

NEW HAMPSHIRE PYS 2024-2027

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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), and
- the Wagner-Peyser Act Employment Service program (authorized under the Wagner-Peyser Act, as amended by title III),
- the Vocational Rehabilitation program (authorized under 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 State 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-IV 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, as amended by the Strengthening Career and Technical Education for the 21st Century Act (Perkins V) (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 (Employment and training activities carried out under the Community Services Block Grant Act (42 U.S.C. 9901 et seq.))¹

[1] 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 out by the Department of Housing and Urban Development 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,
 - 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 Innovation and Opportunity 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.² States must develop strategies that look beyond strategies for the general population and develop approaches that also address the needs of target populations. Use of links to external websites and documents is permitted within the State Plan narrative submission, if such links remain active and adhere to Section 508 accessibility requirements.

Paperwork Reduction Act: The Paperwork Reduction Act of 1995 (PRA) provides that an agency may not conduct, and no person is required to respond to, a collection of information unless it displays a valid OMB control number. Public reporting burden for this information collection is estimated to be 86 hours per state; including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Responding to this collection is required to obtain or retain the Federal grant benefit. In addition, responses to this information collection are public, and the agencies offer no assurances of confidentiality. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Labor, Office of Workforce Investment, and reference OMB control number 1205-0522. Note: Please do not return the completed plan to this address.

[2] 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 AND EXECUTIVE SUMMARY

A. 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, Dislocated Worker, Youth, Wagner-Peyser Act, Adult Education and Family Literacy Act, and Vocational Rehabilitation programs.

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.

This is a combined plan

COMBINED PLAN PARTNER PROGRAM(S)

Indicate which Combined 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, as amended by the Strengthening Career and Technical Education for the 21st Century Act (Perkins V) (20 U.S.C. 2301 et seq.)

No

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 (Employment and training activities carried out under the Community Services Block Grant Act (42 U.S.C. 9901 et seq.))

No

B. PLAN INTRODUCTION OR EXECUTIVE SUMMARY

The Unified or Combined State Plan may include an introduction or executive summary. This element is optional.

The New Hampshire Core Partners, in collaboration with various stakeholders and the public, worked together to formulate the 2024-2028 Combined State Plan. This involved conducting focus groups across the state, organizing statewide public hearings, and engaging with the State Workforce Investment Board. The objective was to create a comprehensive plan that enhances the implementation of the Workforce Innovation and Opportunity Act (WIOA) by continuously improving the delivery of system services and outcomes. The development of the Combined State Plan achieved through a strategic planning process outlines the coordinated efforts and outcomes among all involved partners.

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. Where requirements identify the term "populations", these must include individuals with barriers to employment as defined at WIOA Section 3. This includes 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. Additional populations include veterans, unemployed workers, and youth, and others that the State may identify.

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 OCCUPATIONS

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 (A)(i) and (ii), provide an assessment of the employment needs of employers, including a description of the knowledge, skills, and abilities required, including credentials and licenses.

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.

(i) Existing Demand Industry Sectors and Occupations. Provide an analysis of the industries and occupations for which there is existing demand.

Current long-term employment projections are that the number of jobs in the state will increase by 6.6 percent between 2022 and 2032, from 751,549 to 801,399, or 4,948 annually. The number of available jobs is expected to increase in New Hampshire, but there will likely be a slowdown in employment growth. This is attributed to demographic shifts, including an aging population exiting the workforce and the state's low birth rates, leading to a reduced influx of younger individuals into the workforce. The needs of the state's workforce are likely to outpace the available labor pool, with many industries facing a high number of openings but a decreasing labor force.

New Hampshire's largest industry sectors by employment include Health Care and Social Assistance, Retail Trade, Government, and Manufacturing, each employing between 70,000 and 100,000 workers. The largest occupations in the state are Office and Administrative Support, Sales and Related, Management, Food Preparation and Serving, and Transportation and Material Moving Occupations, each employing between 50,000 and 100,000 workers. Many of these industries and occupations are also among the fastest growing in the state, such as the healthcare sector, which employs nearly 100,00 individuals in the state and is expected to grow by at least 10% between 2022 and 2032. The following sections explore the future needs of the state by analyzing the projected growth of the state's industry sectors and occupational clusters,

as well as the needs of employers, to better inform strategic planning for workforce support and education.

(ii) *Emerging Demand Industry Sectors and Occupations. Provide an analysis of the industries and occupations for which demand is emerging.*

Emerging Industry Demand (2- and 3-digit NAICS)

- Professional, Scientific, and Technical Services is projected to see the fastest growth over the next 10 years, with Management of Companies and Enterprises also growing by more than 20%. Both industries have a high educational attainment mix among primary occupations and high average wages across the industry sectors.
- The healthcare industry is projected to remain the largest in the state in terms of employment, employing more than 100,000 individuals by 2032. As the state’s population ages and mortality rates decline, employment in this industry will continue to become more critical.
- A significant deviation from New Hampshire’s previous industry and workforce assessment is the projection for the “Accommodation and Food Services” industry cluster. While the 2020-2030 projections showed an increase of over 11,000 jobs, 2022-2032 projections anticipate just under 3,000. This is not a sign of industry contraction, instead, a result of massive job loss in the industry during the COVID-19 pandemic, most of which was regained in the last two years. Growth projections for the industry are instead returning to pre-COVID norms.
- Retail Trade is projected to see an increasingly steep decline with over 5,700 jobs or 6% of the industry and fall from the second to the third largest industry cluster in the state. This is largely a result of changing consumer preferences and increased automation in retail stores. Some retail occupations are anticipated to shift to other industries, such as Transportation and Warehousing. Notably, these transformations will alter the skill and certification needs of employers.
- Manufacturing is projected to grow by 1,409 or 2%. However, the number of anticipated job openings in the industry will likely be high, as the industry has a high percentage (34.2%) of older workers nearing retirement (age 55+).

Table A: Industry Sectors by Employment in New Hampshire, 2022-2032, 2-digit NAICS

NAICS	Sector	2022 Employment	2032 Employment	2022 - 2032 Change	2022 - 2032 Change %
11	Agriculture, Forestry, Fishing and Hunting	4,297	4,726	428	10%
21	Mining, Quarrying, and Oil and Gas Extraction	631	698	68	11%
22	Utilities	2,118	2,234	115	5%

NAICS	Sector	2022 Employment	2032 Employment	2022 - 2032 Change	2022 - 2032 Change %
23	Construction	43,061	44,411	1,350	3%
31	Manufacturing	72,167	73,576	1,409	2%
42	Wholesale Trade	31,956	37,555	5,598	18%
44	Retail Trade	92,425	86,628	(5,797)	(6%)
48	Transportation and Warehousing	18,599	20,054	1,455	8%
51	Information	12,572	12,527	(45)	(0%)
52	Finance and Insurance	29,998	31,654	1,655	6%
53	Real Estate and Rental and Leasing	10,069	10,634	566	6%
54	Professional, Scientific, and Technical Services	53,695	65,885	12,191	23%
55	Management of Companies and Enterprises	10,634	12,924	2,290	22%
56	Administrative and Support and Waste Management and Remediation Services	44,432	49,739	5,307	12%
61	Educational Services	28,210	29,390	1,179	4%
62	Health Care and Social Assistance	97,554	107,533	9,979	10%
71	Arts, Entertainment, and Recreation	14,701	16,380	1,680	11%
72	Accommodation and Food Services	59,529	62,471	2,941	5%
81	Other Services (except Public Administration)	35,010	37,408	2,398	7%
90	Government	88,415	88,931	516	1%

NAICS	Sector	2022 Employment	2032 Employment	2022 - 2032 Change	2022 - 2032 Change %
99	Unclassified Industry	1,710	3,219	1,509	88%
	Source: Lightcast™, 2022				

Emerging Occupation Demand

Table B presents projected occupational growth and openings for the projection period from 2022 to 2033.

Table B: Occupations by Employment in New Hampshire, 2022-2032, 2-Digit SOC

SOC	Occupation	2022 Employment	2032 Employment	Average Annual Openings
11-0000	Management Occupations	55,846	62,721	5,167
13-0000	Business and Financial Operations Occupations	48,095	53,979	4,682
15-0000	Computer and Mathematical Occupations	26,146	32,354	2,348
17-0000	Architecture and Engineering Occupations	15,350	17,573	1,315
19-0000	Life, Physical, and Social Science Occupations	6,602	7,439	683
21-0000	Community and Social Service Occupations	12,595	14,273	1,320
23-0000	Legal Occupations	3,946	4,080	289
25-0000	Educational Instruction and Library Occupations	46,360	46,916	4,391
27-0000	Arts, Design, Entertainment, Sports,	12,211	13,478	1,426

SOC	Occupation	2022 Employment	2032 Employment	Average Annual Openings
	and Media Occupations			
29-0000	Healthcare Practitioners and Technical Occupations	44,517	49,473	3,105
31-0000	Healthcare Support Occupations	25,599	28,652	4,184
33-0000	Protective Service Occupations	12,807	13,260	1,423
35-0000	Food Preparation and Serving Related Occupations	55,823	59,044	11,229
37-0000	Building and Grounds Cleaning and Maintenance Occupations	27,619	29,420	4,021
39-0000	Personal Care and Service Occupations	20,180	21,667	3,800
41-0000	Sales and Related Occupations	74,924	75,375	10,206
43-0000	Office and Administrative Support Occupations	98,889	97,657	11,690
45-0000	Farming, Fishing, and Forestry Occupations	2,849	2,989	460
47-0000	Construction and Extraction Occupations	32,748	34,152	3,083
49-0000	Installation, Maintenance, and Repair Occupations	28,558	30,780	2,872
51-0000	Production Occupations	43,404	43,531	4,886

SOC	Occupation	2022 Employment	2032 Employment	Average Annual Openings
53-0000	Transportation and Material Moving Occupations	54,432	57,177	7,642
55-0000	Military-only occupations	2,284	2,582	294
	Source: Lightcast™, 2022			

(i) Employers' Employment Needs. With regard to the industry sectors and occupations identified in (A)(i) and (ii), provide an assessment of the employment needs of employers, including a description of the knowledge, skills, and abilities required, including credentials and licenses.

To gain insight into real-time employer skill and certification needs, a review of online job postings for New Hampshire for the 12 months from January to December of 2022 was conducted using Lightcast™ labor insight tools. The tables following look at those postings broken down by usual entry-level educational attainment, industry, and occupation to gain further insight into the needs of employers.

Table C shows the projected growth in employment broken out by the usual entry-level education required, as well as annual job openings. The fastest growing categories are for workers with a degree higher than a high school diploma, with growth for those with bachelor's and master's degrees increasing by 13%, and associate degrees rising by 10%. Jobs that require a high school diploma or equivalent have had the highest average annual job openings in 2022, largely due to the high turnover rate among associated occupations. As is further discussed in the workforce analysis section, jobs for those with higher levels of educational attainment are both more resilient in times of economic downturn, and generally pay higher wages, leading to lower turnover and fewer annual job openings.

Table C: Projected Job Growth by Usual Entry-Level Education, 2022-2032

Usual Education Required for Entry-Level Employment	2022 Employment Estimate	2032 Employment Estimate	2022-2032 Change	2022-2032 % Change	Average Annual Job Openings
No formal education required	154,690	157,817	3,127	2%	25,947
High school diploma or equivalent	284,462	29,4825	10,363	4%	34,660
Postsecondary non-degree award	47,169	50,748	3,578	8%	5,639

Usual Education Required for Entry-Level Employment	2022 Employment Estimate	2032 Employment Estimate	2022-2032 Change	2022-2032 % Change	Average Annual Job Openings
Some college, no degree	22,662	23,228	566	2%	2,571
Associate's degree	17,514	19,258	1,744	10%	1,855
Bachelor's degree	187,688	21,1846	24,158	13%	17,056
Master's degree	15,725	17,694	1,969	13%	1,310
Doctoral or professional degree	19,369	20,363	994	5%	1,185
Total, All Occupations	751,783	798,574	46,791	6%	90,516
Source: Lightcast™, 2022					

Table D shows job postings broken down by industry sector. The sectors with the largest number of job postings in 2022 include HealthCare, Administrative & Support & Waste Management & Remediation Services, and Retail Trade, all of which were reported to have more than 20,000 job postings. Health Care and Social Assistance, as discussed above, is one of the largest and fastest-growing sectors in the state and across the nation. Manufacturing, with the fourth-highest job postings, is also notable. While the sector is not growing rapidly, as previously discussed, it has one of the fastest-aging workforce compositions. As the manufacturing labor force begins to age out and retire, job postings will continue to be much higher than net growth in the sector.

Table D: Top Job Postings in New Hampshire in 2022 by Industry Sector

Industry Sector Code	Industry Sector	Job Postings
11	Agriculture, Forestry, Fishing and Hunting	240
21	Mining, Quarrying, and Oil and Gas Extraction	56
22	Utilities	1,216
23	Construction	2,210
31	Manufacturing	18,587
42	Wholesale Trade	6,678
44	Retail Trade	20,341

Industry Sector Code	Industry Sector	Job Postings
48	Transportation and Warehousing	5,156
51	Information	4,594
52	Finance and Insurance	10,969
53	Real Estate and Rental and Leasing	2,405
54	Professional, Scientific, and Technical Services	13,935
55	Management of Companies and Enterprises	552
56	Administrative and Support and Waste Management and Remediation Services	22,441
61	Educational Services	13,741
62	Health Care and Social Assistance	30,139
71	Arts, Entertainment, and Recreation	1,414
72	Accommodation and Food Services	7,692
81	Other Services (except Public Administration)	3,433
	Source: Lightcast™, 2022	

Table E displays the 25 occupations with the highest number of job postings in 2022. Many of these occupations fall in line with the largest industry postings, including those within the healthcare and retail sectors. Also notable are those occupations related to transportation and distribution, as well as technology specialist occupations, both of which are growing in demand.

Table E: Top Job Postings in New Hampshire in 2022 by Occupation

O*NET Code	Occupation	Job Postings
29-1141.00	Registered Nurses	11,073
41-2031.00	Retail Salespersons	8,035
41-1011.00	First-Line Supervisors of Retail Sales Workers	5,731
15-1252.00	Software Developers	4,657

O*NET Code	Occupation	Job Postings
53-7062.00	Laborers and Freight, Stock, and Material Movers, Hand	4,590
41-4012.00	Sales Representatives, Wholesale and Manufacturing, Except Technical and Scientific Products	4,082
43-4051.00	Customer Service Representatives	3,758
31-1131.00	Nursing Assistants	3,348
11-9111.00	Medical and Health Services Managers	3,043
51-9199.00	Production Workers, All Other	2,783
53-7065.00	Stockers and Order Fillers	2,769
29-2061.00	Licensed Practical and Licensed Vocational Nurses	2,729
11-9199.00	Managers, All Other	2,728
35-3023.00	Fast Food and Counter Workers	2,726
43-6014.00	Secretaries and Administrative Assistants, Except Legal, Medical, and Executive	2,704
49-9071.00	Maintenance and Repair Workers, General	2,579
53-3032.00	Heavy and Tractor-Trailer Truck Drivers	2,470
11-1021.00	General and Operations Managers	2,275
37-2011.00	Janitors and Cleaners, Except Maids and Housekeeping Cleaners	1,860
27-1026.00	Merchandise Displayers and Window Trimmers	1,771
11-2021.00	Marketing Managers	1,759
13-1071.00	Human Resources Specialists	1,755
49-3023.00	Automotive Service Technicians and Mechanics	1,599

O*NET Code	Occupation	Job Postings
31-9092.00	Medical Assistants	1,566
	Source: Lightcast™, 2022	

Although occupations require specific skill sets, knowledge, or expertise, there are also specific skills that span a wide variety of occupations and which can increase the range of occupations for which an individual is qualified. Table F displays the 25 most requested skills in job postings in 2022. The table shows that among all job postings in New Hampshire in 2022, “communications,” “customer service,” and “management” skills were the most cited. Many of the most cited skills are what are often referred to as “soft skills,” those that are often more difficult to teach directly in workforce training but are vitally important to a majority of employers.

Emphasizing these skills to job seekers and supporting job training that stresses them can improve job seeker’s ability to succeed in the state’s labor market.

Table F: Most Requested Skills in 2022 Job Posting

Skill	Job Postings 2022
Communications	77,854
Customer Service	59,346
Management	53,041
Sales	39,647
Operations	38,160
Leadership	36,911
Detail Oriented	27,899
Problem-Solving	25,370
Planning	22,754
Writing	22,610
Valid Driver's License	21,759
Interpersonal Communications	19,026
Lifting Ability	18,779
Microsoft Office	17,341
Merchandising	16,902
Microsoft Excel	16,808
Registered Nurse (RN)	16,675

Skill	Job Postings 2022
Computer Literacy	16,490
Nursing	16,340
Multitasking	16,284
Coordinating	16,191
Organizational Skills	16,011
Self-Motivation	14,670
Research	14,565
Project Management	14,492
Source: Lightcast™, 2022	

B. WORKFORCE ANALYSIS

The Unified or Combined State Plan must include an analysis of the current workforce in the State and within various state regions. Provide key analytical conclusions in aggregate as well as disaggregated among populations to identify potential disparities in employment and educational attainment and understand labor force conditions for items (i)-(iii) below. Populations analyzed must include individuals with barriers to employment described in the first paragraph of Section II. Analysis must include—

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.

B. Workforce Analysis. The Unified or Combined State Plan must include an analysis of the current workforce in the State and within various state regions. Provide key analytical conclusions in aggregate as well as disaggregated among populations to identify potential disparities in employment and educational attainment and understand labor force conditions for items (i)-(iii) below. Populations analyzed must include individuals with barriers to employment described in the first paragraph of Section II.

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

In 2022, New Hampshire's unemployment rate averaged 2.6%, dropping both from the previous year as well as pre-COVID rates and reaching a 10-year low. The state's labor force grew by

9,814 or 1.3%. New Hampshire has shown strong labor force growth while maintaining a very low unemployment rate, different from many states with comparable unemployment rates. Table G presents key labor force metrics from the U.S. Census Bureau’s “Current Populations Survey.”

Table G: Key Annual Labor Force Metrics

Year	Civilian Non-Institutionalized Population	Civilian Labor Force	Employed	Unemployed	Labor Force Participation Rate	Unemployment Rate
2022	1,159,452	766,672	747,339	19,333	66.1%	2.5%
2021	1,150,014	756,858	731,117	25,741	65.8%	3.4%
2020	1,140,447	764,137	713,144	50,993	67.0%	6.7%
2019	1,129,954	780,540	760,516	20,024	69.1%	2.6%
2018	1,120,839	770,469	750,285	20,184	68.7%	2.6%
2017	1,112,624	758,133	736,918	21,215	68.1%	2.8%
2016	1,097,720	752,478	731,002	21,476	68.5%	2.9%
2015	1,089,562	746,317	720,832	25,485	68.5%	3.4%
2014	1,083,434	743,756	711,740	32,016	68.6%	4.3%
2013	1,075,451	743,036	704,023	39,013	69.1%	5.3%

Source: US Census Bureau, Current Populations Survey

Labor force participation grew marginally between 2021 and 2022, but has not reached pre-COVID rates, still 3% behind the 2019 annual average. Overall employment grew by 16,222 in 2021, while unemployment dropped by 6,408.

Demographics of the Labor Force

Table H displays labor force participation and unemployment by age group, according to the American Community Survey’s 2022 5-Year Estimates. Apart from those under 20, many of whom are still in K-12 education, unemployment rates were highest among residents ages 20-24 (6.5%) and 25-29 (4.6%).

Unemployment rates were the lowest among residents aged 45-59 (2.3%). These rates further add to the results of an aging population, though labor force participation remains highest among residents in the prime working age between 25 and 54. Labor force participation among older residents continues to rise, as financial needs require more individuals to stay in the workforce, alongside the decrease in mortality rates.

Table H: Labor Force Participation and Unemployment Rate by Age

Age	Labor Force Participation Rate	Unemployment Rate
Age 16 and over	66.6%	3.6%
Ages 16 to 19	50.4%	8.2%
Age 20 to 24	79.4%	6.5%
Age 25 to 29	88.3%	4.6%
Age 30 to 34	85.4%	3.2%
Age 35 to 44	86.6%	3.3%
Age 45 to 54	85.9%	2.3%
Age 55 to 59	79.0%	2.3%
Age 60 to 64	66.5%	2.9%
Age 75 and over	30.9%	3.1%

Source: American Community Survey 2022 5-Year Estimates

Among the largest groups likely to face barriers in the workforce are veterans and individuals with disabilities. Veterans in New Hampshire saw a lower overall unemployment rate and a higher labor force participation rate in 2022 than the state as a whole, according to the American Community Survey, which is up from 2020. Residents with disabilities, however, continue to see much lower labor force participation rates and higher unemployment, especially among those with cognitive, self-care, and independent living difficulties. Table I shows the labor force participation and unemployment rates for veterans and residents with disabilities. It's important to note that this data shows those who are eligible to participate in the workforce, meaning it doesn't consider are institutionalized or otherwise not a part of the eligible labor pool. Just 50% of all disabled residents were active in the workforce in 2022, more than 16% lower than the state average, and for those with self-care difficulties, participation was as low as 28.2%.

Table I: Labor Force and Employment for Veterans and Individuals with Disabilities

Population Description	Labor Force Participation Rate	Unemployment Rate
Veterans	85.3%	1.4%
<u>ALL RESIDENTS</u>		
With a Disability	49.9%	3.3%
With Hearing Difficulty	58.4%	2.9%
With a Vision Difficulty	56.2%	6.1%
With a Cognitive Difficulty	47.8%	11.6%
With an Ambulatory Difficulty	30.7%	7.6%

Population Description	Labor Force Participation Rate	Unemployment Rate
With a Self-Care Difficulty	28.2%	8.9%
With an Independent Living Difficulty	34.7%	12.4%

Source: American Community Survey 2022 1-Year Estimates

Long Term Unemployment

Long-term unemployment is defined as a period lasting 27 weeks or more. Although New Hampshire’s unemployment rate has reached a 10-year historic low, the percentage of unemployed individuals categorized as “long-term unemployed” has changed little in recent years. In 2018, the long-term unemployment rate stood at 18.2 percent, down from 18.8 percent and well below the peak of 31.8 weeks near the end of the “Great Recession” in 2010. Still, the rate is much higher than the pre-recession percentage of 12.9 weeks in 2007. These data highlight the fact that even in an economy with a strong labor market there are factors that remain and that are associated with individuals having difficulty finding reemployment after job loss. Table J shows the share of long-term unemployment by age and sex. Individuals between the ages of 25 and 34 share the largest portion at 23.7%, with between the ages of 25 to 34 second at 19.9%. This data highlights the increased difficulty younger workers are facing following job loss and potentially reflects a disparity in younger workers’ access to employment pathways and the resources necessary to re-enter the workforce.

