government, public nursing homes, group homes, hospitals, food pantries, and Head Start. Most Needed Service Areas: Coos County has been hit the hardest with the recent economic struggles (Grafton and Carroll counties have similar struggles) • Jobs are limited and there is competition for available positions • Local

Community Colleges do what they can, but skills training is limited in the area • Residents are moving from the area to find work and/or wage growth • The older population is growing • Initiatives in the area are in their infancy and have yet to show results • No present initiative helps the older-worker population • Transportation remains an issue and residents are isolated in this area Most Needed Services: • Financial Assistance remains a top-priority • Fuel assistance, SNAP, tax abatements, rental assistance • Food - often times seniors are making a decision between food, heat and meds • Health Care • Job-Readiness Training - soft-skill training, professional behavior remains a consistent barrier to employment for the SCSEP population • Isolated seniors in rural areas • Access to training • Education on the modern workplace • Veterans - Services are increasing in the state for this population but Veterans' knowledge of these services/benefits is lacking • How to transfer a Veteran's experience in the military over to the civilian workplace • Strong coordination among organizations and agencies within the state that focus on services to seniors is imperative as NH is a small state with very limited funding

The statewide Community Action Agencies: Community Action Program, Belknap-Merrimack Counties Inc., Rockingham Community Action, Tri-County Community Action, Southern NH Services, Southwest Community Action and Strafford County, provide many essential services to the SCSEP population. Programs including the Commodity Supplemental Food Program, Electric Assistance Program, Fuel Assistance, Weatherization, Elderly Housing, Transportation, Service-Link Meals on Wheels, Senior Companion Program and Senior Centers are specifically targeted to the senior population. Agency staff, especially those in the Elder Services Department, work hand-in-hand with SCSEP to ensure eligible participants are aware of the services and programs they need to support their personal and employment-related needs. The Service-Link Resource Centers have provided extensive assistance to our participants including Social Security Benefits, Accessing Health and Medical Services, Legal Services, Medicare and Health Insurance coverage. Management at the Merrimack County office has allowed SCSEP staff to participate in their in-house training sessions/workshops as appropriate. Information gained through the inclusion in these workshops has been invaluable as the staff are more knowledgeable on resources available to the participants. Riverbend Community Mental Health Center has provided guidance and training sessions on how to work with individuals with mental illness. Ascentria Care Alliance provides assistance when needed to enroll refugees into the SCSEP and transition into the workforce. Stronger relationships with Vocational Rehabilitation has increased two-way referrals and allowed for dual enrollments. Together, we have successfully combined resources which enable several participants who were dually enrolled to transition into gainful employment. Lakes Region Community College and NH Technical Institute have allowed a few of our participants to audit classes when space is available to gain the knowledge and experience. As a member of the Community Resource Network of Senior Service Providers in Rockingham County, we have increased our knowledge of services available to seniors throughout the county as well as developing new community service assignments and referral of eligible participants.

5. DESCRIBE THE LONG-TERM STRATEGY TO IMPROVE SCSEP SERVICES, INCLUDING PLANNED LONG-TERM CHANGES TO THE DESIGN OF THE PROGRAM WITHIN THE STATE, AND PLANNED CHANGES IN THE USE OF SCSEP GRANTEEES AND PROGRAM OPERATORS TO BETTER ACHIEVE THE GOALS OF THE PROGRAM.

THIS MAY INCLUDE RECOMMENDATIONS TO THE DEPARTMENT AS APPROPRIATE.
(20 CFR 641.302(K))

Improvement of SCSEP services will be realized through the continued commitment to establish and formalize partnerships among the myriad of agencies and organizations that provide services to mature workers in the state. SCSEP providers recognize that socialization and supportive services are important to the success of a SCSEP participant in seeking, obtaining and maintaining employment. SCSEP staff will participate in quarterly meetings with key personnel from the agencies and organizations who provide such supports. The focus of these meetings will be to share best practices statewide, integrate resources to the extent possible and reduce duplication of efforts where they exist. Developing stronger relationships with private employers is a challenge with the additional barrier of age discrimination and/or stereotyping by employers. Fortunately, through the efforts of the US Department of Labor, Employment & Training Administration, Older Worker Program and other organizations such as AARP, there is a wealth of information available to SCSEP staff and others to help educate employers on the issues specific to an aging workforce, and how to break through artificial barriers to employment. It is envisioned that SCSEP staff will use the data/information currently available and/or gathered from the use of tools such as the Workforce Assessment Tool, to create new strategies for engaging the business community in the placement of older workers in the workforce.