Table J: 2022 Share of Long-Term Unemployed by Age and Sex

Age	Total	% of Total	Men	% of Total	Women	% of Total
Age 16 and over	5,739	100%	3,258	56.8%	2,481	43.2%
Ages 16 to 19	236	4.1%	153	2.7%	79	1.4%
Age 20 to 24	812	14.2%	520	9.1%	293	5.1%
Age 25 to 34	1,363	23.7%	773	13.5%	590	10.3%
Age 35 to 44	1,144	19.9%	625	10.9%	520	9.1%
Age 45 to 54	865	15.1%	459	8.0%	406	7.1%
Age 55 to 64	922	16.1%	498	8.7%	419	7.3%
Age 65 and over	406	7.1%	232	4.0%	175	3.0%

Older Workers

The labor force participation rate of individuals ages 55 and older has continued to increase in recent years as the number of younger workers entering the workforce declines. Many industries are seeing a consistently aging workforce, though some are affected more heavily than others. Table K shows the percentage of workers ages 55 and older by industry sector in 2022. 9 sectors consist of more than 30% of workers ages 55 and over, an increase from 7 in 2017. The largest of these industries is the manufacturing sector, employing nearly 25,000 workers ages 55 and over, who make up 34.2% of the workforce. The table also highlights a trend among these aging industry sectors, in that many require certification or education in trades, which younger residents are increasingly unlikely to receive. While the share of workers falls below 30%, the Health Care and Social Assistance sector has the largest number of workers ages 55 and over at nearly 28,000. As the industry sector continues to grow, it may be another sector to monitor, as many occupations in the sector also require significant training and certification.

Table K: Percentage of Workers Age 55+ by Industry Sector

NAICS Code	Industry Sector	Workers Age 55+	% Workers Age 55+
11	Agriculture, Forestry, Fishing and Hunting	1788	41.6%
21	Mining, Quarrying, and Oil and Gas Extraction	256	40.5%
53	Real Estate and Rental and Leasing	4007	39.8%
31	Manufacturing	24692	34.2%
81	Other Services (except Public Administration)	11760	33.6%
42	Wholesale Trade	10491	32.8%
48	Transportation and Warehousing	5993	32.2%
22	Utilities	639	30.2%
54	Professional, Scientific, and Technical Services	16186	30.1%
23	Construction	12390	28.8%
61	Educational Services	8085	28.7%
62	Health Care and Social Assistance	27820	28.5%

NAICS Code	Industry Sector	Workers Age 55+	% Workers Age 55+
51	Information	3555	28.3%
55	Management of Companies and Enterprises	2960	27.8%
52	Finance and Insurance	8207	27.4%
90	Government	23684	26.8%
44	Retail Trade	24557	26.6%
71	Arts, Entertainment, and Recreation	3889	26.5%
56	Administrative and Support and Waste Management and Remediation Services	11409	25.7%
72	Accommodation and Food Services	9018	15.1%

Source: Lightcast™, 2022

(i) Labor Market Trends. Provide an analysis of key labor market trends, including across existing industries and occupations.

New Hampshire's labor demand continues to evolve as industries adjust their composition to changing technology and demographics. The occupational mix and demographic makeup of the workforce are diversifying within industries and across the greater economy. The combined effects of these changes make planning efforts especially challenging for education and training providers, workforce development organizations, and others addressing the labor market needs of individuals, businesses, and geographic regions.

Beyond the difficulties associated with predicting the industrial and occupational shifts in a changing state economy, in New Hampshire, a majority of the state's population is part of a larger New England regional labor market. Access to a broader regional labor market allows New Hampshire residents to take advantage of employment opportunities in industries or occupations in neighboring states that may not exist or which have fewer opportunities, within New Hampshire. 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 individuals to find well-paying, quality jobs wherever they are located.

(iii) Education and Skill Levels of the Workforce. Provide an analysis of the educational and skill levels of the workforce.

Education and Skill Levels of the Workforce

Table L shows educational attainment levels for New Hampshire's population ages 25 and over by gender, and Table M shows educational attainment levels for the state broken down further by age groups.

New Hampshire continues to see high educational attainment levels for those 25 and above. Nearly 95% of the state’s population has at least a high school degree or equivalency, and 41% of the state’s population has a bachelor’s degree or higher. Attainment is relatively consistent across age groups; those between the ages of 25 and 44 are the most likely to have a bachelor’s degree or higher.

Table L: Educational Attainment, Population Age 25+

	Total	Male	Female
Less Than 9th Grade	2.0%	2.1%	2.0%
9th to 12th Grade, No Diploma	4.2%	5.0%	3.3%
High School Graduate or Equivalency	27.2%	28.9%	25.5%
Some College, No Degree	17.5%	17.3%	17.8%
Associate degree	10.1%	8.8%	11.3%
Bachelor's Degree	23.7%	23.6%	11.3%
Graduate or Professional Degree	15.4%	14.4%	16.3%
High School Graduate or Higher	93.8%	92.9%	94.7%
Bachelor’s Degree or Higher	39.0%	38.0%	40.1%

Source: American Community Survey 2022 5-Year Estimates

Table M: Educational Attainment by Age

	Age 18-24	Age 25-34	Age 35-44	Age 45-64	Age 65+
High School Graduate or Higher	87.6%	96.2%	94.8%	94.3%	93.6%
Bachelor's Degree or Higher	13.9%	44.6%	45.5%	40.3%	38.0%

Source: American Community Survey 2022 5-Year Estimates

Table N shows New Hampshire’s labor force and unemployment rates broken down by educational attainment and highlights the reality that employment status is heavily impacted by education. Those without a high school diploma are nearly two times as likely to have experienced unemployment in 2022 than the state average and more than two times as likely as those with a bachelor’s degree or higher. Labor force participation increases by 17.1% for those with a high school degree versus those without and reaches nearly 89% for those with a

bachelor’s degree or higher. Access to education greatly improves an individual’s ability to participate in the labor force, as well as significantly decreases the likelihood of risking unemployment. Data also shows that increased educational attainment impacts the length of unemployment, with higher educational attainment correlating with a lower share of the residents experiencing long-term unemployment (27 weeks or greater).

Table N: Employment Status by Educational Attainment, 2022

	Labor Force Participation Rate	Unemployment Rate
Less than high school graduate	60.3%	4.6%
High school graduate or equivalency	77.4%	3.0%
Some college or Associate Degree	82.5%	2.3%
Bachelor’s degree or higher	88.7%	1.9%

Source: American Community Survey 2022 5-Year Tables

C. COMPARISON OF ECONOMIC AND WORKFORCE ANALYTICAL CONCLUSION. DESCRIBE AREAS OF OPPORTUNITY FOR MEETING HIRING, EDUCATION, AND SKILLS NEEDS IDENTIFIED IN THE ECONOMY COMPARED TO THE ASSETS AVAILABLE IN THE LABOR FORCE IN THE STATE.

(iv). Comparison of Economic and Workforce Analytical Conclusion

New Hampshire has a significant asset in both its highly educated population and the robust network of educational institutions across the state. It is vital that the state leverages this asset when facing significant challenges in meeting employment and talent needs across industries.

The state’s talent pool is shrinking as populations age and labor force participation declines. Furthermore, while the population is highly educated, there are frequent misalignments between the skillsets and training of the available workforce and those in demand. This is especially true for industries with rapidly aging demographics, as they are both more highly susceptible to the impacts of misalignments and statistically more likely to be affected. Many of these industries are seeing lower enrollment in entry-level training and credentialing, a key area in which educational institutions and the resources supporting them must be attentive.

In order for New Hampshire to see economic growth across the state despite a declining population, efforts to properly align training and educational opportunities with industry and workforce needs must be strategically planned and implemented. Those whose training or education does not align with the employment opportunities in their region need access to retraining, upskilling, and employment guidance to better fit their needs, as well as the needs of their communities. New Hampshire’s education and training resources provide a significant advantage in this pursuit, especially when organized with clear objectives and targets identified via analysis of the existing data.

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 (a)(1)(B)(iii) above, and the employment needs of employers, as identified in (a)(1)(A)(iii) 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 ⁶ and optional one-stop delivery system partners.⁷

[6] 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.

[7] Workforce development activities may include a wide variety of programs and partners, including educational institutions, faith- and community-based organizations, and human services.

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), directly above.

C. STATE WORKFORCE DEVELOPMENT CAPACITY

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

1. 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 (a)(1)(B)(iii) above, and the employment needs of employers, as identified in (a)(1)(A)(iii) above.

This must include the analysis of -

1. *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.

Workforce development activities in New Hampshire are executed by the NH Department of Business and Economic Affairs (BEA) through the Office of Workforce Opportunity, NH Employment Security, the New Hampshire Department of Education (NHED), and the NH

Community College System along with an extensive network of contracted service providers and additional partners. There is also a direct connection to the NH Department of Health and Human Services (DHHS) New Hampshire Employment Program (NHEP) that serves individuals receiving TANF Cash and have a 20- or 30-hour work requirement. To ensure seamless service delivery for participants, there has been close collaboration both within and across these partner agencies. This collaboration has seen success in eliminating redundancy, more efficiently using resources, and improving customer experience over the past several years.

To ensure alignment with Governor Sununu's vision for job growth and stability in the state, activities, including education and training, highlights New Hampshire's commitment to delivering programming that meets the needs of both jobseekers and employers.

New Hampshire Works- The New Hampshire Works Consortium plays a pivotal role in delivering one-stop operator services and overseeing 12 American Job Career Centers across the state. NH Works offers a comprehensive suite of services catering to the needs of both job seekers and employers. As the statewide One-Stop Operator for the NH Works System, the Consortium integrates the expertise of various agencies to effectively address the workforce development goals of the state, serving as the primary customer-facing job search and employment resource center.

Guided by the State Workforce Innovation Board (SWIB) and its committees, the NH Works Consortium functions as the One-Stop Operator. Members assigned by the Office of Workforce Opportunity, including the Commissioner, Deputy Commissioner, State Director, and other executive-level staff from state agencies, are responsible for the six WIOA core programs and actively contribute to overseeing system-wide workforce development strategies and goals. The Consortium's primary focus is on the design and implementation of resources, policies, and procedures to continually enhance the quality of operations at NH Works Centers, aligning them with SWIB visions and objectives for the overall betterment of the state's workforce development initiatives. Other committees include:

- The Consortium – comprised of commissioner and director-level staff from each of the WIOA core programs as well as other partners to provide a connection between the workforce system and policymakers 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.

NH Works One-Stop Centers provide co-located services under the Workforce Innovation and Opportunity Act (WIOA), including NH Employment Security (the WIOA Dislocated Worker Service Provider), Vocational Rehabilitation, and the WIOA Adult Service Provider (Southern New Hampshire Services, Inc.). Eligible adults, including those receiving TANF and SNAP, can benefit from the New Hampshire Employment Program (NHEP) through the Department of Health and Human Services, which offers workforce assessment, training, and education. Adult education services are also accessible within the one-stop career center through the provided

links. Additionally, the NH Works Center offers various partner services, either online or on an itinerant basis, ensuring comprehensive support for individuals.

The co-location of workforce services has significantly contributed to a seamless and customer-focused service delivery model at NH Works Centers. For job seekers, a clear and effective process is established upon entering a one-stop center, starting with a front-end intake process. Job seekers can readily 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 a common and streamlined practice, providing individuals with comprehensive support.

On the back end, interagency and inter-program referral processes facilitate regular information sharing among case managers and program staff, whether in-person or through technology. In specific cases involving adults, youth, or business clients, case managers from different programs or service providers may jointly attend meetings to ensure a smooth transition between or co-enrollment in programs.

A notable aspect of success lies in the general misunderstanding by the public regarding the specific workforce services they receive. The terms NH Works, Employment Security, WIOA, and specific services like Job Training Fund or Unemployment Insurance are used interchangeably by both job seekers and business customers. The effective branding of NH Works and the co-location of services have proven successful in blending resources. This ensures that customers recognize NH Works as the go-to place for any workforce development need, fostering a unified and accessible approach to services.

Workforce activities that are conducted through the NH Works office for both jobseeker 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 ^[1] opportunities for businesses focused on upskilling incumbent workers.
- Return to Work opportunities, focusing on unemployed individuals.
- SCSEP employment programs for senior citizens
- Veteran's services
- Migrant worker services
- Reemployment Services and Eligibility Assessment
- Granite State Jobs Act programs (WorkNowNH, WorkInvestNH, Reentry Program)
- Job fairs held by Employment Security and promoted to all agency clients and employers.

- Boot camps and job-seeking workshops, as well as 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.

1. The Job Training Fund is a state-funded program in New Hampshire.

NH Works Center staff undergo specialized training to effectively cater to the diverse needs of customers. This includes Job Placement Specialists and Employment Counselor Specialists for jobseekers and Employer Representatives or Veteran Employer Representatives for business customers. Despite being based at the same NH Works Center, these professionals target specific customer segments, ensuring a more personalized approach. Open lines of communication and a referral process have been implemented to reduce redundancy and enhance customer service. Agency leadership actively promotes cross-training and information sharing on various programs and services. While NH Works Center staff specialize in workforce system knowledge and skills, they also possess sufficient understanding of other programs and services to make effective referrals. Core and non-core WIOA program staff consistently promote programs to all customers.

To serve business customers, program staff regularly engage directly with employers, conducting site visits to identify current training needs or available job opportunities. This approach not only supports employers but also provides real-time employment information for job seekers. The Interagency Business Team works to streamline access to services offered by each workforce program. A partnership with the Division of Economic Development has led to the establishment of a Business Resource Center, promoting programs in finance, international trade, state and federal procurement contracts, and tax credit programs. Rapid Response and Layoff Aversion programs, managed by OWO, are coordinated with the Division of Economic Development, leveraging existing ties to the business community. Business Resource Specialists collaborate with NH Works partner staff to assist employees affected by layoffs or business closures, discussing benefits, programs, and opportunities for dislocated workers. This includes job training or retraining programs, unemployment insurance, counseling, workshops, and other resources available to all job seekers. Regular meetings in communities around the state provide real-time information on employer needs, which is then matched to the individual needs of NH Works and partner agency customers.

NH Department of Business and Economic Affairs (BEA) through the Office of Workforce Opportunity contracts with Southern New Hampshire Services, Inc. (SNHS) to serve as the primary service provider for WIOA Adult employment and training services. This relationship grants participants access to a range of services through the Community Action Programs Association, including energy assistance, health, food and nutrition assistance, Hispanic/Latino community services, housing, and homeless programs, TANF work programs, and various supportive and volunteer services. NHES provides direct service delivery for WIOA Dislocated Worker programs.

The partnership between America's Youth Teenage Unemployment Reduction Network, Inc. (MY TURN) and Jobs for America's Graduates- New Hampshire (JAG NH) focuses on providing core-WIOA employment and training services to economically disadvantaged youth. This includes both in-school and out-of-school youth, with services tailored to enhance career awareness, work-ready skills, and increased academic skills leading to academic and/or employment credentials/outcomes. Referrals and release forms within the NH Works system facilitate information sharing to best serve the unique needs and barriers of the youth population.

New Hampshire Department of Education (NHED)- The NHED administers core and non-core WIOA services, including Adult Basic Education (ABE) programs, Vocational Rehabilitation (VR), and Perkins Career and Technical Education (CTE) programs.

The Bureau of Adult Education provides funding for programs serving adults who are improving their basic educational skills leading to a high school credential. The Bureau also administers the statewide High School Equivalency Test. Adult Education programs serve as the foundation and basic building blocks of all workforce development services, as the importance of individuals having foundational skills in math and reading continues to grow. This holds particularly true when looking at past entry-level jobs for job-seeker customers and closing the gap with high-demand skills and occupations.

Adult education staff participates in workforce agency partner meetings and NH Works counselors work with students on-site in adult education classes to introduce career inventories, and career pathways, and promote resources available through NH Works. Adult students also work with counselors present in the classroom, who meet 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 adult education coursework. Adult education staff also receive 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, adult education 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 the 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, the 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 leveraging 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 leads 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
- Working closely with the New Hampshire 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 into 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 student's 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 instructor's 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 is continuously increasing and covers a broader range of career areas. 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.

Apprenticeships - The Workforce Training Program of The Community College System of NH is a robust initiative funded through Federal Grants from the U.S. Department of Labor. Launched in 2017, the program has significantly expanded Registered Apprenticeships and Pre-apprenticeships in non-traditional sectors.

The impact is evident with the establishment of over 100 new Registered Apprenticeship Programs and more than 15 Pre-Apprenticeship Programs. The program has provided crucial support to over 800 apprentices, aiming to build a sustainable infrastructure for Pre-Apprenticeship to Registered Apprenticeship pathways. Focused on promoting diversity, equity, inclusion, and access, it strives to improve statewide apprenticeship resources and networks. The initiative fosters collaboration, connecting industry leaders, employers, state and community organizations, education providers, and career seekers to collectively develop New Hampshire's workforce.

With an industry-led approach, paid jobs, structured on-the-job learning, mentorship, supplemental education, and a commitment to diversity, quality, and safety, the program emphasizes the importance of credentials. Support services, including a scholarship of \$2,000, up to \$1,500 for various needs, and referrals to state and local resources, aim to alleviate financial barriers for apprentices. The program's four fully staffed Regional Hubs (Northern, East-Central, Southern, and Western) feature apprenticeship coordinators, developers, and specialists providing technical assistance, support for employers and apprentices, assistance in program development and registration, and connections for career seekers with tailored programs and support services. The holistic support structure ensures apprentices receive assistance throughout the program, reducing barriers to success and fostering a thriving workforce in New Hampshire.

Community College System of New Hampshire (CCSNH) - The Community College System of New Hampshire is deeply integrated into the workforce system, working closely with the NHED 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, which speaks to their dedication to serving the communities and supporting local employers and the regional industries. 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. CCSNH has aligned its work with New Hampshire's top priority as it transitions through its recovery and expansion phase of the economy. 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 seeing shortages. CCSNH programs prepare NH residents for all of the sectors noted in the report, with particular strength in healthcare, technicians across multiple industries, hospitality, IT, business

professions, skilled trades such as HVAC, welding, electrical systems technology, electrical line workers and many other training programs.

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 New Hampshire Employment Security (NHES) and previous funding supported by a U.S. Department of Labor, Employment & Training Administration TAACCCT Grant. 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, BEA, Employment Security, and NH Works, and funded by the State of New Hampshire’s Unemployment Insurance Fund and contracted with NHES. This program provides training, at no cost to the participant, in 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:

<ul style="list-style-type: none"> • Skills Showcasing • Business Ethics • Workplace Sensitivity • Effective Communication 	<ul style="list-style-type: none"> • Employer Expectations • Building Better Teams • Critical Thinking • Conflict Resolution
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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.

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 - As part of NH’s workforce development system, the New Hampshire Department of Health and Human Services (NH DHHS) provides services to eligible families, such as the Supplemental Nutrition Assistance Program (SNAP, formerly Food Stamps), cash assistance, medical assistance, childcare, and medical savings. Once eligible, families or individuals may have access to Workforce Development (WFD) Services through the NH Employment Program (NHEP) and/or SNAP Employment & Training (E & T) Program.

Trained NHEP Career Coaches and SNAP E&T staff assist participants with the development of a comprehensive Employability Plan which outlines goals in the following workforce areas:

- High School Credential Attainment

- Career Exploration, including job readiness and job searching assistance.
- Industry Sector Training & Credentialing Attainment
- Employability Skills, including the development of a comprehensive portfolio (Resume, Cover letter, References etc.
- Work Experience and Unpaid Internships to gain the necessary skills to become employed.
- Career Ladder Employment, including direct placement, apprenticeships, and On-the Job- Training

Limited financial support services related to employment needs may be available, such as vehicle repair, mileage reimbursement, tuition & training fees, assistance with obtaining tools for the trade (computers, uniforms, work attire, etc.).

DHHS collaborates with all of the NH Workforce partners in order to provide and facilitate quality services and opportunities geared toward preparing NH citizens to enter into high wage, career ladder employment in high demand industries.

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 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.
- 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 adults.
- The Families with Older Children (FWOC) program helps 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.

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 (about 5 years). 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 the Bureau of Family Assistance (BFA) and other inter-agency staff located in your local District Office.

Childcare Assistance assists parents engaged in work, training, or educational activities. Payments to childcare providers are coordinated by BFA 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.

New Hampshire's SNAP Employment & Training program (SNAP E&T) is a voluntary workforce program for SNAP recipients aimed to improve the economic mobility of individuals by providing high-quality job training, education, and support services.

New Hampshire operates a voluntary SNAP E&T program for individuals, 18 years of age or older, who receive SNAP but do not receive TANF cash assistance. Participation in the SNAP E&T program does not affect any other benefits individuals may be receiving.

SNAP E&T participants receive comprehensive case management, personal assessments, and individualized employment plans. Individuals are also eligible for reimbursement of expenses that are reasonable, necessary, and directly related to participation in the SNAP E&T program.

SNAP E&T participants can receive the following services from either State SNAP E&T staff or contracted SNAP E&T Provider organizations, or through referrals to SNAP E&T partner organizations.

- Supervised Job Search - Assistance with targeted job search to find new employment or seek a position of greater responsibility.
- Job Search Training – Assistance with resume development, career exploration, interview preparation, etc.
- Career and Technical Education - Access to short-term non-credit bearing industry-recognized credential or certification programs through either SNAP E&T Provider Organizations or referral to partner organizations such as WorkNowNH or WIOA.
- Job Retention – Case management, job coaching, and support services geared towards keeping a job once obtained rather than finding new employment.