6. DESCRIBE A STRATEGY FOR CONTINUOUS IMPROVEMENT IN THE LEVEL OF PERFORMANCE FOR SCSEP PARTICIPANTS' ENTRY INTO UNSUBSIDIZED EMPLOYMENT, AND TO ACHIEVE, AT A MINIMUM, THE LEVELS SPECIFIED IN OAA SECTION 513(A)(2)(E)(II). (20 CFR 641.302(F))

The overall goal of the SCSEP is to place participants in unsubsidized employment for the purpose of sustained self-sufficiency. This will be achieved through engaging and developing partnerships with employers, identifying employment opportunities with established career ladders, placing individuals in high growth industries and occupations as well as other industries and occupations that provide substantial employment opportunities for participants, and retention activities once participants enter the workforce. At every point of communication with potential or enrolled participants, the goal and how to achieve the goal of unsubsidized employment is discussed. As part of the enrollment process, participants are given an overview of the NH Works system and scheduled for a tour of the center closest to where they reside. During the tour, they are registered in the Job Match System and are introduced to appropriate NH Works staff to ensure they have a level of comfort to visit the office on a regular basis. Participants are encouraged to attend workshops offered in the centers including resume writing, job search and interviewing skills. Regional training sessions are offered throughout the year at various locations throughout the state which cover the following topics: • Completing Job Applications • Resume Writing • Writing a Cover Letters & Thank You Notes • Highlighting Your Transferable Skills • Interviewing Techniques • Mock Interviews with Human Resource Managers Program staff regularly monitor websites including Jobsinnh.com, monster.com, nhjobs.com, nhnonprofits.org, greatsecurityjobs.com, gopenske.com, kraftfoods.com, comcast.com, concordlitho.com, craigslist.com, ourcareersite.com, edjobsnh.com, fairpoint.com, jobcentral.com, localjobnetwork.com, and indeed.com to assist

in locating appropriate job openings / leads for participants. Participants are regularly made aware of all employment-related activities scheduled in their communities including job and information fairs, employer networking events, local job clubs, and workshops available at NH Works. SCSEP staff share job search tips as well as spotlighting available “hot jobs” and other job leads in monthly handouts with their paychecks. Program staff attend many employer related functions to gain knowledge on the labor market, industry changes, needs, concerns, and job opportunities. The following is a partial list of groups SCSEP staff are involved in: • Laconia Manufacturers Roundtable • Belknap County Economic Development • Laconia Chamber of Commerce • Merrimack County Health Care Providers • Concord Chamber of Commerce • Greater Concord Workforce Coalition • Concord Workforce Alliance (minority focused) • Rockingham Community Resource Network • Portsmouth Chamber of Commerce • Senior Providers Network SCSEP staff maintain weekly office hours at the NH Works offices. The consistent presence in the centers has built strong relationships with the partners including NHES, NH-DHHS, NH-DOE. Presence in the local one-stops promotes dual enrollments, ongoing referrals, training and employment opportunities, shared services including assessments, workshops, presentations and connections to needed services and employment. SCSEP staff attend weekly NH Works staff meetings to the extent possible and the Program Manager attends all quarterly NH Works Partner meetings. SCSEP staff maintain excellent working relationships with the Job Placement Specialists through Workforce Innovation Opportunity Act, Employer Services Specialists through NH Employment Security as well as the Business Resource Specialists through the NH-DRED Office of Business and Industrial Development and encourage them to make employers aware of the SCSEP. These connections allow the program staff to be aware of job openings, employer needs and industry trends. Several joint employer visits have resulted in positive SCSEP placements. Solicitation and Collection of Public Comments: In addition to the opportunity for comment provided through the focus group process, a copy of the draft plan was distributed to all the required organizations via email, and the draft plan is posted on the NH Works website (nhworks.org) to allow for universal access and an opportunity for comment from the general public. The Office of Workforce Opportunity welcomes all comments and suggestions on the SCESP State Coordination Plan and will continue to collect and review any and all comments for no less than a one-month period of time. All comments received will be shared with CAPBMCI and National Able to ensure recommendations/comments are reviewed and considered in the ongoing development of continuous improvement plans for SCSEP programs in New Hampshire.