Cross-agency Collaboration - To effectively address the education and skill needs of the workforce and meet the employment requirements of employers, the New Hampshire

workforce system emphasizes close collaboration and coordination among all partner agencies. By pooling resources and braiding funding, the workforce system enhances its ability to serve both job seekers and business customers. In addition to the collaborative efforts mentioned earlier, core and non-core WIOA partners engage in various collaborative initiatives:

1. Consortium and Commissioner-Level Meetings:

- Regular meetings are held to leverage opportunities, share best practices, align policies, and make operational decisions. These interactions enhance communication and coordination at both policy and operational levels.

2. Local NH Works Partner Meetings:

- Quarterly meetings take place in six different regions, bringing together individuals from various agencies involved in workforce services. This includes representatives from Employment Security, WIOA Adult and Youth contractors, TANF, Adult Education, Vocational Rehabilitation, resettlement agencies, and more. These meetings facilitate information sharing and improve communication among agencies.

3. Regional Roundtable Discussions:

- Community partners engage in roundtable discussions in regions like the North Country and Keene, fostering collaboration and partnerships with local employers.

4. Job Fairs and Events:

- All partners, including employers, education/training programs, and agency programs, are invited to job fairs and events for job seekers. This promotes a holistic approach to workforce development.

5. Business Outreach within the One-Stop System:

- Collaboration is effective when conducting business outreach within the one-stop system. Partner agencies share case notes and information on business customers, ensuring coordinated support.

6. Collaboration Between the Community College System (CCS) and Career and Technical Education (CTE):

- CCS and CTE work closely together, offering dual credit opportunities, sharing funding streams, recruiting at education and job fairs, and promoting career pathways.

7. Collaboration Between Adult Education (ABE) and Vocational Rehabilitation (VR):

- Successful collaboration, especially when programs are co-located, allows ABE to teach remedial English and math courses at Great Bay Community College. This partnership optimizes resources and better serves students by reserving financial aid for college-level coursework.

The Granite State Jobs Act of 2019 was enacted to enhance access to job-training programs, incorporating various components such as structured onsite lab or classroom training, basic skills development, quality improvement, safety training, management and supervision, and English as a second language. This legislation introduced two key economic and workforce

development initiatives – WorkInvestNH and WorkNowNH – aiming to strengthen partnerships and resources like WorkReadyNH, focusing on soft skills and job readiness.

WorkInvestNH Program:

- Available to businesses in New Hampshire and those intending to locate within the state, contributing quarterly taxes to the NH Unemployment Trust Fund.
- Allows businesses to upgrade workers' skills through the fund.
- Workers, residents of New Hampshire, or employed by entities within the state, can receive training.
- Training provided by the vendor of the entities' choice, with consultation from the College System of New Hampshire (CCSNH) for quality and cost-effectiveness.
- Customized training at each campus to meet specific company needs.

WorkNowNH Program:

- Funded through the Job Training Fund, designed to provide intensive case management services to individuals receiving Granite Advantage (Expanded Medicaid) or traditional Medicaid.
- Connects job-ready participants with available job opportunities, offering support for those not work-ready.
- Businesses hiring WorkNowNH participants are eligible for reimbursement during the training period, covering 50% of the employee's salary up to a maximum of \$5,000.

WorkNowNH Services Include:

- Intensive case management
- Job search and job readiness assistance
- Referral services to education/training/apprenticeship programs
- Referral to community services for those not work-ready.
- On-The-Job employment placement
- Direct job placement

Employment Supports for Recipients:

- \$5,000 in tuition payments covering basic education costs.
- \$160 per month for mileage reimbursement up to 3 months; an additional month if in approved training
- \$100 for childcare registration fees
- Up to \$5,000 reimbursement for up to six months to entities hiring through an On-The-Job Training (OJT) opportunity contract.

These programs serve as valuable resources for both businesses addressing workforce challenges and individuals seeking employment, fostering skill development, and promoting economic growth in the state.

	Enrolled	Transportation	Tuition	Books,fees, supplies	Childcare Registration Fees
2020	322	36	206	152	2
2021	432	30	314	216	2

NH Employment Security developed a program that provides services to those currently in federal, state or county correctional facilities who are soon to be released. Prior to being released, participants that are within 6 -12 months of release will be eligible to receive employment services to include:

- Workshops on resume writing, interviewing, job search, and how to network within a job fair.
- One-on-one assistance with resumes and barrier resolution
- Mock interviews with employers
- Recruiting events
- Job Fairs
- Soft handoff to American Job Center (AJC) staff

Upon release the majority of the participants will be eligible for Expanded Medicaid or Traditional Medicaid, making them eligible for WorkNowNH services and support.

Sector-Based Initiatives

The New Hampshire Sector Partnerships Initiative (SPI) has been instrumental in addressing the workforce needs of the state by focusing on high-growth sectors. Originating with support from a federal National Emergency Grant, SPI strategically aligns with New Hampshire's major economic and employment sectors. These sectors, mainly manufacturing, healthcare, hospitality, technology, and infrastructure (with a focus on construction), are coordinated with private industry employers, educational institutions, training providers, and community-based organizations.

Key Successes in Each Sector:

1. Construction Sector:

- a. Established a sector advisory group, identified goals, and launched the sector in September 2018.
- b. Developed materials outlining a career pathway in construction, emphasizing it as a well-paying and offshore-proof career.
- c. Created messaging to promote construction careers and increased industry involvement in NH Construction Career Days.

- d. Participated in community and high school job fairs and supported Manchester's Parkside's Construction Careers Program.

2. Healthcare Sector:

- a. Formed five healthcare regional workforce groups to collaborate on common goals.
- b. Engaged with hospitals, nursing homes, etc., for industry involvement.
- c. Implemented strategies through LNA Conference, LPN programs, Care for the Aging workforce website, health career camps, and career pathway development.

3. Hospitality Sector:

- a. Hosted the 2nd annual NH Hospitality Month, accommodating 500 students on 78 tours at 54 properties.
- b. Provided coursework through Granite State College on leadership, communications, conflict resolution, and more.
- c. Launched the Explore NH Careers website, soon to be the host of the new Hospitality Hub.

4. Manufacturing Sector:

- a. Placed 27 students in six different manufacturing companies from Spaulding High School.
- b. Revived the machining program at Nashua North High School.
- c. Conducted in-school composite programs with Great Bay Community College at Rochester High School.
- d. Organized successful events like Manchester Millyard Roundtable and Manufacturing month activities.

5. Technology Sector:

- a. Hosted the state's first Technology Month, engaging over 2,200 students.
- b. Partnered with Dover Adult Learning Center for an eight-week Code Exploration course.
- c. Coordinated stakeholder meetings, individual tours, and CTE competency reviews with industry professionals.

These sector partnerships aim to develop pipelines for employment and training opportunities, benefiting both employers seeking skilled workers and individuals aspiring to meaningful career pathways. The success stories highlight the effectiveness of this collaborative and industry-focused approach in addressing workforce challenges in New Hampshire.

Additional initiatives aimed at addressing workforce development include:

- 10,000 Mentors – promoting the personal connection between businesses and students.

- Tech Alliance – the Tech Alliance creates a vibrant ecosystem for technology companies that want to launch, grow, or relocate in New Hampshire. They 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-secondary educational experience by 2025.
- Project SEARCH is an on-campus program at the University of New Hampshire 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 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 – dual enrollment between state community college and university systems have been developed. A 2+2 program allows students to apply to both community colleges 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), directly above.

Strengths

The strength of the New Hampshire workforce development system lies in its robust emphasis on cross- agency collaboration, a cornerstone that has resulted in several notable strengths:

1. **Collaboration and Partnership:** The system brings crucial workforce stakeholders to the table, fostering a collaborative environment where individual partners and programs function as a cohesive team. This collaborative approach extends to sharing services, information, and funding. Given the state's size and limited budget for workforce development, this collaboration is essential, allowing partners to stretch resources, blend, and braid funds strategically to maximize outcomes.
2. **State Leadership Vision:** New Hampshire's workforce development system benefits from the visionary leadership of the Governor. The Governor has spearheaded initiatives that significantly impact talent attraction, retention, and development. Noteworthy initiatives include the Millennial Advisory Council, the Recovery Friendly

Workplace, and the Infants in the Workplace Initiative, reflecting a commitment to holistic workforce development.

3. **Availability of Services:** The state allocates substantial resources to provide comprehensive services for residents who are unemployed or underemployed, actively engaging in workforce programs and services. These efforts align with the current workforce needs of the state, exemplified by programs created under the Granite State Jobs Act.
4. **Alignment with Business Needs:** Employment and training activities are meticulously aligned with the needs of employers. Sector-based strategies and labor market intelligence play a pivotal role in shaping the development of education and training initiatives. This alignment ensures that workforce development efforts are responsive to the dynamic needs of the business community.
5. **Sector Partnerships Initiatives:** Sector partnerships serve as a driving force behind business and industry participation, creating a demand-driven system. These partnerships play a crucial role in identifying specific skills, licensures, and certifications that are critically needed by local employers. By focusing on sector-specific collaboration, the workforce development system can address the precise requirements of the job market and enhance overall workforce readiness.

Overall, the New Hampshire workforce development system's strengths underscore a commitment to collaboration, adaptability to business needs, and a visionary approach to leadership, ensuring that workforce programs effectively contribute to the state's economic growth and resilience.

Weaknesses

In the face of rapid growth and advancement in the state, the New Hampshire workforce system recognizes the opportunity to enhance its effectiveness in meeting the evolving needs of businesses and job seekers. However, several challenges persist, and the state continues to identify solutions for the following key issues:

1. Economic and Social Uncertainty (Post-Pandemic):

- *Talent Pool and Population Demographics:* The declining population and available talent pool pose significant workforce challenges. Finding skilled individuals to meet the demands of businesses, particularly for small enterprises, remains a struggle, hindering growth opportunities.

2. Workforce Housing:

- *Limited Affordable Housing:* Affordable housing scarcity, especially in certain areas, hampers talent attraction efforts. The difficulty in welcoming new residents and workers is exacerbated by the limited availability of places to live, even when cost is not a primary consideration.

3. Employment Barriers:

- *Transportation, Childcare, Substance Abuse, Soft Skills, and Language Barriers:* Barriers to entering the workforce, including transportation issues, childcare availability, substance

abuse concerns, soft skills development, and language barriers, persist. Stakeholders work on innovative solutions within resource constraints.

4. Communication and Information Sharing:

- *Cross-Agency Collaboration:* While cross-agency collaboration is a strength, effective communication across all levels of each agency remains a challenge. System leaders aim to institutionalize processes that ensure seamless communication throughout organizations, fostering continued collaborative efforts.

5. High Cost of Post-Secondary Education:

- *Affordability of Education:* The high cost of post-secondary education in the state, coupled with lower wages and societal pressure to pursue traditional four-year institutions, presents a weakness. Mitigation efforts involve supporting alternate pathways to education.

6. Outreach and Awareness:

- *Public Awareness of Services:* Generating awareness of the services offered by the workforce development system is a persistent challenge. Partners strive to identify effective marketing strategies and improve outreach to potential business and individual customers.

7. Board Development:

- *Continuous Improvement:* Emphasis on continuous improvement for board members and operations is crucial. Efforts focus on reengaging board members and establishing better board structures through well-defined bylaws.

Addressing these challenges requires a collaborative and innovative approach, leveraging resources effectively to implement sustainable solutions. As the workforce system adapts to the dynamic landscape, ongoing efforts aim to strengthen its ability to support businesses and job seekers in New Hampshire.

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

Under the guidance of a visionary Governor, strong leadership, and the support of the State Workforce Innovation Board, the state continues to demonstrate its capacity to sustain and maintain a system focused on customer-centric principles and innovation. Through the development and continued implementation of the WIOA Combined State Plan, partners and stakeholders from numerous state agencies successfully deliver services in a cohesive manner that benefits job seekers 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 co-located. The mechanisms that have been put in place for coordination and collaboration have greatly allowed the State to expand its capacity through the use of networks as much as possible. Workforce development activities and funding streams are being aligned efficiently and leveraged where appropriate and increasing support from local business partners and other community groups. The

capability of the State will only improve as these strategies continue to grow and partners can utilize new resources and address new challenges.

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.

2. GOALS

Describe the goals for achieving this vision based on the analysis in (a) above 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 to employment⁸ and other populations.⁹

(B) Goals for meeting the skilled workforce needs of employers.

[8] 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.

[9] Veterans, unemployed workers, and youth and any other populations identified by the State.

3. PERFORMANCE GOALS

Using the tables provided within each Core Program section, 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.)

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, which may include evaluation findings, and other feedback to make continuous or quality improvements.

1.

a. 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 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 our vision for the New Hampshire Workforce System, we aspire to cultivate an integrated and accessible workforce system that provides a continuum of high-quality education, training, and career pathways. With a commitment to diversity, equity, inclusion, and accessibility, we envision a system that aligns workforce, education, and economic development investments, streamlining resources for optimal efficiency. This forward-looking system leverages technology and data to enhance accessibility and outcomes, ensuring user-friendly platforms and data-driven insights. By executing an industry-led strategy and fostering collaborations, our vision sees businesses actively shaping talent needs, helping the workforce system to establish a responsive pipeline of skilled workers. This approach creates a resilient and adaptable workforce system that not only meets current demands but anticipates and addresses the evolving needs of businesses and workers, fostering inclusive economic prosperity for the state of New Hampshire.

Alignment of Workforce Services

Strategic alignment among service providers is foundational for integrated service providers such as the community college, career and technical education centers, and other eligible training providers enables resource pooling and coordinated efforts, ensuring comprehensive services for job seekers and businesses. This approach optimizes resource utilization and results in enhanced employment outcomes for individuals.

A critical aspect of this initiative will involve strategically dismantling silos among workforce partners to facilitate more coordinated efforts addressing the multifaceted needs of job seekers. Siloed approaches lead to fragmented services and inefficiencies, which make the public workforce system ineffective and difficult to navigate. By fostering collaboration, service providers can align goals and strategies, working cohesively to meet the diverse needs of job seekers.

Moreover, the alignment of service providers and the dissolution of silos not only enhance outcomes but also lead to a more efficient utilization of resources. Collaborative synergy among diverse service providers allows the leverage of collective resources and expertise, ensuring more effective services. This approach ensures sensible resource use, providing better value for money invested in workforce services.

Worker Prioritization

The overarching objective of this prioritization strategy is to enhance workers' skills and competitiveness, empowering them to access improved employment opportunities, command higher wages, and contribute significantly to the economy. This strategic focus not only fosters individual empowerment but also plays a pivotal role in mitigating unemployment and underemployment rates.

The BEA is positioned to implement prioritized systems for workers strategically designed to structure services for both securing, retaining, and advancing employment. This strategic shift involves transitioning from generic training programs to outcome-driven measures that closely align with the intended purpose of WIOA services by leveraging modern data sources. Acknowledging the diverse needs of workers, the prioritization effort necessitates a nuanced understanding and targeted addressing of distinctive requirements. This spans specific skills training, job placement assistance, and addressing barriers to employment.

Furthermore, the BEA will ensure equitable delivery of WIOA services, aiming to ensure uniform access for all workers, irrespective of background or circumstances. This commitment is particularly directed towards workers from underserved communities and backgrounds.

Modern Training

The rapid evolution of technology and automation necessitates modern training programs that focus on emerging industries. Such programs are essential for equipping workers with the skills required to adapt to technological shifts and maintain competitiveness in the job market. The strategic alignment of training with evolving industry demands will position New Hampshire as a proactive force, ensuring better employment outcomes for job seekers amidst technological transformations.

In a strategic role, the BEA will cater to the workforce needs of employers actively seeking skilled workers in growing and emerging industries. The provision of training in these areas not only addresses the skilled workforce requirements of employers but also enhances job placement outcomes for job seekers.

Acknowledging the challenges faced by underrepresented individuals in meeting the qualifications for traditional training programs, the implementation of additional supports and "on-ramp" programs will be imperative. These targeted initiatives will serve as conduits for disadvantaged workers to access training in rapidly evolving industries, mitigating barriers they often encounter in traditional training programs and significantly contributing to improved employment outcomes.

2. Goals. Describe the goals for achieving this vision based on the analysis in (a) above 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 to employment and other populations.

B. Goals for meeting the skilled workforce needs of employers.

- Goal 1: Develop and implement a comprehensive workforce system by aligning workforce, education, and economic development investments.

The purpose of this goal is to ensure a coordinated and strategic approach to workforce development that complements planning and investments that are already underway in education and economic development. By fostering alignment across workforce development, education, and economic development, the state seeks to streamline resources, build efficiencies, and ensure a unified focus on a shared set of goals. This approach seeks to not only

optimize the effectiveness of individual investments but also promote a comprehensive and integrated workforce system that addresses the evolving needs of businesses and workers.

- Goal 2: Enhance accessibility and outcomes of the workforce system by leveraging technology and data.

Stakeholders throughout the State of New Hampshire recognize the power of technology and envision a workforce system where technology is used to enhance the experiences of businesses, workers, and stakeholders. By investing in user-friendly platforms, this goal aims to make essential information, resources, and services easily accessible to a broader audience. Moreover, improved systems can allow the state to harness the potential of data to inform decision-making processes within the workforce system. This entails utilizing data analytics to gain insights into trends, gaps, and areas of improvement, enabling the state to make informed policy decisions and allocate resources more effectively.

- Goal 3: Provide access to a continuum of high-quality education, training, and career pathway opportunities that will attract and retain businesses and employees.

To enhance its workforce system, New Hampshire will look to expand the depth and breadth of services available to job seekers, with a particular focus on tailoring training solutions to meet the evolving needs of both businesses and workers. While the current system offers a range of services, this goal acknowledges the imperative to further enrich the available resources and opportunities. This includes customized workforce training programs to meet the needs of business, earn and learn opportunities and wrap around supports for workers, as well as short term training credentials. By providing a continuum of high-quality education and training, the aim is to offer diverse pathways for skill development and career advancement regardless of where a worker is on their current career pathway.

- Goal 4: Support business and jobseeker growth through workforce practices that promote diversity, equity, inclusion, and accessibility.

New Hampshire recognizes the importance of building a workforce system that is a champion of diversity, equity, inclusion, and accessibility in support of both businesses and jobseekers. To be competitive in the fight for talent, today's businesses must prioritize inclusivity to remain competitive. As a result, the workforce system is committed to its role in ensuring that its outreach and services to both businesses and workers reflect this diversity of the state.

- Goal 5: Execute an industry-led strategy to meet employer needs and establish a pipeline of skilled workers for future demand.

While New Hampshire has strong relationships with the business community, this goal aims to further fortify those relationships by executing an industry-led strategy that actively involves businesses in shaping talent needs and responding to evolving trends. Recognizing that businesses are at the forefront of driving economic demand, this goal emphasizes the necessity of formal and informal collaboration between the workforce system and industry stakeholders. Through mechanisms such as sector partnerships, the goal seeks to establish a direct line of communication where businesses can inform the workforce system about their current and future talent requirements. This proactive engagement not only ensures that the workforce is equipped with the skills essential for the industry but also establishes a responsive pipeline of skilled workers to meet anticipated demands.

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.)

See Appendix 1

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, which may include evaluation findings and other feedback to make continuous or quality improvements.

The ongoing evaluation of the workforce development system in New Hampshire is integral to maintaining quality services that align with state and federal requirements. System partners regularly convene to assess program effectiveness, promote efficiencies, coordinate services, and discuss key monitoring findings. These evaluations also include the review of best practices from other states, examining performance outcomes for core WIOA programs, and sharing customer satisfaction results. The aim is to inform continuous improvement within the system.

In the current year, the State of New Hampshire, through a competitive procurement process, awarded a contract for a Statewide Workforce Needs Assessment. This comprehensive assessment, using both qualitative and quantitative data collection, focused on ensuring that workforce services operate in alignment with the vision outlined in the Workforce Innovation and Opportunity Act (WIOA). The assessment utilized a secret shopping experience, gathered feedback from stakeholders, and evaluated the successes of existing programs and strategies to provide insights into the system's strengths and areas for improvement. The recommendations derived from the assessment cover topics such as digital modernization, employer engagement, and service delivery. Looking ahead, these efforts will continue to drive the evolution and enhancement of the workforce development system. The commitment to regular evaluations, collaboration among system partners, and the incorporation of assessment findings into strategic planning underscore the state's dedication to delivering effective and responsive workforce services. Future initiatives will build upon the recommendations provided in the assessment, ensuring a dynamic and adaptive system that meets the evolving needs of the workforce and maximizes outcomes for all stakeholders. Program Monitoring activities, including federal reviews, will persist, reinforcing the state's commitment to compliance, accountability, and ongoing improvement. Resolving challenges identified in monitoring activities will remain a priority, contributing to the system's resilience and its ability to provide high-quality services to the residents of New Hampshire.

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)

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)

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).*
- 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).*

Goal 1: Develop and implement a comprehensive workforce system by aligning workforce, education, and economic development investments.

- Strategy 1.1: In-demand occupations awareness campaign that complements the existing BEA Workforce Attraction campaign.

The BEA's Workforce Attraction campaign elevates five strategic goals to facilitate collaborative economic development and strengthen New Hampshire's economy:

- Retain and Recruit a Modern Workforce
- Connect New Hampshire's World Class Tourism Assets to Talent Recruitment
- Focus on Building Resiliency in High-Growth Sectors
- Build on New Hampshire's Entrepreneurial Legacy to Fuel Innovation
- Recognize the Role of Infrastructure in Driving the Economy

To accomplish these goals, it will be imperative for the State to identify in-demand occupations and create systems to fill these occupations with qualified and well-trained workers.

- Strategy 1.2: Coordinate with the education system including K-12 education, career technical education, adult education, and post-secondary education to develop career pathways for in- demand occupations and industries.

Career pathways for in-demand occupations and industries are instrumental in bolstering the economy by strategically developing the skills needed in specific sectors. Aligned with labor market demands, these pathways address talent shortages, enhance workforce productivity, and contribute to overall economic output. Additionally, career pathways support economic mobility, offering individuals opportunities for upward progression and improved earning potential. Effective career pathways require intentional coordination with businesses and education providers.

- Strategy 1.3: Leverage BEA connection to economic development to ensure New Hampshire's talent development system is informed by economic development practitioners and businesses.

States with robust economic development systems have cultivated ecosystems designed not only to attract external talent but also to cultivate talent from within. The BEA maintains a strong collaboration with statewide economic development initiatives bolstered by partnerships with talent development entities such as the community college, K-12 educational institutions, adult education providers, and more. These partnerships serve as conduits for seamless information sharing, empowering economic and workforce development practitioners throughout the state with valuable insights and knowledge.

Goal 2: Enhance accessibility and outcomes of the workforce system by leveraging technology and data.

- Strategy 2.1 Modernize Virtual Services and Web Presence: Launch a comprehensive initiative to modernize virtual services and elevate the web presence of the workforce system.

As workforce services continue to transition to online and virtual service provisions, it will be important for the State of New Hampshire to have comprehensive modern and accessible services. This strategy will focus on revamping online platforms to enhance user-friendliness and ensuring continuous updates to keep information current. Job seekers and employers will be able to effectively and efficiently find resources to support their distinctive needs.

- Strategy 2.2 Data-Driven Decision Making: Drive a culture of data-driven decision making among workforce professionals by providing training in data analysis tools and methodologies.

Modern data systems allow decision makers to gain insights into trends, patterns, and correlations that enable them to understand local and regional context and execute strategies effectively. By creating a culture of data-driven decision-making, professionals will be equipped with the skills to gather insights into workforce trends, evaluate program effectiveness, and inform policy development. This will lead to better outcomes for job seekers and employers.

- Strategy 2.3 Enhance business and jobseeker outreach through technology: Utilize digital platforms to connect businesses more directly with the workforce system, raising awareness for the services available and to encourage ongoing engagement.

By strategically employing technology, New Hampshire will create heightened awareness about the array of services offered by the workforce system and facilitate more direct and personalized interactions between businesses and potential employees, such as virtual career guidance and tailored resources. The integration of technology in outreach efforts will not only optimize efficiency but also ensure a more individualized and responsive approach, aligning the workforce system more closely with the specific needs of businesses and jobseekers alike. This strategy will serve as a catalyst for a modern, user-friendly, and results-oriented engagement model that significantly elevates the impact and effectiveness of outreach initiatives.

Goal 3: Provide access to a continuum of high-quality education, training, and career pathway opportunities that will attract and retain businesses and employees.

- Strategy 3.1: Expand wrap-around and supportive services available to workers participating in training.

Wraparound services are instrumental in overcoming barriers to learning and reskilling, addressing issues like confidence, interest, and age-related concerns. Particularly beneficial for vulnerable groups, these services offer financial coaching and mental health counseling to facilitate career transitions. They also contribute to workforce stability by providing unconventional benefits, enhancing employee well-being and job satisfaction.

- Strategy 3.2: Expand customized training solutions to meet the needs of business needs.

Expanding customized training solutions will provide opportunities for the New Hampshire workforce to address skill gaps, enhance worker learning experiences, and create qualified workers by equipping workers with the necessary skills to acquire knowledge to adapt to emerging skills required by the modern worker. This will be accomplished by collaboration with regional businesses, the community college system, and other eligible training providers.

- Strategy 3.3: Deploy uniform and consistent professional development.

To effectively execute WIOA services, it is important that New Hampshire has knowledgeable, well-trained staff members that can assist businesses with their various needs and connect them to resources across the state. The BEA will carry out a formalized training process to all members of the business services team that focuses on what resources exist and which resources are best used in specific situations and will drive high impact outcomes.

Goal 4: Support business and jobseeker growth through workforce practices that promote diversity, equity, inclusion, and accessibility.

- Strategy 4.1: Deploy Diversity, Equity, Inclusion, and Accessibility (DEIA) training and professional development for staff.

Proper DEIA training will help staff members around race, social justice, and equity that will be necessary to help staff navigate difficult conversations around social justice. Furthermore, it will promote awareness and understanding of how to work with individuals from diverse backgrounds. These professional development opportunities will be created by using existing

publicly available training opportunities in conjunction with local and regional DEIA training providers.

- Strategy 4.2: Implementation of best practice outreach and recruitment strategy for targeted populations including diverse workers including underrepresented populations, seniors, veterans, immigrants, etc.

By leveraging intentional efforts, the BEA aims to bridge gaps and connect these diverse individuals with meaningful training opportunities designed to empower them for successful entry into strong, fulfilling jobs. Through this strategic initiative, the BEA is not only fostering equity but also fortifying our workforce with a rich tapestry of talented individuals.

- Strategy 4.3: Partner with community-based organizations to raise awareness of the New Hampshire workforce system and available services and resources.

Individuals from varied backgrounds often find connections through nonprofit agencies and community-based organizations, drawn to the comprehensive services these entities provide. The BEA will pursue collaborative partnerships with these organizations to create a stronger and more supportive ecosystem that delivers accessible workforce development services.

- Goal 5: Execute an industry-led strategy to meet employer needs and establish a pipeline of skilled workers for future demand.
- Strategy 5.1: Develop industry-led, customized training programs that prioritize not only new workers, but also upskilling of incumbent workers.

In addressing the workforce demands of employers, it is crucial to ensure that both new and incumbent workers have access to robust training options. An important aspect of this approach involves crafting these training opportunities in close collaboration with employers and industry partners to guarantee their relevance and effectiveness.

- Strategy 5.2: Data-informed and proactive talent forecasting and planning.

As industries continue to evolve, it will be important to leverage data to forecast growth and develop comprehensive strategies, such as training and education programs, to meet this growth. This will allow the BEA to connect job seekers to in-demand jobs that pay sustainable wages.

- Strategy 5.3: Create a strategic vision for the Interagency Business Team.

Developing a strategic vision for the Interagency Business Team (IBT) in the New Hampshire Workforce system aims to optimize collaboration among diverse partners. By aligning individual organizational goals, clarifying roles, and fostering open communication, the plan seeks to unify efforts towards a shared vision. Ultimately, this strategic approach intends to enhance collaboration, promote knowledge sharing, and maximize the collective impact of the IBT.

- Strategy 5.4: Invest in Business Services Team training and professional development.

In our commitment to continuous improvement, the BEA will invest in training and professional development initiatives that will keep staff members abreast of industry trends, technological

advancements, and evolving best practices. This will allow the Business Services Team to better serve employers and keep them informed on evolving trends to develop and retain workers.

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).

(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).

Overview of New Hampshire's Workforce Development Structure:

The New Hampshire Office of Workforce Opportunity (OWO) plays a key role as the state-level administrative entity for the administration of Workforce Innovation and Opportunity Act (WIOA) funds designated for Adult, Dislocated Worker, and Youth programs. This financial support is provided by the U.S. Department of Labor (USDOL). The Department of Business and Economic Affairs (BEA) serves as the state entity fiscal agent and the official recipient of WIOA funds. Oversight and technical assistance from USDOL's Region I Boston office ensure federal compliance and support for OWO.

Designation as a "Single State Local Area": New Hampshire, under the directive of the Governor and in accordance with section 106(d) of WIOA, has been designated as a "Single State Local Area." This distinctive status has led to the establishment of a highly integrated governance and administrative structure. This structure is designed to provide policy direction, establish performance goals, and ensure effective oversight, holding the entire workforce development system accountable.

Role of State Workforce Innovation Board (SWIB): The State Workforce Innovation Board (SWIB) serves as the advisory body, guiding the development, updating, and evaluation of the planning process. This strategic oversight ensures that workforce development programs in New Hampshire remain responsive to the dynamic economic development and labor market needs of the state. SWIB collaborates with the New Hampshire Works Consortium (The Consortium) and the NH Works American Job Centers to execute the functions of a state workforce board as outlined in section 101(d) of WIOA.

Coordination between State and Local Agencies: State agencies work in a cohesive manner to oversee the implementation of various workforce development programs. Local agencies or community-based administrative arms of state agencies are entrusted with the management of workforce programs and the direct provision of services to customers.

Collaborative Workforce Development System: The New Hampshire workforce development system, illustrated in subsequent pages, facilitates collaboration among SWIB, the New Hampshire Works Consortium, and NH Works American Job Centers. This collaborative effort ensures the effective execution of state workforce board functions, with a nuanced approach considering New Hampshire's status as a Single State Local Area.

Functions of a State Workforce Board under WIOA:

1. Development and Updating of the State Plan:

- SWIB plays a central role in shaping and revising the State Plan.

2. Review of Statewide Policies and Programs:

- SWIB conducts a thorough review and offers recommendations for aligning workforce development programs.

3. Continuous Improvement of the Workforce Development System:

- SWIB focuses on identifying barriers, developing strategies for career pathways, ensuring effective outreach, and improving the one-stop delivery system.

4. Identification and Dissemination of Best Practices:

- SWIB oversees the effective operation of one-stop centers and facilitates the development of impactful local boards and training programs.

5. Development of Statewide Policies Affecting One-Stop Delivery:

- SWIB formulates policies for effective one-stop center operation, allocation of infrastructure funds, and roles of entities within the one-stop delivery system.

6. Technological Improvements and Data System Alignment:

- SWIB strategizes for technological advancements, digital literacy, and aligning data systems across one-stop partner programs.

7. Allocation Formulas for Fund Distribution:

- SWIB designs allocation formulas for the equitable distribution of funds for employment and training activities.

8. Preparation of Annual Reports:

- SWIB compiles comprehensive annual reports, presenting the progress and outcomes of workforce development programs.

9. Development of Statewide Workforce and Labor Market Information System:

- SWIB takes the lead in establishing a robust statewide system for workforce and labor market information.

10. Promotion of Statewide Objectives:

- SWIB develops policies to enhance workforce development system performance and align with statewide objectives.

The collaborative efforts of OWO, BEA, SWIB, and local agencies create a dynamic and responsive workforce development system in New Hampshire, ensuring the alignment of programs with the evolving economic landscape and labor market needs.

The State Workforce Innovation Board (SWIB) shoulders significant responsibilities mandated by the Workforce Innovation and Opportunity Act (WIOA). These responsibilities encompass the development, implementation, and modification of the State Plan, ensuring its adaptability to dynamic economic landscapes. SWIB engages in a thorough review of statewide policies and programs, offering recommendations to align and enhance the coherence of workforce development initiatives. Moreover, SWIB provides guidance on strategic actions to align workforce development programs, reviewing and commenting on State plans for one-stop partners' programs outside the core, fostering a comprehensive and streamlined workforce development system. In essence, SWIB's diligent efforts contribute substantially to shaping a responsive and cohesive workforce development framework aligned with the broader economic needs of New Hampshire.

The State Workforce Innovation Board (SWIB) is actively engaged in the continuous enhancement of the workforce development system in New Hampshire. This includes:

- Identifying and addressing barriers within the system to enhance coordination, alignment, and prevent duplication of programs and activities.
- Developing strategies to facilitate the use of career pathways, providing workforce investment activities, education, and supportive services for individuals, including low-skilled adults, youth, and those with barriers to employment, including individuals with disabilities, to enter or retain employment.
- Creating strategies for effective outreach and improved access for individuals and employers who could benefit from services provided through the workforce development system.
- Expanding strategies to meet the needs of employers, workers, and jobseekers, particularly through industry or sector partnerships related to in-demand industry sectors and occupations.
- Identifying regions, including planning regions, and designating local areas, taking into account New Hampshire's status as a Single State Local Area.
- Continuously improving the one-stop delivery system in local areas, with a focus on providing technical assistance to the statewide one-stop delivery system, given the absence of local boards in New Hampshire.
- Developing strategies to support staff training and awareness across programs supported under the workforce development system.

- Updating comprehensive State performance accountability measures, including State-adjusted levels of performance, to assess the effectiveness of core programs in the State, considering New Hampshire's Single State Local Area status.
- Identifying and disseminating information on best practices, including effective operation of one-stop centers, business outreach, partnerships, and service delivery strategies, especially for individuals with barriers to employment.
- Developing effective local boards, focusing on factors contributing to enabling local boards to exceed negotiated local levels of performance, sustain fiscal integrity, and achieve other measures of effectiveness. The SWIB will emphasize the development of an effective state board and its subcommittees and contractors, enabling the state to surpass negotiated levels of performance.
- Implementing training programs responsive to real-time labor market analysis, utilizing direct assessment and prior learning assessment to measure an individual's prior knowledge, skills, competencies, and experiences. These programs evaluate such skills and competencies for adaptability, supporting efficient placement into employment or career pathways.

The SWIB is actively involved in the development and review of statewide policies governing the coordinated provision of services through the State's one-stop delivery system, as outlined in section 121(e). This involves:

- Establishing objective criteria and procedures for use by local boards in assessing the effectiveness and promoting continuous improvement of one-stop centers, ensuring that the State utilizes these criteria and procedures universally for the assessment of all one-stop centers.
- Providing guidance for the allocation of one-stop center infrastructure funds under section 121(h), ensuring equitable distribution and effective utilization of resources to enhance the overall functionality of one-stop centers.
- Defining policies concerning the appropriate roles and contributions of entities carrying out one-stop partner programs within the one-stop delivery system. This includes developing approaches to facilitate equitable and efficient cost allocation within the system, ensuring transparency and fairness in resource distribution among partner programs.

The SWIB is engaged in developing comprehensive strategies for technological enhancements within the one-stop delivery system to ensure improved access and quality of services and activities. These strategies include:

- Enhancing digital literacy skills, as defined in section 202 of the Museum and Library Services Act (20 U.S.C. 9101), referred to in this context as 'digital literacy skills.' This involves initiatives to empower individuals with the necessary skills to navigate and utilize digital technologies effectively.
- Accelerating the acquisition of skills and recognized postsecondary credentials by participants, fostering a learning environment that supports the attainment of relevant skills and credentials for career advancement.

- Strengthening the professional development of providers and workforce professionals, ensuring that those involved in delivering services through the one-stop delivery system have access to continuous training and resources to enhance their expertise.
- Ensuring that technology is accessible to individuals with disabilities and those residing in remote areas, promoting inclusivity and equitable access to services.

Additionally, the SWIB is focusing on the development of strategies to align technology and data systems across one-stop partner programs. This involves enhancing service delivery and improving efficiencies in reporting on performance accountability measures through:

- Designing and implementing common intake processes, data collection mechanisms, case management information systems, and performance accountability measurement and reporting processes.
- Incorporating local input into the design and implementation of these systems, fostering collaboration and coordination of services across one-stop partner programs.

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).

The preparation of the annual reports described in paragraphs (1) and (2) of section 116(d).

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

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.

Group	Function
State Workforce Innovation Board	1-12
Executive Committee	1-12
Performance and Evaluation Committee	4, 8, 12
Sector Partnership Initiative Committee	3(d)
Strategic Planning Committee	1, 2
One-Stop Operators Consortium	3,5,6,8,12

Group	Function
Interagency Business Team	3(b)(d)
Professional Development Team	3(g), 7
Sector Strategy Team	3(d)

State Workforce Innovation Board

The State Workforce Innovation Board (SWIB) is chaired by a businessperson and 51% of all members 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:

- Career Awareness and Exploration
- Providing Advocacy and Policy Guidance
- Talent Attraction and Retention
- System Communication and Collaboration
- Work-based Learning
- Soft Skill Development

The SWIB mission is to promote and advocate for talent development by partnering with businesses, agencies, educational institutions, and organizations to support a unified workforce development system that meets the needs of industry. The Board’s vision is that healthy and vibrant communities provide a workforce to meet industry needs and create a competitive economic advantage for New Hampshire.

The SWIB and the workforce ecosystem stakeholders in New Hampshire have collaboratively identified the following goals to continue efforts that will give the state competitive advantage in workforce development:

- Promote services available through the talent development system to support businesses and individuals.
- Enhance the talent development system by focusing on system advocacy and partner collaboration and communication.
- Support a demand-driven talent development system that bases strategies, services, and investments on a data-informed approach that anticipates the needs of businesses.
- Create a talent development system that leverages talent attraction, retention, and development strategies.
- Provide and improve access to work-and-learn opportunities that are aligned with business and industry needs including the development of career pathways.

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 the Chair, Vice Chair, and the chairpersons of the three standing committees of 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 the workforce development system.

Performance and Evaluation Committee

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 oversees 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.

Sector Partnership Initiative Committee

The Sector Partnership Initiative Committee advises Sector Partnerships, Key Industry Networks, and Business Services. The committee oversees development and improvement of industry sector strategies across the state of New Hampshire to ensure that the education and training system is delivering the skills needed by employers to address workforce needs and challenges.

Sector partnerships are employer-driven, sustained partnerships of business, workforce development, education, and other community stakeholders. They are facilitated by a convener or intermediary organization that is trusted by the industry. Sector partnerships work to identify the highest priority workforce challenges and opportunities within a specific industry and develop solutions for multiple employers within a geographic region, driven by industry need. This committee is working to advance the New Hampshire Sector Partnership Initiative.

Strategic Planning Committee (ad hoc)

The Strategic Planning sub-committee consists of representatives from the Board leading the development, maintenance, and implementation of the SWIB strategic plan. The group provided input into the development of the Board's vision, mission, goals, and strategies, and is tasked with providing guidance and direction throughout the life of the strategic plan.

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 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 (i.e., NH Employment Security (NHES), New Hampshire Department of Education (NHED), NH Community College System (CCSNH), NH Department of Business & Economic Affairs (BEA), NH Department of Health and Human Services (DHHS) and the WIOA

Adult Service provider (currently Southern New Hampshire Services). The Commissioner of NHES serves as the Chair of the Consortium. Decisions at the Consortium level is reached by consensus, or in consultation with the SWIB and/or the Governor, as appropriate. The Consortium guides the work of the Interagency Business Team (IBT) and Professional Development Team (PDT), 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 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 Consortium 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 sharing information and skill development among the partners. All decisions at the PDT level are submitted as recommendations to the Consortium for further discussion. Training plans and/or other staff training recommendations are submitted to the NH Works Consortium for final approval.

Sector Strategy Team

The Sector Strategy Team is a team developed 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 multi-entity 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 Office of Workforce Opportunity and reports to the Sector Partnership subcommittee of the Board.

2. IMPLEMENTATION OF STATE STRATEGY

Describe how the lead State agency with responsibility for the administration of each core program or a Combined 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.

2. Implementation of State Strategy

Describe how the lead State agency with responsibility for the administration of each core program or a Combined 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 Department of Business and Economic Affairs (BEA), New Hampshire Employment Security (NHES), and New Hampshire Department of Education (NHED). Program responsibility is detailed in the table below.

State Agency Program Responsibility	Core Program	Non-Core Program
Business and Economic Affairs	Title I: Adult, Dislocated Worker Title II: Youth	Senior Community Service Employment Program (Title V Older Americans Act)

State Agency Program Responsibility	Core Program	Non-Core Program
NH Employment Security	Wagner-Peyser (Wagner-Peyser Act, as amended by Title III)	<ul style="list-style-type: none"> • Trade Adjustment Assistance for Worker Program (Chapter 2, Title II Tract Act) • Jobs for Veterans State Grants (Title 38, Chapter 41) • Unemployment Insurance Re-employment Services and Eligibility Assessment Program (RESEA) • Migrant and Seasonal Farmworker Program • Granite State Jobs Act (WorkNowNH, WorkInvestNH, Reentry Program)
NH Department of Education	Adult Education and Family Literacy Act (WIOA Title II) Vocational Rehabilitation (Title I Rehabilitation, as amended by Title IV)	

The NH Department of Business and Economic Affairs, New Hampshire Employment Security (NHES), and New Hampshire Department of Education (NHED) will work in partnership to carry out the goals of the SWIB through the network of collaboration described in Section III(a)(1). The workforce development system core and non-core partners will execute the following goals and strategies.

Goal 1: Develop and implement a comprehensive workforce system by aligning workforce, education, and economic development investments.

Strategies:

- Strategy 1.1: In-demand occupations awareness campaign that complements existing BEA Workforce Attraction campaign.
- Strategy 1.2: Coordinate with the education system including K-12 education, career technical education, adult education, and post-secondary education to develop career pathways for in-demand occupations and industries.

- Strategy 1.3: Leverage BEA connection to economic development to ensure New Hampshire's talent development system is informed by economic development practitioners and businesses.

Goal 2: Enhance accessibility and outcomes of the workforce system by leveraging technology and data. Strategies:

- Strategy 2.1 Modernize Virtual Services and Web Presence: Launch a comprehensive initiative to modernize virtual services and elevate the web presence of the workforce system.
- Strategy 2.2 Data-Driven Decision Making: Drive a culture of data-driven decision making among workforce professionals by providing training in data analysis tools and methodologies.
- Strategy 2.3 Enhance business and jobseeker outreach through technology.

Goal 3: Provide access to a continuum of high-quality education, training, and career pathway opportunities that will attract and retain businesses and employees.

Strategies:

- Strategy 3.1: Expand wrap-around and supportive services available to workers participating in training.
- Strategy 3.2: Expand customized training solutions to meet the needs of business needs.
- Strategy 3.3: Deploy uniform and consistent professional development.

Goal 4: Support business and jobseeker growth through workforce practices that promote diversity, equity, inclusion, and accessibility.

Strategies:

- Strategy 4.1: Deploy Diversity, Equity, Inclusion, and Accessibility (DEIA) training and professional development for staff.
- Strategy 4.2: Implementation of best practice outreach and recruitment strategy for targeted populations including diverse workers including underrepresented populations, seniors, veterans, immigrants, etc.
- Strategy 4.3: Partner with community-based organizations to raise awareness of the New Hampshire workforce system and available services and resources.

Goal 5: Execute an industry-led strategy to meet employer needs and establish a pipeline of skilled workers for future demand.

Strategies:

- Strategy 5.1: Develop industry-led, customized training programs that prioritize the upskilling of new workers and incumbent workers.
- Strategy 5.2: Data-informed and proactive talent forecasting and planning.
- Strategy 5.3: Create a strategic vision for the Interagency Business Team.

- Strategy 5.4: Invest in Business Services Team training and professional development.

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.