C. LOCATION AND POPULATION SERVED, INCLUDING EQUITABLE DISTRIBUTION

States must:

1. DESCRIBE THE LOCALITIES AND POPULATIONS FOR WHICH PROJECTS OF THE TYPE AUTHORIZED BY TITLE V ARE MOST NEEDED. (20 CFR 641.325 (D))

NH is a small state with very limited state funding to support non-profit agencies and similar organizations. Community service needs are fairly consistent throughout the state; therefore SCSEP funding and equitable distribution plans typically drive the process for determining where to focus limited resources. The Community Action Programs are well positioned to help identify the localities and populations for which community service projects like SCSEP are most needed. CAPBMCI will work with United Way, Area 2-1-1

coordinators, and other local organizations and agencies, to conduct an informal community needs assessment on an annual basis. The results of this assessment will be compared to current host agency positions to ensure that community service assignments represent a balance of services in areas identified as having the greatest need and for populations most-in-need.

2. LIST THE CITIES AND COUNTIES WHERE THE SCSEP PROJECT WILL TAKE PLACE. INCLUDE THE NUMBER OF SCSEP AUTHORIZED POSITIONS AND INDICATE IF AND WHERE THE POSITIONS CHANGED FROM THE PRIOR YEAR.

County NH - All Grantees State Grantee Plan National Grantee Plan State Grantee Actual
 National Grantee Actual Difference Belknap 14 13 14 13 0 0 -1 Carroll 13 12 0 0 13 12 -1
 Cheshire 16 15 0 0 16 15 -1 Coos 11 10 0 0 11 0 10 -1 Grafton 16, 15 00 16 15 -1
 Hillsborough 53 47 0 0 53 47 -6 Merrimack 26,24 26 24 0 0 -2 Rockingham 36 33 7 6 29 27
 -3 Strafford 18 16 0 0 1 16 -2 Sullivan 12 11 0 0 12 11 -1 Totals 215 196 4743 168 153 -19.

3. DESCRIBE ANY CURRENT SLOT IMBALANCES AND PROPOSED STEPS TO CORRECT INEQUITIES TO ACHIEVE EQUITABLE DISTRIBUTION.

The current Equitable Distribution Report identifies areas in need of realignment. Although the State grantee continues to be fully enrolled, a realignment of enrollments is in order to achieve an equitable distribution of services. Currently the State grantees is over enrolled in Belknap County by 10 slots and under enrolled in Merrimack County by 10 slots. Increased outreach and recruitment activities have been implemented to address the issue. The State will work with CAPBMCI and Operation Able of Greater Boston ensure the following strategies are being followed: Each program will manage enrollments to achieve the agreed upon ED plan over time. Each provider will enroll all new participants in accordance with the agreed upon ED slot plan to the extent practicable. CAPBMCI and Operation Able of Greater Boston staff will continue to refer leads/participants to the service provider with primary responsibility for a given county.

4. EXPLAIN THE STATE’S LONG-TERM STRATEGY FOR ACHIEVING AN EQUITABLE DISTRIBUTION OF SCSEP POSITIONS WITHIN THE STATE THAT:

A. MOVES POSITIONS FROM OVER-SERVED TO UNDERSERVED LOCATIONS WITHIN THE STATE IN COMPLIANCE WITH 20 CFR 641.365.

B. EQUITABLY SERVES BOTH RURAL AND URBAN AREAS.

C. SERVES INDIVIDUALS AFFORDED PRIORITY FOR SERVICE UNDER 20 CFR 641.520. (20 CFR 641.302(A), 641.365, 641.520)

To ensure equitable access to SCSEP services throughout the state, Section 508 of the 2006 Older Americans Act (OAA) Amendments requires the development of an Equitable Distribution (ED) report, to be updated on an annual basis. The “equitable share” of “slots” (i.e., enrollments) for each county within a state is determined by USDOL based on Census Bureau information and the ratio of eligible individuals in each service area to the total eligible population in the state. The number of slots/enrollments allocated to each provider is determined by USDOL based on a formula that looks at the total money available on the national level, the percent of funds allocated to States and National programs as defined in

OAA regulations, and the program cost per participant (based on state and federal minimum wages).

Once an equitable share of slots is determined for each county, the State must then work with each of the SCSEP service providers within the state to determine how many slots each provider will have within a given county consistent with the total number of slots available to each provider overall. The chart in section (c)(2) shows how many slots each provider plans to serve in each county in order to achieve equitable distribution of services throughout the state. Over time the shifting of slots from program to program and/or changes in the equitable distribution factors result in over and/or under enrollments in counties that need to be adjusted as participants exit the program.

The chart in section (c)(2) (Current Equitable Distribution) provides the information needed to assess the location of the eligible population and the current distribution of people being served. Both national and the state grantees are expected to move positions from over-served to underserved locations. All grantees operating within a state must consult with the Office of Workforce Opportunity (i.e., state agency responsible for preparing the State Plan and the ED Report) before moving slots from one geographic area to another. Final approval must be received from USDOL before moving slots.

As described in section (c)(3), the current Equitable Distribution Report identifies a number of areas in need of realignment in order to achieve an equitable distribution of services. To address these issues the State will work with CAPBMCI and Operation Able of Greater Boston to implement the following strategies: To the extent possible, one provider should be operating within a single county to avoid duplication, minimize the risk of over-serving in one area of the state and help to reduce confusion among host agencies and/or participants. As the larger program, Operation Able of Greater Boston will offer services in seven of the ten counties, and CAPBMCI will offer services in the remaining two counties and share Rockingham County. Each program will manage enrollments to achieve the agreed upon ED plan over time. Each provider will enroll all new participants in accordance with the agreed upon ED slot plan. CAPBMCI and Operation Able of Greater Boston staff will continue to refer leads/participants to the service provider with primary responsibility for a given county. A process similar to the one outlined above will be implemented at the beginning of each program year covered under this SCSEP State Coordination Plan to ensure compliance with OAA regulations, and continued progress toward ensuring sufficient access to SCSEP services throughout the state.

5. PROVIDE THE RATIO OF ELIGIBLE INDIVIDUALS IN EACH SERVICE AREA TO THE TOTAL ELIGIBLE POPULATION IN THE STATE. (20 CFR 641.325(A))

The American Community 2016 Survey reflects below the number of individuals who are 65 and older living in poverty. In comparing the number of these potentially eligible candidates for SCSEP to the Equitable Distribution plan, the state and national grantees will be able to serve approximately 1.9% of potentially eligible candidates. It is recognized that the percent of services varies per county but the sample size is small and there are a number of varying factors.

County Total Population	65 Years and Over	Percent Below Poverty	ED Plan
Belknap	60,392	19.6%	6.2%
13 Carroll	47,416	24.2%	5.6%
12 Cheshire	76,320	17.2%	7.8%
15 Coos	32,219	21.5%	8.0%
10 Grafton	89,164	18.0%	5.6%
15 Hillsborough	40e,948	13.9%	6.1%
47			

Merrimack 147,715 16.1% 17.4% 24 Rockingham 300,365 15.2% 4.3% 33 Strafford
 125,913 13.6% 5.8% 16 Sullivan 43,051 18.7% 4.6% 11 Total 1,327,503 14.9% 5.5% 196

6. PROVIDE THE RELATIVE DISTRIBUTION OF ELIGIBLE INDIVIDUALS WHO:

Provide the relative distribution of eligible individuals who:

A. RESIDE IN URBAN AND RURAL AREAS WITHIN THE STATE

Six of the ten counties in New Hampshire meet the definition of a rural county - Belknap, Coos, Carroll, Cheshire, Grafton and Sullivan. For SCSEP purposes, rural designation is determined by actual residence using the Rural-Urban Community Area Codes (RUCA) 22 for each city and town in New Hampshire. Participants residing in rural areas within the state are tracked via the SCSEP application process and reported on the SCSEP quarterly performance report (QPR) in SPARQ, the case management system for the program. Program year 2014 final QPR data shows that 87% of the participants served by CAPBMCI participants reside in rural areas throughout the state. This data reflects a healthy balance (rural participants) of service to individuals residing in both rural and urban areas. The State will continue to monitor the urban/rural ratio of services over the coming years to ensure this balance is maintained over time.

B. HAVE THE GREATEST ECONOMIC NEED

Program participants must be at least 55 years of age and have a family income of no more than 25% over the Federal poverty level. Enrollment priority is given to persons over age 60, veterans, and qualified spouses of veterans. Preference is also given to minority, limited English-speaking and Indian-eligible individuals. Finally, preference is also given to eligible individuals who have the greatest economic need.