(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:

New Hampshire Department of Health and Human Services (DHHS)

- Temporary Assistance for Needy Families (TANF)
- Supplemental Nutrition Assistance Program Employment and Training (SNAP)
- Division for Children, Youth and Families (Juvenile Justice and Child and Family Services) New Hampshire Department of Business and Economic Affairs (BEA)
- Rapid Response Services
- Business Resource Center for Economic Development
- Collaborative Economic Development Regions (CEDRs)
- Talent Attraction and Tourism New Hampshire Employment Security
- Unemployment Security
- Migrant and Seasonal Farm Workers
- Trade Adjustment Assistance Program (TAA)
- WIOA Dislocated Worker
- WorkNowNH

Community College System of New Hampshire (CCSNH)

- Post-Secondary Education Services
- Carl Perkins Funds
- Apprenticeship (DOL Grants) NH DOE
- K-12 Education US Department of Labor
- Registered Apprenticeships

The emphasis on work-based learning opportunities and industry-driven initiatives in New Hampshire signifies the success of collaborative efforts among stakeholders, involving both core and non-core partners as identified in the workforce development plan. A key objective of the State Workforce Innovation Board (SWIB) is to enrich access to work-and-learn opportunities aligned with business and industry needs, with a special focus on crafting career pathways. The federal Office of Apprenticeships plays a pivotal role in achieving this objective through its apprenticeship program, providing tailored training for businesses, establishing career pathways, and fostering collaboration between core partner staff and the Office of Apprenticeship.

Key Initiatives and Collaborations:

1. Apprenticeship Program:

- Facilitation of customized training for businesses through apprenticeship programs, aligning training with identified business needs.
- Close collaboration between core partner staff and the Office of Apprenticeship, addressing specific requirements of businesses.
- Activities encompass needs identification, participant recruitment and placement, and provision of wraparound supportive services for positive outcomes.

2. Community College System of NH:

- Operation of multiple Department of Labor (DOL) grants dedicated to implementing and expanding apprenticeship opportunities in the state.
- Partnerships with DOL contributing to the growth of apprenticeships and work-based learning experiences.

3. Promotion of Apprenticeship Opportunities:

- Active promotion of apprenticeship opportunities to unemployed and underemployed job seekers by partners, including WorkNowNH.
- WorkNowNH's on-the-job training program supports targeted populations seeking work-based learning opportunities for workforce reintegration.

4. Collaboration with TANF Program:

- Strong collaboration with the Temporary Assistance for Needy Families (TANF) program to provide on-the-job training dollars.

- Focus on individuals not necessarily seeking apprenticeships but who would benefit from work-based learning experiences.

5. SNAP Education & Training Collaboration:

- Collaboration between SNAP Education & Training and WIOA programs to increase referrals, fostering credential building for enhanced employment potential.

6. Transportation Coordination:

- Recognition of transportation as a barrier, leading to engagement with the State Coordinating Council for Community Transportation.
- Discussions aimed at coordinating transportation services to minimize duplication, enhance availability, and optimize resources.
- Participation in the Governor's Advisory Commission on Intermodal Transportation's 10- year plan, ensuring customer voices are considered.

7. Broad Collaboration Beyond the Combined Plan:

- Acknowledgment that many workforce development activities extend beyond the scope of the Combined Plan.
- Close collaboration with partners outside the plan, demonstrating a comprehensive and integrated approach to workforce development.

These collaborative efforts underscore the commitment to addressing workforce challenges through strategic partnerships and initiatives, promoting a holistic and effective approach to workforce development in New Hampshire.

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.

(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 State Workforce Innovation Board, in collaboration with its subcommittee, the NH Works Consortium, assumes responsibility for overseeing the operations of the twelve (12) NH Works American Job Centers, as detailed earlier. These NH Works one-stop centers serve as the

primary interface for individuals within the workforce development system. The Office of Workforce Opportunity contracts its Title I Adult

services with Southern New Hampshire Services. Title I Dislocated Worker services, and, when applicable, National Emergency Grant services are contracted to NH Employment Security. Title I Youth services are contracted to New Hampshire Jobs for America’s Graduate and MY TURN. To ensure a cohesive and customer-centric service, staff from the Community Action Association, NH Employment Security, and NH Department of Education - Vocational Rehabilitation are co-located.

For individual job seekers, a well-defined and efficient process is in place upon entering a one-stop center, commencing with a comprehensive intake process. This process ensures that job seekers have access to a diverse range of services and activities, including but not limited to:

NH Works Center Services	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
	Determination of Eligibility
	Follow-up Services

NH Works Center Services	Determination of Eligibility
Training Services - WIOA 134(c)(3) and 122(a)(3)	Occupational Skills Training
	Registered Apprenticeships
	Adult Education and Literacy
	Customized Training – Employer-Driven
Supportive Services - WIOA 134 (d)(2)	To Support Career and Training Services

Co-enrollment in both core and non-core programs is a common practice, facilitated by the utilization of a universal referral form for interagency service delivery. In instances where co-enrollment proves beneficial to the individual, a comprehensive multi-agency case management team meeting is conducted. During this meeting, a services strategy is formulated, and a designated "lead" case manager is assigned to coordinate services, ensuring the elimination of service duplication.

In addition to the WIOA services detailed earlier, individuals have the opportunity to access a range of additional services through NH Works centers, including energy assistance, health services, food and nutrition assistance, Hispanic/Latino community services, housing, and homeless programs, as well as various supportive and volunteer services. All activities adhere to the statutory requirements of each program and are accessible to individuals without discrimination.

The New Hampshire Job Matching System (JMS) serves as a collaborative platform for all program partner agencies, both core and non-core. This system facilitates cooperation among partners when providing various forms of job search assistance. Memorandums of Understanding and Formal Data sharing agreements are in place among the following partners (as also detailed in Section II (a)(2)):

NH Department of Employment Security and the Department of Business and Economic Affairs, Office of Workforce Opportunity to apportion and coordinate administration of the Unemployment Insurance Reemployment Service and Eligibility Assessment (RESEA) Grant with Title I of Workforce Innovation and Opportunity 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 (DOE), 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 NH Works 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 Reform Act of 2002 – This agreement ensures the program do not overlap nor duplicate programs and activities and agrees on joint activities.

NH Works One-Stop Operator Consortium and Adams and Associates – Manchester Job Corps Center – This agreement constitutes a memorandum of understanding between the Adams and Associates - Manchester Job Corps Operator and the NH Works One-Stop Operator Consortium (NH Works Consortium), for implementation upon federal award by US Dept. of Labor. The NH Works Consortium is an established subcommittee 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.

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 may be found on the NH Works website, nhworks.org. 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 2.

Information sharing is key to the collaboration, coordination, and alignment of services to individuals in New Hampshire. As described above the SWIB, and the NH Works Consortium, lead the effort at the state level.

On the local 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.

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 sub-group. 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). Challenges directly related to the COVID-19 pandemic have hindered professional training and as the State of New Hampshire recovers from the pandemic, professional development will increase.

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.

(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 Interagency Business Team (IBT) serves as a crucial collaborative mechanism in New Hampshire's workforce development system, focusing on coordinating and aligning services to employers at both state and community levels. It acts as a strategic alliance involving partners from core, non-core, and external programs, working together to streamline employer services, eliminate duplication, and enhance information sharing among agencies.

1. Communication Facilitation:
 - a. Facilitates communication among partner agencies, specifically addressing services to employers.
 - b. Aims to create a streamlined employer service structure, avoiding duplicated efforts and promoting information sharing.
2. Sector Strategies and Demand-Driven Initiatives:
 - a. Focuses on sector strategies and demand-driven initiatives to align workforce development efforts with industry needs.
 - b. Spearheads the implementation of Neoserra, a business intelligence tool for accessing and updating business information.

3. Business Resource Specialists (BRS):
 - a. A team of NH Works partner staff, known as Business Resource Specialists (BRS), deliver a range of services to businesses.
 - b. Services include labor exchange information, customized services (screening, referrals, employer applications, recruitment events), HR consultation, and labor market information.
4. Alignment with Statutory Requirements:
 - a. Ensures that all activities and services conform to the statutory requirements of each program, making them accessible to all employers.

Current Efforts and Future Collaboration Goals:

1. **Career Pathways and Talent Pipeline:**
 - a. Utilizes career pathways to develop a talent pipeline aligned with business needs across education levels (K-12, CTE, adult education, post-secondary).
 - b. Incorporates information on in-demand pathways to guide educational and workforce development initiatives.
2. **Representation at Job Fairs:**
 - a. Ensures representation of core partner programs, including adult education and vocational rehabilitation, at all job fairs organized by Employer Services.
3. **Work-and-Learn Opportunities:**
 - a. Develops more opportunities for work-and-learn experiences with employers, focusing on increased referrals among youth and adult education programs.
4. **Interaction with Adult Education Directors:**
 - a. Facilitates increased interaction between local Adult Education Directors and businesses to better understand local needs and align services accordingly.
5. **Community-Level Coordination:**
 - a. Conducts regular BRS team meetings at the community level involving NH Works staff and partners.
 - b. Allows for discussions on employer needs and matching them to individual needs of NH Works and partner agency customers, fostering a customer-centric workforce system.
6. **Professional Development and Cross-Training:**
 - a. Through the Professional Development and Training (PDT) subgroup, conducts ongoing professional development for staff across agencies.
 - b. Aims to facilitate cross-training, information sharing, and resource maximization among various agency staff.

7. Employer Engagement and Development:

- a. The IBT's collaborative efforts highlight a commitment to enhancing employer services, fostering partnerships, and creating a responsive and efficient workforce development system in New Hampshire.

E. PARTNER ENGAGEMENT WITH EDUCATIONAL INSTITUTIONS AND OTHER EDUCATION AND TRAINING PROVIDERS.

Describe how the State's Strategies will engage the State's community colleges, adult education providers, area career and technical education schools, providers on the State's eligible training provider list, and other education and training providers, as partners in the workforce development system to create a job-driven education and training system. WIOA section 102(b)(2)(B)(iv). Include how the State's strategies will enable the State to leverage other Federal, State, and local investments to enhance access to workforce development programs at these institutions.

(E) Partner Engagement with Educational Institutions and other Education and Training Providers

Describe how the State's Strategies will engage the State's community colleges, adult education providers, area career and technical education schools, providers on the State's eligible training provider list, and other education and training providers, as partners in the workforce development system to create a job-driven education and training system. WIOA section 102(b)(2)(B)(iv). Include how the State's strategies will enable the State to leverage other Federal, State, and local investments to enhance access to workforce development programs at these institutions.

The State Workforce Innovation Board (SWIB) in New Hampshire recognizes the significance of fostering strong partnerships with educational institutions, particularly focusing on the state's network of community colleges and other post-secondary education institutions, to provide and improve access to work-and-learn opportunities aligned with business and industry needs. The key strategy involves leadership by the New Hampshire Department of Education (NHED), serving as a core and non-core program partner. NHED represents the K-12 education system, Adult Education, Vocational Rehabilitation, and Career and Technical Education (CTE), actively participating in key committees and groups, including the SWIB, Industry Data Group (IDG), Interagency Business Team (IBT), and the NH Works Consortium.

The representation from the Community College System of NH (CCSNH) on various committees ensures alignment between workforce initiatives and post-secondary education, strengthening collaboration between workforce development efforts and community college programs. This institutionalized partnership with NHED and CCSNH representatives across various committees ensures sustained collaboration and coordination between workforce development and educational systems.

This collaborative effort acknowledges the crucial role of education in meeting the demands of businesses and maintaining a skilled workforce, preparing a future workforce through a pipeline of skilled workers.

Recognizing that engagement with education needs to exist at every level, from strategic committees to service-level staff, it aims to establish true demand-driven education and training systems.

The engagement with educational institutions is initiated through the functions of key committees and sub-groups, including the SWIB, IBT, and the NH Works Consortium, ensuring that collaboration is strategically aligned with workforce development goals and industry needs. The focus of these collaborative efforts is on creating a responsive and skilled workforce that can meet the evolving demands of businesses in New Hampshire.

A key strategy of the State Workforce Innovation Board (SWIB) is to enhance the infrastructure for both employers and individuals to pursue a spectrum of work-based learning opportunities, including internships, apprenticeships, and other work experiences. These opportunities play a critical role in bridging education and training options with the needs of New Hampshire's businesses.

To engage all training providers offering opportunities leading to in-demand careers, the state will leverage the eligible training provider list (ETPL). Inclusion on the ETPL requires that training programs align with occupations in industry sectors that are in demand and result in the completion of industry-recognized credentials, national or state certificates, or degrees, encompassing all relevant competencies, licensing, and certification requirements.

Recognizing Registered Apprenticeship as a vital strategy, New Hampshire values these programs for providing a broader range of work-based and demand-driven training opportunities for jobseekers.

Apprenticeship programs registered under the National Apprenticeship Act (NAA) are exempt from initial eligibility procedures to be listed on the ETPL, but they must annually verify their program status to remain included.

As the state continues to foster the development and expansion of sector partnerships, it will actively solicit participation from various education and training providers to contribute to the design, development, and delivery of occupation-specific training. Ongoing engagement with these providers is crucial for the creation of robust community-based career pathways that align with the evolving demands of the workforce.

F. 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.

(F) 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 Employment Security and NHED, efforts will be made to enhance access to postsecondary credentials, starting with a focus on high school diploma or equivalency attainment. This involves ensuring that NH Works participants lacking a high school diploma are referred to Adult Education for necessary services. Commitment to work-readiness programs, such as WorkReadyNH, will facilitate participants' introduction to or reconnection with the education system.

These initiatives, coupled with the state strategies outlined in Goals 3 and 5 of the combined plan, aim to significantly improve access to postsecondary credentials. New Hampshire will adopt a demand-driven system to pinpoint essential training leading to credentials based on business needs. This information will guide the development of comprehensive career pathways, ranging from high school diploma attainment to advanced degrees. These career pathways will establish a robust pipeline of skilled and credentialed workers, meeting the present and future demands of businesses in New Hampshire.

G. 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.

(G) 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, the Division of Travel and Tourism Development, and the Division of Planning. In its authorizing legislation, RSA 12-O:24 required 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. OWO and SWIB staff will work to ensure that the work of the Board is in alignment with the State's economic development priorities on a rolling basis as implementation occurs. Further, OWO assisted in the drafting of the Economic Recovery and Expansion Strategy (ERES). The ERES plan serves as a framework for the State of New Hampshire's long-term economic recovery from the COVID-19 pandemic and an opportunity to improve the economic ecosystem within the state.

Through joint staff meetings with Economic Development as well as representation on IBT, the Consortium, and Workforce Innovation Board, ensures coordination with economic development strategies.

Furthermore, OWO coordinates Rapid Response responsibilities with the Division of Economic Development (DED), and DED is actively involved in the state's sector development effort. One of the strategies outlined under Goal 3 of the combined plan is to ensure increased communication with local economic development agencies in addition to at the state level. This will increase collaboration by engaging more community economic development partners to identify the needs of businesses, allowing for further consistent messaging and information. 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 COORDINATED IMPLEMENTATION OF STATE STRATEGIES (E.G., LABOR MARKET INFORMATION SYSTEMS, DATA SYSTEMS, COMMUNICATION SYSTEMS, CASE MANAGEMENT SYSTEMS, JOB BANKS, ETC.).

(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) State operating systems that support the coordinated implementation of State strategies (for example labor market information systems, data systems, communication systems, case management systems, job banks, etc.).

Effective communication is integral to the functionality of New Hampshire's workforce system. Open lines of communication are established through various channels, including Commissioner-level agency representatives on the State Board, the Governor's direct relationship with the State Board Chair, partner agency representation on the State Board subcommittees, and staff providing committee support. Meeting minutes and products are shared with stakeholders, and sub-committee Chairs present updates to the full board on their work, activities, and recommendations during quarterly meetings.

To disseminate information, the system employs several standard mechanisms of communication, such as

- State Board meeting announcements are regularly posted on the NH Work's website. The yearly meeting calendar is publicly discussed and voted upon, with additional announcements made during public presentations and meetings with partner agencies.
- State Board minutes, meeting audio recordings, and transcriptions of the audio are consistently made available on the NH Work's website for public access.
- Committee minutes are included in State Board packets during each meeting, ensuring comprehensive documentation of committee activities.
- Committee Chairs provide updates on committee activities at each meeting, offering insight into ongoing efforts and progress.
- Board and committee members are kept informed about federal and state initiatives, with relevant directives forwarded to them and communicated during committee meetings as appropriate.

- Written policies, procedures, and agreements are distributed via the internet to relevant stakeholders, including board members, committee members, management staff, program operators, and local one-stop teams, ensuring widespread accessibility.

The interagency business team utilizes Neoserra, a customer relationship management system (CRM), across multiple agencies with business-serving staff. Initially designed for a narrower audience, it was expanded to meet the needs of a wider group, facilitating the coordination of business contacts, assisting with recruitment, retention, and expansion efforts, and fostering connections among partners in the workforce development system. Neoserra has played a crucial role in providing a consistent information framework among partners, eliminating some duplication of effort, and making processes more user-friendly for businesses and participants.

The Economic Labor Market Information Bureau (ELMIB) serves as the State's primary agency for furnishing labor market information to relevant agencies and partners. ELMIB, recognized with awards, has tailored numerous reports and publications to meet the specific needs of NH Works Center staff. Additionally, they provide training to local staff, simplifying labor market information and making it a practical tool for employment counselors and customers alike. ELMIB staff actively engages at both the state and local levels, offering training, technical assistance, presentations, workshops, products, and various services to the State Board, partners, community agencies, employers, and local One-Stop Center staff, thereby contributing to a coordinated understanding of the labor market and available data.

The New Hampshire Job Match System (JMS) is accessible via the internet for all customers and partners, as well as at One-Stop Centers. Encouraging customer registration in the JMS, irrespective of services received or program participation, is a standard practice across all programs. Employers are directed to the JMS, granting them access to information on all registered jobseekers across different programs.

While not all partner programs use a common case management system due to varying legal requirements, New Hampshire has successfully consolidated the WIOA Title I (Adult, Dislocated Worker, and Youth) case management system with the Title III Wagner-Peyser tracking system. Collaborative efforts are implemented in individual cases where a customer is receiving or is eligible for services from multiple programs. NH Works partners, including VR, WIOA Title I, the Community College System of NH, and the TANF agency, utilize the Performance Accountability and Customer Information Agency (PACIA) unit at NH Employment Security for processing wage data necessary for calculating WIOA-required performance measures.

The data collection and reporting processes for WIOA Title I Adult, Dislocated Worker, and Youth programs have transitioned to the case management system administered by Geographic Solutions. This shift managed through a contract overseen by NH Employment Security, mandates the utilization of this system for all entities receiving Title I WIOA funds. The Economic Labor Market Information Bureau (ELMIB), designated as the Performance Accountability and Customer Information Agency (PACIA) by the Governor of New Hampshire, is entrusted with performance analysis and reporting functions under WIOA.

The Title II program (Adult Education) uses LiteracyPro's LACES system for student management, data collection and performance reporting. Co-enrollment and partner services are recorded and reported within this system and aggregate data is shared through the Statewide Joint Performance Report. The signed NH Works Release of Information, completed at

Intake, is stored in the system to easily allow for sharing assessment, measurable skill gains and outcomes with other WIOA partners as needed.

: In New Hampshire, consumer services are tracked by the New Hampshire Bureau of Vocational Rehabilitation (NHVR) through the Aware case tracking system. This comprehensive system compiles demographic, service, expenditure, and participant-level data, serving as the backbone for all mandatory federal reporting obligations of NHVR. Oversight of this system falls under the purview of the NHVR Data Unit, which correlates this data with other administrative agencies such as New Hampshire Employment Security (NHES) to ensure comprehensive reporting and evaluation of services across the program. The Aware system interfaces with NHES in order to ensure timely receipt of referrals for potentially eligible participants.

At the state level, communication is streamlined through representation of core partner programs on the State Workforce Innovation Board (SWIB), facilitating regular strategic dialogues among program leaders.

ELMIB generates performance-related items for submission to the U.S. Department of Labor (DOL) as part of the WIOA Quarterly Summaries and Annual Report. This process involves integrating the Participant Individual Record Layout (PIRL) with UI wage records and program cost data from various sources, including the New Hampshire Department of Education, NH Employment Security, the Community College System of NH, the Department of Business and Economic Affairs, and WIOA Eligible Training Providers. Additionally, ELMIB conducts program evaluation tasks, responding to partner requests and analyzing WIOA participant data based on various characteristics.

System integration is actively promoted, encouraging the use of a single client record for program participants served under WIOA. The Geographic Solutions case management system has the capability to record and report partner services. New Hampshire has implemented Workforce Connect to streamline data collection and customer tracking, enhancing user experience through a Single Sign On (SSO) Registration and Integrated Registration, eliminating the need for multiple User IDs, Passwords, and Portals. The three-module Workforce Connect software suite includes Single Sign On (SSO), Integrated Registration, and a Dashboard providing users with personalized information.

In an ongoing effort to further connect and integrate participant data, the Bureau of Adult Education initiated the collection of social security numbers starting on July 1, 2019 and has been working with the Attorney General's office to find a solution that meets federal reporting requirements and state privacy laws for wage data matching. This implementation is a work in progress. Performance management occurs at various levels within the system, involving the State Workforce Innovation Board, the Performance and Evaluation Committee, the One-Stop Operator Consortium, and the Interagency Directors Group. Financial performance management is overseen by the Executive Committee of the State Board, with reports and recommendations shared across all levels of system management.

2. THE STATE POLICIES THAT WILL SUPPORT THE IMPLEMENTATION OF THE STATE'S STRATEGIES (FOR EXAMPLE. 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 AND ANY ADDITIONAL GUIDANCE FOR ONE-STOP PARTNER
CONTRIBUTIONS.

(2) The State policies that will support the implementation of the State's strategies (for example, 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 and any additional guidance for one-stop partner contributions.

New Hampshire has developed a variety of 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. The NH Works Memorandum of Understanding governs one-stop partner programs' contributions to the one-stop delivery system. Each partner/program that is physically located in the one-stop center(s) contributes to the NH Works One-Stop Center operations using a square footage allocation based on FTE. In addition to the core programs, the following partner programs (not currently physically co-located) are required to provide access through the one-stops:

- Adult Education and Family Literacy Act
- Job Corps
- Senior Community Service Employment Program (SCSEP)
- Temporary Assistance for Needy Families (TANF)

These partners/programs are linked virtually through online service access to a program staff member via American Job Center resource rooms and through cross-trained front desk staff and other, physically co- located, partner staff that can provide information and referrals.

Adult Education, as a required partner, must contribute to the cost of infrastructure and certain additional services. The TANF agency is strongly encouraged, but may opt out per the Governor, to contribute to the cost of infrastructure and certain additional services. In the spirit of collaboration and inclusion, the TANF agency is contributing its fair share. Even if not physically co-located within the Job Centers, a significant number of AE, TANF and smaller number of SCSEP and Job Corps customers use the NH Works American Job Center network to access services such as:

- Individualized services,
- Using resource room computers to research information, complete assessments, conduct work searches, and communicate with off-site program staff,
- Using resource room staff assistance for the above services and for general information,
- Using other resource room equipment such as copiers, scanners, fax machines, or assistive technology for individuals with disabilities,
- Obtaining labor market information,
- Attending reemployment workshops,
- File grievances or appeals, etc.

These services are utilized in direct benefit of the additional partners and programs identified and in support thereof and will, therefore, be proportionately paid for.

The SWIB selected two different allocation bases – as outlined in the Allocation Bases per Cost Item section below – to determine overall Partner contributions. This was done in an effort:

- To remedy the imbalance of non-physically represented Partners, and
- To comply with the requirement of Partners’ contributions having to be in proportion to the Partners’ use of the one-stop center(s) and relative benefit received.

Partner financial contributions to the one-stop delivery system. Partner Contribution Amount:
By Allocation Base

Partner Program	Agency	FTECost	Customers Served	Total	Capped Total
Employment Services (ES)	Employment Security	1,092,013	16,000	1,092,013	1,092,013
Reemployment Services (RESEA)	Employment Security	963,541	1,074	963,541	963,541
Trade Adjustment Assistance (TAA)	Employment Security	128,472	75	128,472	128,472
Local Veterans Employment Rep. (LVER)	Employment Security	128,472	115	128,472	128,472
Disabled Veterans Outreach Prog. (DVOP)	Employment Security	385,416	100	385,416	385,416
Unemployment Insurance (UI)	Employment Security	1,284,721	22,621	1,284,721	1,284,721
Tax Operations (TAX)	Employment Security	513,888	40,000	513,888	513,888
Pathway To Work (PTW)	Employment Security	64,236	7	64,236	64,236
WorkNow NH	Employment Security	642,360	487	642,360	642,360
Dislocated Worker (WIOA DW)	Employment Security	513,888	105	513,888	513,888

Partner Program	Agency	FTECost	Customers Served	Total	Capped Total
Vocational Rehabilitation (VR)	Education	355,241	203	355,241	159,904
WIOA Adult (WIOA Adult)	Community Action	532,862	478	532,862	239,856
New DHHS staff	Health & Human Svcs	222,026		222,026	99,940
SCSEP State	Community Action	260	32	260	260
SCSEP National	Operation Able	911	134	911	911
Adult Basic Education	Education/Second St	23,826	2,373	23,826	23,826
TANF/SNAP	Health & Human Svcs	4,947	500	4,947	4,947
Job Corps	NH Job Corps	1,302	203	1,302	1,302
Farm Workers**	Education	-		-	-
Career & Technical Education	Education	65,097	9,630	65,097	65,097
Housing and Urban Dev*	HUD	-		-	-
CDBG*	DHHS	-		-	-
WIOA Youth	Education	1,302	277	1,302	1,302
Apprenticeship Grants	CCSNH	260	31	260	260

Highlighted programs are collocated partners contributing to the Operational Budget. Grants are time-limited programs and may not be available from year-to year.

* Noncontributing programs (not operational in NH) ** Customers are minors not served by NHWORKS centers

By Cost Category

Partner Program	Agency	InfrastructureCosts	Shared Services	Career Services	Total	CappedTotal
Employment Services (ES)	Employment Security	221,331	717,836	152,846	1,092,013	1,092,013

Partner Program	Agency	InfrastructureCosts	Shared Services	Career Services	Total	CappedTotal
Reemployment Services (RESEA)	Employment Security	195,292	633,384	134,865	963,541	963,541
Trade Adjustment Assistance (TAA)	Employment Security	26,039	84,451	17,982	128,472	128,472
Local Veterans Employment Rep. (LVER)	Employment Security	26,039	84,451	17,982	128,472	128,472
Disabled Veterans Outreach Prog. (DVOP)	Employment Security	78,117	253,354	53,946	385,416	385,416
Unemployment Insurance (UI)	Employment Security	260,389	844,512	179,819	1,284,721	1,284,721
Tax Operations (TAX)	Employment Security	104,156	337,805	71,928	513,888	513,888
Pathway To Work (PTW)	Employment Security	13,019	42,226	8,991	64,236	64,236
WorkNow NH	Employment Security	130,195	422,256	89,910	642,360	642,360
Dislocated Worker (WIOA DW)	Employment Security	104,156	337,805	71,928	513,888	513,888
Vocational Rehabilitation (VR)	Education	104,156	179,158	71,928	355,241	159,904
WIOA Adult (WIOA Adult)	Community Action	156,233	268,737	107,892	532,862	239,856
New DHHS staff	Health & Human Svcs	65,097	111,974	44,955	222,026	99,940

Partner Program	Agency	InfrastructureCosts	Shared Services	Career Services	Total	CappedTotal
SCSEP State	Community Action	260	-	-	260	260
SCSEP National	Operation Able	911	-	-	911	911
Adult Basic Education	Education/Second St	23,826	-	-	23,826	23,826
TANF/SNAP	Health & Human Svcs	4,947	-	-	4,947	4,947
Job Corps	NH Job Corps	1,302	-	-	1,302	1,302
Farm Workers*	Education	-	-	-	-	-
Career & Technical Education	Education	65,097	-	-	65,097	65,097
Housing and Urban Dev**	HUD	-	-	-	-	-
CDBG***	DHHS	-	-	-	-	-
WIOA Youth	Education	1,302	-	-	1,302	1,302
Apprenticeship Grants	CCSNH	260	-	-	260	260

Required Partners per WIOA regulations, not contributing to the NH Works System infrastructure costs:

- The Migrant and Seasonal Farmworkers Program, administered through the National Farmworker’s Council, the program is a nationally directed, locally administered program of services for migrant and seasonal farmworkers (MSFWs). NFWC offers Employment and Training grants. The NFJP program in NH does not serve sufficient numbers of individuals to leverage costs associated with benefits from the NH Works centers based on program participation. In New Hampshire, the farmworker population is dwindling each year. Last program year the program served 15 individuals. Funds leveraged would be minuscule and further reduced compared to the time and effort needed to affect pennies on the dollar.
- The National Farm Workers Education program administered by the New Hampshire Department of Education (NHED) served approximately 125 students each year; however, the students are primarily young students not in the labor market.
- Housing Urban Development (HUD) Funds for Employment and Training Activities— HUD has reviewed NH’s request for contributions to the IFA and determined that the programing in NH does not fit the participation criteria. The NH Works Consortium and

USDOL are in receipt of HUD's response, which stipulates that no funds qualify and/or are available to support NH's one-stop IFA costs. The NH Works Consortium will review HUD's funding status prior to the renewal of this MOU.

- The NH Department of Health and Human Services (DHHS) is the administrative entity for Community Development Block Grant funds. DHHS has verified that the CDBG annual report filed with the State does not show funds expended for employment and training purposes. The Community Action Association, as recipients of GDBG funds locally, further supports this assessment. The NH Works Consortium will review the use of CDBG funds in NH prior to the next MOU update.
- NH does not currently operate a Youth Build grant.

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 implement 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.

Copies of policies that support the implementation of the State's strategies may be found at <https://www.nheconomy.com/office-of-workforce-opportunity/about-us/state-plan> under State Plan Policies. <https://www.nhworks.org/>

3. STATE PROGRAM AND STATE BOARD OVERVIEW

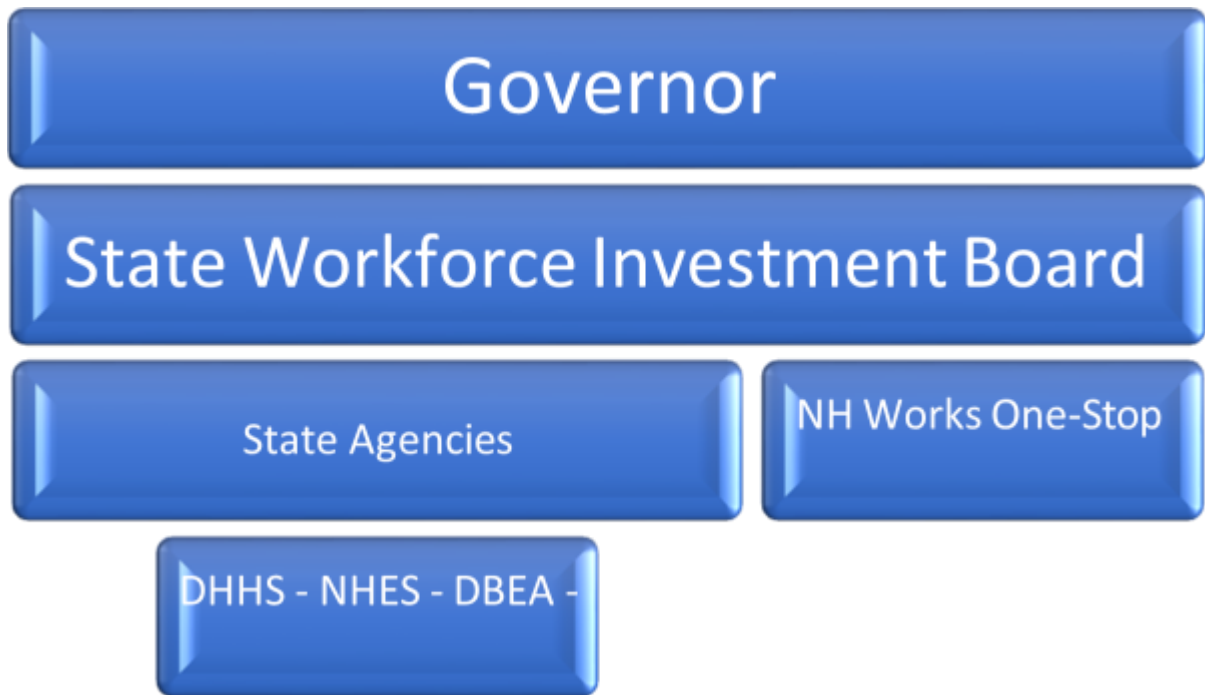
A. STATE AGENCY ORGANIZATION

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 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.

This structure represents a top-down hierarchy where the Governor oversees the State Workforce Innovation Board, which, in turn, collaborates with various State Agencies, and the NH Works One-Stop Operator Consortium. Each State Agency is presented as a separate branch under SWIB, indicating their connection to the overall governance structure.



The Governor appoints Commissioners for each state agency. The Chancellor for the Community College System of New Hampshire is appointed by the CCSNH Board of Trustees. The Governor also appoints the Chair of the State Workforce Innovation Board and all other board members consistent with WIOA procedures. With the exception of DHHS—due to the size of the agency—the heads of each entity listed in the chart above are appointed members of the SWIB. In addition, the Governor holds monthly Commissioner meetings which allows for further cross-communication and information sharing specific to workforce development efforts related to the services and programs listed in the table below.

State Agency	Program
New Hampshire Department of Education	<ul style="list-style-type: none"> • CTE Programs • Vocational Rehabilitation • Adult Education • NH Department of Business and Economic Affairs
	<ul style="list-style-type: none"> • Office of Workforce Opportunity • Administrative entity for WIOA Adult, Dislocated • Worker & Youth • Workforce board staff charged with leading the • State’s strategic planning for workforce issues and system policy making guidance

State Agency	Program
	<ul style="list-style-type: none"> • Agreement with NHES to serve as primary • operator for WIOA Dislocated Worker funds and WIOA Adult is contracted with Community Action Association. • Administers the WIOA Youth program • Administrative entity for State SCSEP program • MSHA – State Mine Safety Training grants
NH Employment Security	<ul style="list-style-type: none"> • Wagner-Peyser • Migrant and Seasonal Farm Workers • Unemployment Insurance • Jobs for Veterans’ Service Grant • Performance Accountability and Customer Satisfaction (via contract with BEA) • Foreign Labor Certification • WOTC/WTW Tax Credits • Labor Market Information Services • Trade Assistance Program • Re-employment Services and Eligibility Assessment Program • Granite State Jobs Act (WorkNowNH, WorkInvestNH, Reentry program) • WIOA Dislocated Worker and WIOA Adult (through a contract with Community Action Association)
NH Health & Human Services	<ul style="list-style-type: none"> • TANF Programs – NHEP work program • Division for Children, Youth, and Families (Juvenile Justice and Family Services) • Service Link/Agency on Aging • SNAP programs

State Agency	Program
Community College System of New Hampshire	<ul style="list-style-type: none"> • Post-secondary education services (eligible training provider for WIOA) • Carl Perkins Funds • WorkReady NH (via contract with NHES) • DOL Apprenticeship Grants
NH Department of Labor	<ul style="list-style-type: none"> • WARN ACT (state and federal enforcement) • Labor laws/enforcement

The Office of Workforce Opportunity (OWO) operates as the central administrative entity overseeing the allocation and utilization of WIOA Title I Adult, Dislocated Worker, and Youth funds in New Hampshire, with the Department of Business and Economic Affairs (BEA) serving as the state's fiscal agent and official grant recipient of WIOA Title I funds. The USDOL Region I Philadelphia/Boston office provides federal oversight and technical assistance.

As a single-state service delivery area, New Hampshire has strategically crafted a well-aligned governance and administrative framework, establishing policies, setting performance goals, and ensuring robust oversight to maintain the accountability of the workforce development system. The State Workforce Innovation Board (SWIB) functions as the advisory body, actively contributing to the development, updating, and evaluation of the planning process. This ensures that workforce development programs remain highly responsive to the evolving economic and labor market needs of New Hampshire.

The coordinated efforts of state agencies play a pivotal role in overseeing the effective implementation of various workforce development programs. Meanwhile, local agencies, including the local administrative arms of state agencies, are entrusted with the responsibility of program management and the provision of services to the end customers.

The organizational structure described above focuses on primary state-level program operators. However, it is important to note that the broader workforce development system encompasses numerous programs and services aimed at preparing individuals for employment and training. New Hampshire's established infrastructure facilitates comprehensive planning, policymaking, and accountability across a spectrum of workforce programs.

A range of committees, such as the One-Stop Operator Consortium (the Consortium), Interagency Business Team, Professional Development Team, Sector Strategy Team, Sector Partnership Initiative Committee, Strategic Planning Committee, and the Performance and Evaluation Committee of the SWIB, play integral roles in developing cohesive policies, strategies, and managing performance across diverse programs. The functions and roles of these committees were detailed in Section III (a)(1) State Board Functions.

B. STATE BOARD

Provide a description of the State Board activities that will assist State Board members and staff in carrying out State Board functions effectively. Also, provide a membership roster for the State

Board consistent with 20 CFR 679.110-120, including members' organizational affiliations and position titles.

(B) State Board

Provide a description of the State Board activities that will assist State Board members and staff in carrying out State Board functions effectively. Also, provide a membership roster for the State Board consistent with 20 CFR 679.110-120, including:

The Office of Workforce Opportunity will continue to work with the Governor's office to fulfill this requirement. As changes occur, the Governor of the State of NH will be notified as he will need to make an appointment for any vacant seats as well as any other appointments to maintain the correct ratio of the board. This appointment process is lengthy and will take some time for the state to complete.

The State Board has representation from all required partners and has a business majority. Title II and IV are represented by two distinct representatives from the same state agency, the NH Department of Education.

See Appendix 3: State Workforce Innovation Board Membership Roster

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

A. ASSESSMENT OF CORE AND ONE-STOP PROGRAM PARTNER PROGRAMS.

Describe how the core programs will be assessed each year based on State performance accountability measures described in section 116(b) of WIOA. 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. 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.

(A) Assessment of Core and One-Stop Program Partner Programs

Describe how the core programs will be assessed each year based on State performance accountability measures described in section 116(b) of WIOA. 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. 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 ongoing continuous improvement strategies, including but not limited to the following:

- Program Monitoring of WIOA Title I and SCSEP programs.
- 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).

- Vocational Rehabilitation Agency/State Rehabilitation Council (SRC) will conduct a Comprehensive Statewide Needs Assessment (CSNA).
- Program Monitoring of WIOA Title II programs is done through regular desk audits, quarterly reporting and program improvement plans. An annual risk assessment is completed and on-site monitoring completed for all programs on a four-year cycle.
- 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.
- Comprehensive One-Stop Center Certification and ADA Compliance, no less than once every two years.

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 strategies similar to those listed or through the use of newly designed assessment tools/strategies applicable to specific program services as they are developed. All core NH Works partners will submit their performance reports annually to the SWIB for review.

The New Hampshire Bureau of Vocational Rehabilitation (NHVR) (Title IV Program) will be assessed on State performance accountability measures described in section 116(b) of WIOA, based on its progress in achieving the Goals and Priorities outlined in the core section of the State Plan. The Goals and Priorities listed in the plan directly relate to the WIOA Common Performance Measures.

B. PREVIOUS ASSESSMENT RESULTS

For each four-year state plan and state plan modification, 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), in accordance with methods described in 4(A). Describe how the State is adapting its strategies based on these assessments.

(B) Previous Assessment Results

For each four-year state plan and state plan modification, 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), in accordance with methods described in 4(A)

The Workforce Innovation Board (SWIB) maintains a consistent and effective approach to monitoring the performance of WIOA Title I programs on a quarterly basis. This regular

assessment ensures that programs are meeting established objectives and making progress toward their goals.

As part of its commitment to ongoing oversight and enhancement of performance outcomes, the SWIB's Workforce Development Policy Committee dedicates its focus to assessing the performance of NH Works partners and eligible training providers. This committee not only establishes and monitors partner performance metrics but also engages in the proactive identification of continuous improvement strategies. These strategies encompass areas such as credentials, skills gains, and business performance.

Furthermore, the committee collaborates closely with the Consortium, working in tandem to implement and manage improved processes. This collaborative effort ensures that the workforce development system remains dynamic, responsive, and aligned with the evolving needs of both individuals seeking employment and the businesses driving economic growth in New Hampshire. SWIB's dedication to performance monitoring and enhancement reflects its commitment to achieving optimal outcomes and fostering a resilient and effective workforce development ecosystem.

Program Year 2022 WIOA monitoring activities included the following major activities.

- OWO staff successfully conducted 12 individual program and fiscal desk reviews.
- Onsite monitoring activities were carried out, resulting in 13 program and fiscal reports, with diligent resolution of any findings or disallowed costs identified during these reviews.
- The onsite reviews with service providers encompassed Equal Opportunity monitoring, ensuring compliance with relevant standards.
- Both desk reviews and onsite reports highlighted persistent concerns related to the WIOA Youth programs.
- The challenges faced by the subrecipients of WIOA Title I Youth funds were specifically noted, including difficulties in staffing, the implementation of new site locations, and effective fund expenditures.
- Ongoing efforts are directed toward addressing and resolving these challenges to enhance the efficiency and effectiveness of the WIOA Youth programs.

The commitment to thorough monitoring reflects OWO's dedication to ensuring the integrity and success of the workforce development initiatives.

Any corrective action items identified through the monitoring process at either the state or local level have been fully resolved. Monitoring reports are reviewed and approved by a member and the chair of the State Workforce Innovation Board annually.

Previously, the Customer Satisfaction Survey for WIOA Adult, Dislocated Worker, and Youth customers employs two primary methods for distribution: a direct web link and a Survey Monkey email. Upon a customer obtaining employment or exiting the program, a Career Navigator facilitates the delivery of the Customer Satisfaction Survey through a web link. Automated Survey Monkey emails are sent to customers after their file exits the Job Match System (JMS), the case management system, ensuring timely and systematic feedback collection.

To enhance accessibility and convenience, a Survey Monkey reminder email is dispatched to customers fourteen days later if the initial survey remains incomplete. Southern New

Hampshire Services, the adult program provider, implemented a comprehensive approach for gathering customer satisfaction feedback. This involved utilizing both Survey Monkey and Microsoft Forms, leveraging their user-friendly interfaces.

Additionally, a novel method of surveying was introduced in Program year 2022 through text messaging, proving to be remarkably effective in elevating completion rates. This multi-faceted approach reflects a commitment to obtaining thorough and diverse feedback from participants, ultimately contributing to the continuous improvement of the workforce development programs.

Participants were asked to rate their experience in response to the following questions:

- Overall satisfaction with the WIOA services you received at the NH Works office.
- Considering all of the expectations you may have had about the services offered, to what extent did the services you received meet your expectations.
- Thinking back on the WIOA services you received at the NH Works office, how helpful would you say the services you received were in preparing you for finding employment?
- Now think of the ideal program for people in your circumstances. How well do you think the services you received compare with the ideal set of services?
- Please select the answer below that best describes your current employment status.
- How would you rate the quality of the help you received from your employment counselor?
- If you need employment and training services in the future, how likely is it that you would use the services offered at the NH Works office?

Fifty-four percent (54.3%) of participants exiting the program completed a survey. Below are the Key Survey Metrics:

- Overall Program Satisfaction: 4.7 out of 5 stars
- Services Meeting Expectations: 4.8 out of 5 stars
- Employment and Training Support Satisfaction: 93%
- Participants Intending to Recommend WIOA Adult to others: 96%

Amid the impact of COVID-19 on the state, NH Employment Security (NHES) responded proactively by initiating Virtual Job Fairs. In the program year 2022, a total of sixty-six (66) Job Fairs took place, engaging 1,722 employers. Collectively, employers reported a substantial 121,255 job openings, indicating a robust engagement in the virtual job fair platform.