C. ARE MINORITIES

New Hampshire’s population is predominantly White. The 2014 Census showed that 94.0 percent of the Granite State’s population was White compared to 77.4 percent nationally. Slowly the Granite State’s population is becoming more diverse, but the incidence of minorities in our population is still very small. The data in the chart below suggests that we are enrolling minorities at a rate consistent with the number of minorities in NH. Staff will continue to reach out to eligible minorities that could benefit from the program. Services to Minorities (SCSEP Data for NH PY 2013 and 2014 Quarter 3): Services to minority population have similar percentages to state data, recognizing that both are a small percentage.

NH SCSEP Percent Minority Analysis of Service to Minorities PY2013 Volume II Census
 Percent Minority Analysis of Service to Minorities PY2013 Volume II SCSEP Percent
 Minority SPARQ PY13 Q3 SCSEP Percent Minority SPARQ PY 14 Q3 Minority Overall
 Minority Overall 6.6% 3.4% Hispanic Hispanic Hispanic Hispanic 0.0% 0.2% 0.0% 0.0%
 Black Black Black Black 1.3% 0.9% 1.0% 2.0% Asian Asian Asian Asian 2.6% 1.6% 3.0%
 4.0% American Indian American Indian American Indi an American Indian 0.00% 0.3% 0 . 0
 % 0.0% Pacific Islander Pacific Islander Pacific Islander Pacific Islander 0.00% 0.00% 0.0%
 0.0%

D. ARE LIMITED ENGLISH PROFICIENT.

The US Census data reports that 8% of NH residents speak a language other than English at home at age 5+ between 2009 and 2013. The PY2016 final QPR reflects that 0% of its participants were individuals with limited English proficiency. With the ongoing increase of refugees into NH and our programs, we anticipate limited English proficiency enrollment within our program will rise.

E. HAVE THE GREATEST SOCIAL NEED. (20 CFR 641.325(B))

SCSEP staff work with clients to develop their Individual Employment Plan (IEP) and to remove barriers to prepare them for employment opportunities in high-growth sectors. These opportunities will primarily be shaped by the participants' IEP objectives and their expressed desires concerning their work environments. Staff will secure opportunities for participants to gain critical skills for in-demand industries through training with community-service providers and other workforce partners.

7. DESCRIBE THE STEPS TAKEN TO AVOID DISRUPTIONS TO SERVICE FOR PARTICIPANTS TO THE GREATEST EXTENT POSSIBLE, WHEN POSITIONS ARE REDISTRIBUTED, AS PROVIDED IN 20 CFR 641.365; WHEN NEW CENSUS OR OTHER RELIABLE DATA BECOMES AVAILABLE; OR WHEN THERE IS OVER-ENROLLMENT FOR ANY OTHER REASON. (20 CFR 641.325(I), 641.302(B))

When new Census data indicates that there has been a shift in the location of the eligible population or when over-enrollment occurs for any reason, positions must be shifted in a gradual manner in order to achieve equitable distribution goals and unsubsidized employment encouraged to make positions available for eligible individuals in the areas where there has been an increase in the eligible population. However, at no time will a service provider terminate a participant from the program based solely on a need to shift positions for the purpose of achieving equitable distribution. The goal shall be to achieve equitable distribution through targeted recruitment and job placement activities that redirect new enrollments in underserved areas, resulting in minimal disruption to services to current participants. Furthermore, CAPBMCI and Operation Able of Greater Boston will not transfer positions from one geographic area to another without first notifying the DRED - Office of Workforce Opportunity, who will submit in writing, any proposed changes in distribution that occur after submission of the Equitable Distribution Report to the Federal Project Officer for approval. NH SCSEP grantees will coordinate any proposed changes in position distribution with each other and agree on changes through a consensus process prior to submitting the proposed changes to the Office of Workforce Opportunity to forward on to the regional Federal Project Officer for initial review and approval. All participant transfers must receive final approval from the USDOL SCSEP Grant Officer.