Significantly, sixty-two percent (62%) of the participating employers reported meaningful interactions with potential employees who responded to their position openings. This resulted in at least two hundred and nineteen (219) interviews conducted as an outcome of the Virtual

Job Fairs, highlighting the tangible impact of these events in facilitating connections between employers and job seekers.

Feedback from the employers underscores the success of the initiative, with eighty-one percent (81%) expressing their intent to attend future NHES hosted job fairs. Additionally, twenty-two percent (22%) indicated uncertainty about future attendance, reflecting the dynamic and evolving nature of workforce engagement strategies in response to changing circumstances, such as those presented by the ongoing pandemic. The positive response from both employers and the outcomes in terms of interviews conducted demonstrate the effectiveness and adaptability of virtual platforms in fostering employment opportunities during challenging times.

NH SWIB, along with the respective NH Works partner teams, will continue to monitor the quarterly and annually established performance outcomes of the core NH Works partners. Failure to meet the performance standard(s), as negotiated with their respective federal partner, will result in continuous improvement plan(s), which may include technical assistance, to ensure that each partner meets the negotiated standard for each standard and that the NH Works system, as a whole, exceeds the federal standard for each performance measure.

For those performance indicators where baseline data is being tracked, we will continue to use a “phased in” approach to be used in negotiation for establishing a future performance standard.

In addition, the New Hampshire Department of Education (NHED), Bureau of Adult Education conducted reviews of all local program providers that included local program report cards, which compare local

enrollment, measurable skill gain, and outcomes to statewide results; desk reviews to identify areas of

strength and areas needing improvement; and a self-assessment checklist to guide local directors through a thorough examination of their performance data and the creation of an action plan to improve. Technical assistance was provided to individual programs as needed. Under AEFLA, state leadership activities as a part of the high-quality professional development system, an evaluation of each professional development activity was conducted at the completion of the training and again at 60 and 90-day intervals to assess the application of new skills in the classroom. The Bureau of Adult Education does not currently conduct a statewide customer satisfaction survey of students.

NHED, Bureau of Vocational Rehabilitation (VRNH) monitoring activities included the following activities:

- The US Department of Education, Rehabilitation Services Administration (RSA) conducted a federal review in 2019, which included an on-site component in May 2019. In reviewing the program, one (1) area of finding and two (2) recommendations were identified. No disallowed costs were identified. VRNH addressed these through required corrective action. VRNH has not yet been on the schedule for the next round of federal monitoring.
- In addition, assessment activities which included focus groups and key informant interviews, identified some areas where VRNH can explore further to enhance

performance and services to participants, including strategies to address smooth transition when there is a turnover of counselors and community rehabilitation program staff; updated and ongoing training and cross-training with partner agencies; and need for continued interagency communication, and outreach.

- Survey of Agency staff identified areas where staff identified performance could be improved with additional training in the areas of career pathways, including credential attainment and measurable skill gain and providing services to students.
- As noted above, NH SWIB, along with the respective NH Works partner teams, will continue to monitor the quarterly and annually established performance outcomes of the core NH Works partners, which includes VRNH.

Copies of prior partner performance measures are on file with their respective federal partner or by request.

C. EVALUATION

Describe how the State will conduct evaluations and research projects of activities carried out in the State 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 (WIOA Section 116(e)).

(C) Evaluation

Describe how the State will conduct evaluations and research projects of activities carried out in the State 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 (WIOA Section 116(e)).

System evaluation, woven into the operational practices of partners, is ongoing to ensure we continue to offer quality services that comply with state and federal requirements. System partners meet regularly to assess program effectiveness through the review of new and current programs to promote efficiencies, coordinate and reduce duplication of services, discuss key monitoring findings, review best practices internal and from other states, review performance outcomes for core WIOA programs, and share formal and informal customer satisfaction results in an effort to inform system change.

The WIOA system in New Hampshire includes 4 partner programs that are administered by three State Agencies:

- WIOA Workforce Services (Title I) – NH Department of Business and Economic Affairs
- Adult Education (Title II) New Hampshire Department of Education
- Wagner-Peyser (Title III) NH Employment Security
- Vocational Rehabilitation (Title IV) New Hampshire Department of Education

NH Employment Security is the current subrecipient of the WIOA Title I Dislocated Worker program. NHES is also the state agency which administers unemployment benefits for the state. During the pandemic, the agency had to leverage all staff and resources on processing pandemic unemployment claims. Evaluations include:

- Program Monitoring, including federal reviews are an important component of system evaluation for compliance with WIOA regulations, as well as State policy and procedures for program and financial management. Program Year 2020 WIOA monitoring activities included the following major activities.
- OWO staff completed 51 individual program and fiscal desk reviews.
- Annual “virtual” on-site visits will be conducted. On-site reviews with service providers will include Equal Opportunity monitoring.
- Desk reviews and on-site reports will document any on-going concerns regarding the under-enrollment and under-expenditure of funds for any programs.

NHES, as a part of the grant process, is required to conduct an RESEA Evaluation Project. New Hampshire will monitor and evaluate the re-employment of RESEA claimants using the following criteria: occupations / career paths / industries that claimants are entering upon re-employment; wages for claimants upon re-employment; returning to the same occupation or entering into a position in another industry; Demand occupations v. non-demand; Higher level positions. We will use Labor Market Information including but not limited to the Job Locator, Average Wage, OES, and a High Demand Occupations (HDO) report developed based on Office of Workforce Opportunity (WIOA) thresholds. The HDO report is also linked to Work Keys. This project will determine to what level we are also meeting employers’ needs. Working with our Labor

Market Information Bureau, with their knowledge of the state of New Hampshire and the supporting data, we will determine how best to meet the needs of the employers as well as the job seekers to build the workforce for New Hampshire. This evaluation will also support the state Sector Partnerships data and work.

The Interagency Work Groups (Consortium and IBT) will work with the Board and other partners to integrate evaluation and research projects that impact the workforce system in New Hampshire.

The Title IV program conducts several evaluations mandated under the Workforce Innovation and Opportunity Act (WIOA).

NHVR evaluates its vocational rehabilitation program in conjunction with the State Rehabilitation Council (SRC). This evaluation assesses the program's effectiveness in achieving its goals and objectives and its compliance with WIOA's requirements.

NHVR also conducts a tri-annual Comprehensive Statewide Assessment (CSA) of workforce development needs, including the needs of individuals with disabilities. This assessment helps identify the strengths, weaknesses, opportunities, and challenges within the vocational rehabilitation system.

NHVR also evaluates the effectiveness of its State Plan for Vocational Rehabilitation, including annual reviews to assess progress toward achieving the goals outlined in the State Plan and identify areas for improvement. NHVR also provides monthly updates to the SRC.

NHVR conducts quarterly reviews of Performance Accountability Measures to evaluate the effectiveness of its vocational rehabilitation programs. These measures include indicators such as employment outcomes, earnings, and the effectiveness of services provided to individuals with disabilities. NHVR does this in partnership with New Hampshire Employment Security (NHES), the State Workforce Innovation Board (SWIB), and the Rehabilitation Services Administration (RSA).

NHVR conducts weekly Program Monitoring and Evaluation to continuously monitor and evaluate the performance of its vocational rehabilitation programs. This includes reviewing timeliness, program activities, and outcomes. NHVR uses Tableau to power this monitoring.

Title II evaluates programs regularly through regular desk audits, quarterly program director meetings and reports, the annual program improvement plan and constant communication with local providers. On site monitoring protocols include feedback and recommendations from staff and students. Participants in all professional development and technical assistance activities complete an evaluation form which is used to identify the effectiveness of the activity, the need for additional assistance and how the materials will be applied.

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

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)

(A) 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's WIOA Allotment policy can be found at <https://www.nheconomy.com/office-of-workforce-opportunity/about-us/state-plan> (Allocation-Policy.pdf (nheconomy.com), under the "State Plan Policies Section". 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. There is one statewide contractor for WIOA Adult and Dislocated Worker state formula funds and two statewide contractors for Youth funding. Contractors are required to ensure an equitable distribution of funds and services statewide.

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 subrecipient funds for work-based learning.

Subrecipients 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 sub-recipients 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 WIOA 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 operation 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)

(ii) *Adult and training activities in accordance with WIOA section 133(b)(2) or (b)(3)*

As stated in the previous section New Hampshire's WIOA Allotment policy can be found at <https://www.nheconomy.com/office-of-workforce-opportunity/about-us/state-plan/Allocation-Policy.pdf>([nheconomy.com](https://www.nheconomy.com)), under the "State Plan Policies Section". 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. There is one statewide contractor for WIOA Adult and Dislocated Worker state formula funds and two statewide contractors for Youth funding. Contractors are required to ensure an equitable distribution of funds and services statewide. In determining the distribution of local area allocations for WIOA Adult and Dislocated Worker programs, contractors use the same three equally weighted formula factors that are used to determine the state allocations.

These factors are:

- Relative number of unemployed individuals in areas of substantial unemployment
- Relative excess number of unemployed individuals
- Relative number of economically disadvantaged.

When fully funded, WIOA Dislocated Worker grant funds are distributed as follows:

- 60% to local workforce areas (no less)
- 25% for Rapid Response activities (up to)
- 15% for statewide activities

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 operation 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.

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

See previous section.

B. FOR TITLE II

I. DESCRIBE THE METHODS AND FACTORS THE ELIGIBLE AGENCY WILL USE TO DISTRIBUTE TITLE II FUNDS.

(B) Title II

(i) Describe the methods and factors the eligible agency will use to distribute Title II funds.

The New Hampshire Department of Education awards multiyear grants or contracts on a competitive basis to eligible providers within the state to enable the eligible providers to develop, implement, and improve adult education and literacy activities in New Hampshire. The State utilizes a competitive process for awarding grants and contracts unless a sole source process is warranted and consistent with OMB guidelines. The competitive processes are handled through a Request for Proposals (RFP) from eligible applicants. The Workforce Innovation and Opportunity Act (WIOA) promotes coordination between the State Workforce Innovation Board (SWIB) and the programs funded under the Adult Education and Family Literacy Act (AEFLA), collectively known as Adult Education programs. To ensure alignment with the State's workforce plan, per Section 107(d)(11)(B)(i), the Board is required to review the applications submitted by providers who are

interested in operating an Adult Education program. The Board is responsible for evaluating the extent to which the eligible applicant's grant activities are aligned with the education and training activities identified in the State Plan, as well as the applicant's ability to demonstrate organizational effectiveness supporting successful outcomes. To this end, applicants are required to address how they will assess the quality of their programs, including the process of reviewing and analyzing data for the purposes of informing program decisions and improving program performance.

The New Hampshire Department of Education awards multiyear grants or contracts in accordance with 34 CFR part 462, Subpart C. Awards are compete every three years for all eligible providers to apply for funding to establish or operate programs that provide adult education and literacy activities.

The competitive process includes a Request for Proposals (RFP) from eligible applicants who have demonstrated effectiveness in providing adult education and literacy activities and proposals are evaluated based on the thirteen considerations. All recommended proposals are submitted to the State Workforce Innovation Board (SWIB) to review for consistency with the local program and an opportunity to make recommendations to the Bureau of Adult Education to promote alignment with the plan. The Bureau of Adult Education considers the results of the review in determining the extent to which the application addresses the required considerations.

The Request for Proposals includes the Bureau's goal to have at least one comprehensive adult education and literacy program in each of the twelve regions of the state. These regions are

aligned with the NH Works local offices and the NH Department of Health & Human Services local offices.

Award amounts are based on a combination four components:

1. Census data – identifying the number of individuals in the region who are most in need of adult education services including the number without a high school credential, the number living in poverty, the number who are unemployed, and the number who “don’t speak English well”.
2. Rural areas – additional funding is provided to areas of the state meeting the definition of rural designation under the US Department of Agriculture.
3. Enrollment/Instructional hours – based on the number of full-time equivalents served in the region during the preceding three-year period.
4. Base funding – a set amount is awarded to each region of the state to ensure sufficient funding to operate a high-quality program.

II. 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.

(ii) 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. Adult programs are awarded in response to an RFP, which is solicited once every three years. RFP announcements are posted on the State Procurement Website and shared with all party agencies to post on their websites as well.

C. VOCATIONAL REHABILITATION PROGRAM

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.

(C) Vocational Rehabilitation Program

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.

Describe data-collection and reporting processes used for all programs and activities, including the State's process to collect and report data on co-enrollment, and for those present in the one-stop centers.

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

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. Describe data-collection and reporting processes used for all programs and activities, including the State's process to collect and report data on co-enrollment, and for those present in the one-stop centers.

(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 its funds. Financial agreements exist between the NH Employment Security and the respective partner for these services. It is our vision to continue these relationships and provision of management information data sharing systems for determining various partner performances.

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

(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. NHES and WIOA Title I share the same case management system effective September 2020 and the new Workforce Connect system will help to coordinate upfront services for shared customers. Many of the partners receive no state funds and as a minimum-funded state for federal funds, limited resources exist. As explained earlier, recent efforts to streamline the process between WIOA Title I and Wagner-Peyser services will significantly improve the integration of data for those programs other partners have a computerized case management system that meets their funding stream's specific requirements with several million dollars invested in each system. To integrate a partner 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

(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, the Workforce Connect system, which provides a common entry portal and registration for NH Work customers, was launched on January 28, 2020.

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

(iv) Describe the State's data systems and procedures to produce the reports required under section 116, performance accountability system. (WIOA section 116(d)(2)).

Using existing methodologies for reporting and performance accountability systems in collaboration with PACIA at NHES, we are prepared to update our case management system and related computer scripts to gather needed information for reporting. The Consortium will take the lead in working with partner agencies to develop appropriate processes and formats for required reports. 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.

All Title II reports required under section 116 and for the National Reporting System are produced through LiteracyPro's LACES system. The data system publisher works closely with States and the Office of Career, Technical and Adult Education to make system software changes as needed for revisions and changes to the National Reporting System.

NHVR partners with Program Accountability, Compliance, and Integrity Assessment (PACIA) in the context of workforce development and vocational rehabilitation to reinforce processes and procedures for ensuring accountability, compliance with regulations, and maintaining the integrity of the vocational rehabilitation program. In partnership with NHES (New Hampshire Employment Security), NHVR considers a variety of information, including completion rates, employment rates, and average wage, with the goal of helping customers make informed decisions about selecting education or training programs.

NHVR uses information captured in the Aware System and partners with PACIA to collect essential data for reporting purposes.

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.

(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, both 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 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.)

(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 and evaluation, as well as 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.

(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.

A. DESCRIBE HOW THE STATE WILL IMPLEMENT THE PRIORITY OF SERVICE PROVISIONS FOR COVERED PERSONS 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.

B. DESCRIBE HOW THE STATE WILL MONITOR PRIORITY OF SERVICE PROVISIONS FOR VETERANS.

C. DESCRIBE THE TRIAGE AND REFERRAL PROCESS FOR ELIGIBLE VETERANS AND OTHER POPULATIONS DETERMINED ELIGIBLE TO RECEIVE SERVICES FROM THE JOBS FOR VETERANS STATE GRANTS (JVSG) PROGRAM'S DISABLED VETERANS' OUTREACH PROGRAM (DVOP) SPECIALIST/CONSOLIDATED POSITION.

7. Priority of Service for Veterans

(A) Describe how the State will implement the priority of service provisions for covered persons 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.

Priority of Service

The State of New Hampshire is committed to implementing the priority of service provisions for covered persons in compliance with the Jobs for Veterans Act, as outlined in section 4215 of 38 U.S.C. This commitment extends to all employment and training programs funded, either wholly or partially, by the Department of Labor. The priority of service provisions ensures that covered persons, particularly veterans, receive precedence in accessing these programs and related services.

Program operators are required to provide priority of service to veterans and eligible spouses for all WIOA and Wagner-Peyser funded activities, including technology-assisted activities. Priority of service means that veterans and eligible spouses are entitled to take precedence over non-covered persons in obtaining employment, training, and placement services. More specifically, a veteran or an eligible spouse receives access to a service earlier in time than a non-covered person or, if the resource is limited, the veteran or eligible spouse receives access to the service instead of or before the non-covered person.

In implementing priorities of service, program operators must ensure veterans and other eligible receive basic career services and individualized career services before other non-covered individuals. Additionally, they must ensure veterans and other eligible receive first priority on waiting lists for training slots and are enrolled in training prior to non-covered persons. However, once a non-covered participant is enrolled in a workshop or training class, priority of service is not intended to allow veterans and other eligible to bump the non-covered participant from that class or service. Program operators must ensure that priority of service is applied by all subrecipients of DOL funds. Pertinent language is included in contracts, sub grants, solicitations for proposals, memorandums of understanding, and other service provision agreements.

Upon contact with a NHWorks Office, customers are asked to self-identify as a veteran or an eligible spouse of a veteran through a series of questions that are asked of them by the staff member at the front desk in each AJC. A Veterans and Other Eligible Intake Form is then utilized to identify a veteran or eligible person. During a review of this intake form, through an assessment process, by an AJC staff member with the individual, when veterans and other eligible are identified, they are informed of their priority of service status. If the individual is identified as an eligible veteran with a significant barrier to employment, between the ages of 18 and 24, Vietnam-era Veterans, or Eligible Transitioning Service members, Spouses and Caregivers, they are immediately referred to a DVOP specialist to provide individualized career services in the areas of employment, training and job placement. In a situation where a DVOP is not available, then another AJC staff member will provide services until the DVOP is available and able to provide these services moving forward. The DVOP will provide individualized career services including assessments of skill levels and needs, development of an individual employment plan, career guidance and planning and referrals to other services and programs, including training opportunities such as apprenticeships, WIOA programs and on-the-job training opportunities. Veterans that are identified through this process as not possessing a significant barrier to employment are provided services by an AJC staff member utilizing a priority of service basis. Veterans meeting eligibility criteria for specific training programs receive priority placement into the program.

Applying Priority of Service

The application of priority of service varies depending on the eligibility requirements of the particular program. There are four basic categories of DOL-funded programs: universal access programs, programs that require participants to meet specified eligibility criteria, programs with statutory priorities, and programs with discretionary priorities. The following describes how priority of service applies to these basic types of programs.

Universal Access Programs

For workforce programs that operate or deliver services to the public as a whole without targeting specific groups (e.g., WIOA basic career services), veterans and eligible spouses receive priority of service over all other program participants.

Programs with Eligibility Criteria

Eligibility criteria identify basic conditions that each participant in a specific program is required to meet. For example, for the WIOA Adult, Dislocated Worker, and Youth programs, every participant is required to meet program eligibility requirements (e.g., age, selective service registration, etc.). A veteran or eligible spouse must first meet all of the eligibility criteria in order to be considered eligible for participation in the program.

Once determined eligible for participation, the veteran or eligible spouse receives priority for participation in the program and receipt of services.

Programs with Statutory Priorities

In addition to the eligibility criteria that all participants are required to meet, some programs have priorities that target certain populations and establish a rank order for enrolling or serving participants (e.g., the WIOA priority for adult funds to serve recipients of public assistance, other low-income individuals, and individuals who are basic skills deficient). While veterans' priority is required under federal law and cannot be waived, it is not intended to displace existing eligibility requirements and statutory priorities. Therefore, in these instances, veterans and eligible spouses must first meet both the program's eligibility and statutory priority criteria to receive priority for participation in the program and receipt of services. Program operators must determine the status of each individual veteran or eligible spouse and apply priority of service in the following order:

1. Veterans and eligible spouses who meet the program's statutory priority requirement (e.g., veterans and eligible spouses who are recipients of public assistance, other low-income individuals, or individuals who are basic skills deficient).
2. Non-covered persons who meet the program's statutory priority requirement (e.g., non-covered persons who are recipients of public assistance, other low-income individuals, or individuals who are basic skills deficient).
3. Veterans and eligible spouses who do not meet the program's statutory priority requirement.
4. Priority populations established by the Governor and/or Local Workforce Development Board.
5. Non-covered persons outside the program's statutory priority requirement.

Programs with Discretionary Priorities

Programs with discretionary priorities may make an effort to provide a certain level of service to a particular group. However, the law does not mandate that the target group be served before other eligible individuals. With respect to priority of service, the only feature that distinguishes discretionary targeting programs from universal access programs is the additional application of the discretionary targeting criterion to non-covered persons. Therefore, program operators must apply priority of service in the order below:

1. Veterans and eligible spouses.
2. Non-covered persons within the discretionary targeting group.
3. Non-covered persons outside the discretionary targeting group.

Income Eligibility Requirements

When determining eligibility for programs that have a statutory requirement to serve low-income individuals, many types of military service-related income are exempt. Specifically, the following pay, financial allowances, and financial benefits must be disregarded for veterans, transitioning service members, or any other individuals for whom these amounts would normally be applied in making an eligibility determination.

- Military pay or allowances paid while on active duty.
- Military pay or allowances paid by the VA for vocational rehabilitation, disability payments, or related VA-funded programs (including the VA work study allowance), and including any financial benefits received under the following chapters of Title 38 U.S.C.:
 - Chapter 11 - Compensation for service-connected disability or death.
 - Chapter 13 - Dependency and indemnity compensation for service-connected deaths.
 - Chapter 30 - All-volunteer force educational assistance program.
 - Chapter 31 - Training and rehabilitation for veterans with service-connected disabilities.
 - Chapter 33 - Post-9/11 educational assistance.
 - Chapter 35 - Survivors and dependents' educational assistance.
 - Chapter 36 - Administration of educational benefits.
- Any benefits received under Title 10 U.S.C. Chapter 106 - Educational assistance for members of the selected reserve.

In contrast, the following types of military-related income are included in low-income calculations:

- Pension payments authorized by Title 10 U.S.C., such as those received by military retirees, whether or not their retirement was based on disability.

- Pension benefits paid under Title 38 U.S.C. Chapter 15 – Pensions for low-income, wartime veterans who are disabled for reasons not connected or related to their military service.

It is also important to note that VA benefits for education and training services do not constitute “other grant assistance” under WIOA’s eligibility requirements. Therefore, veterans or eligible spouses who are eligible for the GI Bill or other forms of VA-funded education or training are not required to coordinate their entitlement to those benefits with their eligibility for WIOA-funded training, as stipulated under 20 CFR Section 680.230. Specifically, program operators may not require veterans or eligible spouses to exhaust their entitlement to VA-funded training prior to enrolling them in WIOA-funded training.