SCSEP ASSURANCES

The State Plan must include assurances that where SCSEP is included in the Combined Workforce Plan, the State has established a written policy and procedure to obtain advice and recommendations on the State Plan from:

Representatives of the State and area agencies on aging; Yes

State and local boards under WIOA; Yes

Public and private nonprofit agencies and organizations providing employment services, including each grantee operating a SCSEP project within the State, except as provided under section 506(a)(3) of OAA and 20 CFR 641.320(b); Yes

Social service organizations providing services to older individuals; Yes

Grantees under Title III of OAA; Yes

Affected Communities; Yes

Unemployed older individuals; Yes

Community-based organizations serving older individuals; Yes

Business organizations; and Yes

Labor organizations. Yes

STATE COMMENTS ON SCSEP ASSURANCES

Where SCSEP is included in the Combined Workforce Plan, the State established a written policy and procedure to obtain advice and recommendations on the State Plan from representatives of the State and area agencies on aging; State and local boards under WIOA; public and private nonprofit agencies and organizations providing employment services, including each grantee operating a SCSEP project within the State, except as provided under section 506(a)(3) of OAA and 20 CFR 641.320(b); Social service organizations providing services to older individuals; Grantees under Title III of OAA, Affected Communities, Unemployed older individuals, Community-based organizations serving older individuals; business organizations; and labor organizations.

APPENDIX 1. PERFORMANCE GOALS FOR THE CORE PROGRAMS

Each State submitting a Unified or Combined Plan is required to identify expected levels of performance for each of the primary indicators of performance for the two years covered by the plan. The State is required to reach agreement with the Secretary of Labor, in conjunction with the Secretary of Education on state adjusted levels of performance for the indicators for each of the two years of the plan. States will only have one year of data available under the performance accountability system in Section 116 of the WIOA; therefore, the Departments will continue to use the transition authority under WIOA sec. 503(a) to designate certain primary indicators of performance as “baseline” indicators in the first plan submission. A “baseline” indicator is one for which States will not propose an expected level of performance in the plan submission and will not come to agreement with the Departments on negotiated levels of performance. “Baseline” indicators will not be used in the end of the year performance calculations and will not be used to determine failure to achieve adjusted levels of performance for purposes of sanctions. The selection of primary indicators for the designation as a baseline indicator is made based on the likelihood of a state having adequate data on which to make a reasonable determination of an expected level of performance and such a designation will vary across core programs.

States are expected to collect and report on all indicators, including those that have been designated as “baseline”. The actual performance data reported by States for indicators designated as “baseline” in the first two years of the Unified or Combined Plan will serve as baseline data in future years.

Each core program must submit an expected level of performance for each indicator, except for those indicators that are listed as “baseline” indicators below.

For this Plan, the Departments will work with States during the negotiation process to establish the negotiated levels of performance for each of the primary indicators for the core programs.

Baseline Indicators for the First Two Years of the Plan

Title I programs (Adult, Dislocated Workers, and Youth):

- Measurable Skill Gains
- Effectiveness in Serving Employers

Title II programs (Adult Education):

- Employment in the 2nd quarter
- Employment in the 4th quarter
- Median Earnings
- Credential Attainment
- Effectiveness in Serving Employers

Title III programs (Wagner-Peyser):

- Effectiveness in Serving Employers

Title IV programs (Vocational Rehabilitation):

- Employment in the 2nd quarter
- Employment in the 4th quarter
- Median Earnings
- Credential Attainment
- Measurable Skill Gains
- Effectiveness in Serving Employers

States may identify additional indicators in the State plan, including additional approaches to measuring Effectiveness in Serving Employers, and may establish levels of performance for each of the State indicators. Please identify any such State indicators under Additional Indicators of Performance.

TABLE 1. EMPLOYMENT (SECOND QUARTER AFTER EXIT)

Program	PY 2018 Expected Level	PY 2018 Negotiated Level	PY 2019 Expected Level	PY 2019 Negotiated Level
Adults	75.50	75.50	76.00	76.00
Dislocated Workers	86.50	86.50	86.50	86.50
Youth	63.50	63.50	64.00	64.00
Adult Education	Baseline	Baseline	Baseline	Baseline
Wagner-Peyser	67.00	67.00	67.50	67.50
Vocational Rehabilitation	Baseline	Baseline	Baseline	Baseline

User remarks on Table 1

TABLE 2. EMPLOYMENT (FOURTH QUARTER AFTER EXIT)

Program	PY 2018 Expected Level	PY 2018 Negotiated Level	PY 2019 Expected Level	PY 2019 Negotiated Level
Adults	72.50	72.50	73.00	73.00
Dislocated Workers	81.50	81.50	82.00	82.00
Youth	60.00	60.00	60.30	61.00
Adult Education	Baseline	Baseline	Baseline	Baseline
Wagner-Peyser	66.50	66.50	67.00	67.00
Vocational Rehabilitation	Baseline	Baseline	Baseline	Baseline

User remarks on Table 2

TABLE 3. MEDIAN EARNINGS (SECOND QUARTER AFTER EXIT)

Program	PY 2018 Expected Level	PY 2018 Negotiated Level	PY 2019 Expected Level	PY 2019 Negotiated Level
Adults	5,300.00	5,500.00	5,600.00	5,600.00
Dislocated Workers	7,600.00	7,800.00	7,700.00	7,900.00

Program	PY 2018 Expected Level	PY 2018 Negotiated Level	PY 2019 Expected Level	PY 2019 Negotiated Level
Youth	Baseline	Baseline	Baseline	Baseline
Adult Education	Baseline	Baseline	Baseline	Baseline
Wagner-Peyser	6,041.00	6,041.00	6,246.00	6,246.00
Vocational Rehabilitation	Baseline	Baseline	Baseline	Baseline

User remarks on Table 3

TABLE 4. CREDENTIAL ATTAINMENT RATE

Program	PY 2018 Expected Level	PY 2018 Negotiated Level	PY 2019 Expected Level	PY 2019 Negotiated Level
Adults	53.50	55.00	54.00	56.00
Dislocated Workers	64.00	66.00	64.50	67.00
Youth	60.50	60.50	61.00	61.00
Adult Education	Baseline	Baseline	Baseline	Baseline

Program	PY 2018 Expected Level	PY 2018 Negotiated Level	PY 2019 Expected Level	PY 2019 Negotiated Level
Wagner-Peyser	n/a	n/a	n/a	n/a
Vocational Rehabilitation	Baseline	Baseline	Baseline	Baseline

User remarks on Table 4

TABLE 5. MEASUREABLE SKILL GAINS

Program	PY 2018 Expected Level	PY 2018 Negotiated Level	PY 2019 Expected Level	PY 2019 Negotiated Level
Adults	Baseline	Baseline	Baseline	Baseline
Dislocated Workers	Baseline	Baseline	Baseline	Baseline
Youth	Baseline	Baseline	Baseline	Baseline
Adult Education	37.00	38.00	38.00	39.00
Wagner-Peyser	n/a	n/a	n/a	n/a
Vocational Rehabilitation	Baseline	Baseline	Baseline	Baseline

User remarks on Table 5

TABLE 6. EFFECTIVENESS IN SERVING EMPLOYERS

Measure	PY 2018 Expected Level	PY 2018 Negotiated Level	PY 2019 Expected Level	PY 2019 Negotiated Level
Line 1 (enter the measure information in the comments below)	Baseline	Baseline	Baseline	Baseline
Line 2	Baseline	Baseline	Baseline	Baseline
Line 3	Baseline	Baseline	Baseline	Baseline
Line 4	Baseline	Baseline	Baseline	Baseline
Line 5	Baseline	Baseline	Baseline	Baseline
Line 6	Baseline	Baseline	Baseline	Baseline

User remarks on Table 6

All base line year

TABLE 7. ADDITIONAL INDICATORS OF PERFORMANCE

Measure	PY 2018 Expected Level	PY 2018 Negotiated Level	PY 2019 Expected Level	PY 2019 Negotiated Level

User remarks on Table 7

APPENDIX 2. OTHER STATE ATTACHMENTS (OPTIONAL)

Charts, Tables and Appendix documents can be viewed on the State NH Works website <http://www.nhworks.org/> IX. Appendices 286 Appendix A: Economic Analysis Data Tables and Charts 286 Appendix B: NH Works System Partners Release of Information Forms 297 Appendix C: Performance Goals for the Core Programs 300 Appendix D: State Workforce Innovation Board Membership Roster 302 Appendix E: Public Comment Notice and Feedback 303 Appendix F: Agricultural Outreach Memoranda of Understanding 307 Appendix G: Career Pathway Plan of Study Template 309 Appendix H: Secondary Plan and Application Guidance 311 Appendix I: Postsecondary Plan and Application Guidance 394 Appendix J: Special Populations Guidance 468 Appendix K: Dropout Prevention and Recovery Model 470 Appendix L: Part B: Perkins IV Budget Forms 471 Appendix M: Part C: Accountability Forms 473 Appendix N: New Hampshire State Quality Service Plan Narrative FY 2016 482 Appendix O: Senior Community Service Employment Program (SCSEP) Letters of Support 497