Identifying Veterans and Eligible Spouses

Program operators must put processes into place to ensure that veteran and eligible spouses are identified at the point of entry and given an opportunity to take full advantage of priority of service. The point of entry includes physical locations such as NH Works Centers, as well as websites such as NHES Job Match System, and other virtual service delivery resources. These processes should ensure that veterans and eligible spouses are aware of their entitlement to priority of service, the full array of employment, training, and placement services available under priority of service, any applicable eligibility requirements for those programs and services, and in cases of online points of entry, how to access assistance via the nearest NH Works Office.

Documenting Eligibility for Priority of Service

It is not necessary for staff to verify the status of a veteran or eligible spouse until the individual undergoes eligibility determination and is enrolled in a WIOA individualized career service or training service. Until the point at which the participant receives an individualized career service or training service, an individual who states they meet the veterans’ priority eligibility criteria must be accorded veterans’ priority of service on the basis of self-attestation.

In those instances in which eligibility determination and enrollment in a WIOA individualized career service occur at the point of entry, a covered person must be enrolled, provided immediate priority, and permitted to follow-up subsequently with any required verification of his or her status as a covered person.

Local Policy and Procedures

Program Operators must establish policy and procedures for implementing priority of service for veterans and eligible spouses within existing service delivery strategies. Local policies must ensure that veteran and eligible spouses are identified at the point of entry and given an opportunity to take full advantage of priority of service. These policies must ensure that veterans and eligible spouses are aware of their entitlement to priority of service, the full array of employment, training, and placement services available under priority of service, and any applicable eligibility requirements for those programs and/or services. Additionally, program operators must ensure that written copies of local priority of service policies are maintained at all service delivery points and, to the extent practicable, posted in a way that makes it possible for members of the general public to easily access them.

(B) Describe how the State will monitor priority of service provisions for veterans.

NH Works is currently monitoring the priority of service through the review of the State's Performance Outcome Data, quarterly Manager's Report on Service to Veterans, and observation. Additionally, the WIOA adult program is tracking veteran enrollments quarterly, monitoring access and outcomes to ensure veterans receive priority services. The veteran priority process is outlined in local sub-recipient policy and process manuals, specifying the procedures to be followed.

(C) Describe the triage and referral process for eligible veterans and other populations determined eligible to receive services from the Jobs for Veterans State Grants (JVSG) program's Disabled Veterans' Outreach Program (DVOP) specialist/Consolidated Position

A series of questions are asked to identify potential covered persons, who are then provided with an intake form to complete, and efficiently direct customers to the appropriate services. Veterans and others eligible are notified of their entitlement to priority of service at this time by AJC staff. Information on priority of service is also displayed on signage in the NH Works offices as well as on our website and is also represented in our labor exchange system.

Covered Person – a veteran or eligible spouse. A veteran who has served at least one day in the active military, naval, or air service, and who was discharged or released from service under any condition other than a conditional classified as dishonorable is a covered person. This definition includes Reserve units and National Guard units activated for Federal Service.

Eligible Spouse – the spouse (including a same-sex spouse) of any of the following:

1. Any veteran who died of a service-connected disability.
2. Any member of the Armed Forces serving on active duty who, at the time of application for the priority, is listed in one or more of the following categories and has been so listed for a total of more than 90 days:
 - a. Missing in action.
 - b. Captured in the line of duty by a hostile force.
 - c. Forcibly detained or interned in the line of duty by a foreign government or power.
3. Any veteran who has a total disability resulting from a service-connected disability, as evaluated by the U.S. Department of Veterans Affairs (VA).
4. Any veteran who died while a disability, as indicated in category c. of this definition, was in existence.

A spouse whose eligibility is derived from a living veteran or service member (i.e., categories b. or c. above) would lose his or her eligibility if the veteran or service member were to lose the status that is the basis for the eligibility (e.g., if a veteran with a total service-connected disability were to receive a revised disability rating at a lower level), or upon divorce from the veteran or service member.

Note: A surviving spouse who is a widow or widower AND remarries on or after December 16, 2003, AND on or after attaining age 57, is entitled to continue to receive Dependency and Indemnity Compensation.

Non-covered Person – any individual who meets neither the definition of veteran nor the definition of eligible spouse.

Point of Entry – the point at which a veteran or eligible spouse expresses an interest in receiving employment, training, and placement services. It may be in-person or online, and can include physical locations such as reception areas, resource areas, and self-services in a NH Works Center, as well as websites such as NHES Job Match System, and other virtual service delivery resources.

Priority of Service – with respect to any qualified job-training program, a covered person shall be given priority over a non-covered person for the receipt of employment, training, and placement services provided under that program, notwithstanding any other provision of the law. Priority includes giving access to such services to a covered person before a non-covered person or, if resources are limited, giving access to such services to a covered person instead of a non-covered person.

Program Operator – a recipient or subrecipient of DOL funds for a qualified job training program.

Qualified Job Training Program – any program or service for workforce preparation, development, or delivery that is directly funded, in whole or in part by the DOL.

Recipient – an entity that is awarded federal financial assistance, in whole or in part, directly from the DOL or through a sub award for any qualified job training program.

Subrecipient – an entity that is awarded federal financial assistance through a subaward funded by the DOL for any qualified job training program.

Veteran – a person who served at least one day in the active military, naval, or air service, and who was discharged or released under conditions other than dishonorable. Active service includes full-time duty in the National Guard or a Reserve component, other than full-time duty for training purposes. Active service does not include full-time active duty performed by National Guard personnel who are mobilized by state rather than federal authorities.

The term “veteran” is defined in WIOA Section 3(63).

The term “eligible spouse” is defined in Section 101 of title 38, United States Code. The term “priority of service” is defined in WIOA Section 133(b) and 134(c)(3)(E).

The State Veteran Services plan defines the veteran priority of service for Wagner-Peyser pursuant to the Jobs for Veterans Act. 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.

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.) regarding 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.

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 the collocation of partner agency staff from Employment Security (Wagner-Peyser, WIOA services for dislocated workers, Veterans Services, Farm Workers, Trade Act, Re-employment Services and Eligibility Assessment, Granite State Jobs Act – WorkNowNH, WorkInvestNH, Reentry program); Adult Education; Vocational Rehabilitation (people with disabilities); Community Action Agency (WIOA services, 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, New Hampshire Department of Education, Bureau of Vocational Rehabilitation (VR) 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 provides partner placement staff with the Association of Community Rehabilitation Educators (ACRE) model: This training program improved the job placement and coaching skills of youth staff assisting people with disabilities in obtaining and maintaining employment.

The Professional Development Team has included programs pertaining to serving individuals with disabilities.

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 Americans 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. Describe how English language learners will be made aware of the opportunity to enroll and/or co-enroll in all the core programs for which they are eligible.

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 Career Centers are each equipped with tools and staff to support the needs of individuals with limited English proficiency. Computer labs at One-Stop Career Centers offer 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.

English language learners enrolled in Title II programs are provided opportunities to co-enroll in other core programs through a variety of methods including, but not limited to: identifying existing co-enrollment during Intake; discussing barriers to employment and making referrals for assistance to other core partners as appropriate throughout enrollment; hosting on-site information/enrollment sessions in adult education classes to encourage co-enrollment; promoting braided funding and joint training opportunities across the core partners; and taking students on tours of the local NH Works office.

The Bureau of Vocational Rehabilitation in New Hampshire (VRNH) ensures accessibility for all individuals seeking its services. At the top of its webpage, VRNH prominently displays an accessibility banner, offering features such as Change Text Size, Change Site Language (powered by Google Translate), and Accessibility options. Moreover, VRNH prioritizes inclusivity by utilizing the services of ASL interpreters through NDHHS for individuals who are deaf or hard of hearing.

For language interpretation services and cultural information, VRNH relies on the Language Bank. This comprehensive approach underscores VRNH's commitment to meeting the diverse communication needs of applicants and service recipients. Through a combination of staff expertise and external services, VRNH ensures effective communication in native languages or preferred modes of communication.

VRNH has implemented strategies to establish and uphold minimum standards, guaranteeing the availability of personnel trained to communicate in participants' native languages or preferred modes. The agency actively engages interpreters proficient in the languages of applicants and eligible individuals and supports counselors in securing qualified interpreters.

In addition to language proficiency, VRNH ensures accessibility for individuals utilizing manual communication, tactile, oral, and non-verbal communication devices. Maintaining a roster of state/nationally certified interpreters for the deaf or hard of hearing further enhances accessibility. Moreover, VRNH stands ready to provide materials in large print, recorded formats, computer disk formats, and assistive listening devices as needed, ensuring that each individual's unique needs are met with care and respect.

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.

IV. Coordination with Combined 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.

The joint planning and coordination among the core programs, required one-stop partner programs, and other activities outlined in the Unified or Combined State Plan for New Hampshire's workforce system are facilitated through various mechanisms. The collaborative foundation among partners has streamlined the combined planning process. Key methods include:

1. Guidance from State Workforce Innovation Board (SWIB): The SWIB provides strategic direction, overseeing the integration of service delivery strategies within NH Works centers.

2. One Stop Consortium: The New Hampshire One Stop Consortium, consisting of executive representation from state agencies responsible for the six WIOA core programs and other partners, sets the direction for coordination among program partners.

3. Involvement in Planning Process: Throughout the planning process, the IDG and SWIB actively participated in identifying goals and strategies for the next four years.

4. Methods Utilized in Plan Development:

- **Labor Market and Economic Analysis:** Informed decision-making through an analysis of labor market and economic trends.
- **Stakeholder Engagement:** Engaged stakeholders through preliminary meetings, regional input sessions, interviews with agency directors, community college and university leadership, area community leaders, business owners, Sector Partnership Conveners, and surveys of various partners.
- **Planning Meetings and Input Sessions:** Included sessions with the SWIB, IDG, and Interagency Business Team.
- **Visioning Session:** Conducted a Visioning Session with the SWIB.

5. Data-Informed Approach: Joint planning and coordination maintain a data-informed and inclusive approach to decision-making. This approach ensures sound decision-making for updates and modifications to the plan.

6. Public Involvement: Formal public hearings held in August 2023 provided an opportunity to inform and solicit feedback for inclusion in the State Plan, ensuring a comprehensive and inclusive approach to joint planning and coordination.

V. COMMON ASSURANCES (FOR ALL CORE PROGRAMS)

The Unified or Combined State Plan must include assurances that:

The State Plan must include	Include
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 administering 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(j), fiscal control and fund	Yes

The State Plan must include	Include
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;	
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. GENERAL REQUIREMENTS

1. REGIONS AND LOCAL WORKFORCE DEVELOPMENT AREAS

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

New Hampshire is a single workforce area and therefore does not designate regions or local workforce development areas. Infrastructure funding is negotiated at the state level with individual partner entities through the One-Stop Operator MOU process, appeals are handled through NH Employment Security, and ultimately the Governor if necessary.

**B. DESCRIBE THE PROCESS AND POLICY 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**

New Hampshire is a single workforce area and therefore does not designate regions or local workforce development areas. Infrastructure funding is negotiated at the state level with individual partner entities through the One-Stop Operator MOU process, appeals are handled through NH Employment Security, and ultimately the Governor if necessary.

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

New Hampshire is a single workforce area, and therefore does not designate regions or local workforce development areas. Infrastructure funding is negotiated at the state level with individual partner entities through the One-Stop Operator MOU process, appeals are handled through NH Employment Security, and ultimately the Governor if necessary.

**D. PROVIDE THE APPEALS PROCESS AND POLICY 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. Infrastructure funding is negotiated at the state level with individual partner entities through the One-Stop Operator MOU process, appeals are handled through NH Employment Security, and ultimately the Governor if necessary.

The Workforce Innovation and Opportunity Act (WIOA) sec. 121(c) (1) requires the State Board, with the agreement of the Chief Elected Official (CEO), to develop and enter into a Memorandum

of Understanding (MOU) between the Board and the One-Stop Partners, consistent with WIOA Sec. 121(c) (2), concerning the operation of the one-stop delivery system in a local area. This requirement is further described in the Workforce Innovation and Opportunity Act; Joint Rule for Unified and Combined State Plans, Performance Accountability, and the One-Stop System Joint Provisions: Final Rule at 20 CFR 678.500, 34 CFR 361.500, and 34 CFR 463.500, and in Federal guidance.

Additionally, the sharing and allocation of infrastructure costs among one-stop partners is governed by WIOA sec. 121(h), its' implementing regulations, and the Federal Cost Principles contained in the Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance) at 2 CFR part 200.

The dispute resolution process is for use by the Partners when one or more parties to this agreement are unable to reach the agreement necessary to execute the MOU. A disagreement reaches the level of dispute resolution when an issue arises out of the development and negotiation of an MOU that is not easily coming to a point of resolution. It is the responsibility of the SWIB Chair (or designee) to coordinate the MOU dispute resolution to ensure that issues are being resolved appropriately.

Any party that has agreed to the MOU may seek resolution under this process. All Parties shall actively participate in negotiations in a good faith effort to reach agreement. Disputes should be resolved informally to the extent possible. Should informal resolution efforts fail, the dispute resolution process must be formally initiated by the petitioner seeking resolution. The petitioner must send a notification to the SWIB Chair (or designee) and all Parties to the MOU regarding the conflict. The SWIB Chair (or designee) shall place the dispute on the agenda of a special meeting of the SWIB's Executive Committee. The Executive Committee shall attempt to mediate and resolve the dispute. Disputes shall be resolved by a 2/3 majority consent of the Executive Committee members present. The decision of the Executive Committee shall be final and binding unless such a decision is in contradiction of applicable State and Federal laws or regulations governing the Partner agencies. The right of appeal no longer exists when a decision is final.

Additionally, final decisions will not be precedent setting or binding on future conflict resolutions unless they are officially stated in this procedure. The Executive Committee must provide a written response and dated summary of the proposed resolution to all Parties to the MOU. The SWIB Chair (or designee) will contact the petitioner and the appropriate Parties to verify that all are in agreement with the proposed resolution.

As outlined in the Infrastructure MOU, agreed upon by all members of the NH Works Consortium, the policy and process is listed below.

All Parties will actively participate in IFA negotiations in a good faith effort to reach agreement. Partners will follow the process outlined in the Dispute Resolution section of the MOU, if attempts to resolve disputes informally fail.

If Partners have employed the dispute resolution process and have failed to reach consensus on an issue pertaining to the IFA, the parties declare an impasse, triggering the State Funding Mechanism (SFM) process outlined below.

Step 1: Notice of failure to reach consensus given to the Governor.

If the Parties cannot reach consensus on methods of sufficiently funding a one-stop center's infrastructure costs and the amounts to be contributed by each Partner program, the SWIB is required to notify the Governor.

Step 2: Negotiation materials provided to Governor.

The SWIB Chair (or designee) must provide the appropriate and relevant materials and documents used in the negotiations to the Governor, preferably at the time of the notification of failure to reach consensus, but no later than five (5) business days thereafter. At a minimum, the SWIB Chair (or designee) must provide to the Governor:

- The State WIOA plan,
- The cost allocation methodology or methodologies proposed by the Partners to be used in determining the proportionate share,
- The proposed amounts or budget to fund infrastructure costs,
- The amount of Partner funds included,
- The type of funds (cash, non-cash, and third-party in-kind contributions) available (including all documentation on how Partners valued non-cash and third-party in-kind contributions consistent with 2 CFR 200.306),
- Any proposed or agreed on NH Works Center budgets (for individual centers or a network of centers), and
- Any partially agreed upon, proposed, or draft IFAs
- The SWIB may also provide the Governor with additional materials that they or the Governor find to be appropriate.

Step 3: Governor Determinations and Calculations

The Governor will:

- Determine one-stop center infrastructure budget(s),
- Establish cost allocation methodology(s),
- Determine Partners' proportionate shares,
- Calculate statewide caps,
- Assess the aggregate total of infrastructure contributions as it relates to the statewide cap and adjust allocations.
- Once all determinations and calculations are completed, the Governor will notify the SWIB Chair (or designee) of the final decision and provide a revised IFA for execution by the Parties.

Step 4: IFA Execution

The IFA becomes effective as of the date of signing by the final signatory.

Programs may appeal the Governor’s determinations of their infrastructure cost contributions in accordance with the process established under WIOA 20 CFR 678.750, 34 CFR 361.750, and 34 CFR 463.750.

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 at the NH Works website at <https://www.nheconomy.com/office-of-workforce-opportunity/about-us/state-plan> under the “State Plan Policies Section”

All State partner agencies are following NH State Laws and Accounting principles found in the NH Manual of Procedures. In addition, the Department of Education Bureau of Federal Compliance has information available related to federal fund related fiscal requirements. This information can be found here: Bureau of Federal Compliance | Department of Education (nh.gov)

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 FOR MANDATORY AND DISCRETIONARY ACTIVITIES, INCLUDING HOW THE STATE WILL CONDUCT EVALUATIONS OF TITLE I ADULT, DISLOCATED WORKER, AND YOUTH ACTIVITIES.

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. In the past, the Governor released the use of discretionary funds to support state sector development efforts and the Recovery Friendly Workplace Initiative, as recommended and approved by the Board.

Governor Reserve Funds were designated to enlist the services of Thomas P. Miller and Associates (TPMA) for the completion of a comprehensive workforce needs assessment. The initiation of this assessment occurred late in Program Year 2021 and concluded in Program Year 2022. The assessment unfolded through distinct stages, involving best practice research, a secret shopper experience, and engagement with stakeholders.

TPMA collaborated closely with the Office of Workforce Opportunity staff to execute the assessment. The findings and recommendations of the assessment have been categorized into three key areas: digital modernization, employer engagement, and service delivery.

On October 17, 2023, the State Workforce Innovation Board (SWIB) received the comprehensive report. The SWIB, along with workforce development staff, leveraged this report in the formulation of the 2024-2028 WIOA Combined State Plan for New Hampshire.

Additionally, Governor Reserve Funds were allocated to commission The Public Consulting Group (PCG) for the execution of a Return to Community Strategic Partner Engagement and

Study. PCG undertook engagement with various stakeholders and conducted a feasibility study to identify employment barriers associated with successful re-entry post-incarceration and involvement with the criminal justice system. The study also assessed existing programs and services in New Hampshire that support re-entry, with a focus on employment, and identified geographical and programmatic gaps in re-entry services.

The results and recommendations presented in this report will be instrumental for the Office of Workforce Opportunity (OWO) and the New Hampshire State Workforce Innovation Board (SWIB) in determining the necessity of a Return to Community program. If deemed essential, insights from this study will be utilized to design a program tailored to address the workforce needs of this specific population.

Throughout the 2024-2027 WIOA Combined State Plan Cycle, OWO is planning to release an RFP to help with implementation of the State Plan, evaluation of programs and strategic assistance for delivering WIOA and other workforce programs. The Office of Workforce Opportunity will utilize Governor's set aside dollars to fund this effort as the state focuses on continuous improvement.

C. 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.

Rapid Response is a complex, challenging, and invaluable service. The extensive collaboration between multiple, separate state and federal agencies, private entities, and community support 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 support to workers and their families. The experience and dedication of the Rapid Response Partners, State and Local Teams, and Federal support 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.
- Aligning sector strategies to support layoff aversion activities.

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. Employee Retention Activities:

Employee Retention activities are generally 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. Also, included are sector partner activities that address preventative measures designed to mitigate and/or avert layoffs in industry sectors based on labor market indicators of potential economic downturns and/or business/industry input.

State Dislocated Worker Unit Administrator (DWUA)

The State Dislocated Worker Unit Administrator (DWUA) within BEA oversees the operations of Rapid Response activities. The DWUA works directly with the Division of Economic Development (DED) Regional Business Resource Specialists to compile timely and relevant reports to the Commissioner of BEA; 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, working with the DWUA, 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.

If 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 others as deemed appropriate.

Any layoffs, plant closing, or mass job dislocation due to natural or other disasters shall be reported by staff from all participating agencies to the DWUA as soon as possible. The quickness

and conciseness of information is paramount in providing initial Rapid Response Services to displaced workers.

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
- WIOA Workforce Development Coordinator

When appropriate, other partners such as those listed below, may be included:

- 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, the Dislocated Worker Unit Administrator will convene a partners meeting comprised of policy level decision makers, including but not limited to:

- The Governor's Office
- Chair, Statewide Workforce Board

- Department of Business & Economic Affairs
- NH Employment Security
- NH Department of Labor
- NH Department of Health & Human Services
- NH Department of Education: Bureau of Vocational Rehabilitation, Bureau of Adult Education
- 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.

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 Non-Financial Memorandum of Understanding (MOU).

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 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 number of layoffs is 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.

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 BEA; the DWUA; and the Commissioner of Employment Security. 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 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.

D. 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 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
- 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. The Department of Business and Economic Affairs which houses the Office of Workforce Opportunity has responsibilities outlined by the New Hampshire State Emergency Operations Center (SEOC). Staff at BEA undergoes annual training for it's responsibilities under Emergency Support Function (ESF) 18 which is lead by BEA under the flow chart established by the SEOC. The Department will take direction and coordinate with all state and federal entities including FEMA, as it did during the COVID-19 pandemic.

E. DESCRIBE HOW THE STATE PROVIDES EARLY INTERVENTION (E.G., RAPID RESPONSE) AND ENSURES THE PROVISION OF APPROPRIATE CAREER SERVICES TO WORKER GROUPS ON WHOSE BEHALF A TRADE ADJUSTMENT ASSISTANCE (TAA) PETITION HAS BEEN FILED. (SECTION 134(A)(2)(A) AND TAA SECTION 221(A)(2)(A) .) THIS DESCRIPTION MUST INCLUDE HOW THE STATE DISSEMINATES BENEFIT INFORMATION TO PROVIDE 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 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 AND HOW THE STATE WILL ENSURE THE PROVISION OF APPROPRIATE CAREER SERVICE TO WORKERS IN THE GROUPS IDENTIFIED IN THE PETITION (TAA SEC. 221(A)(2)(A)).NOTE: UNTIL THE TAA PROGRAM IS REAUTHORIZED, THE REQUIREMENTS TO PROVIDE RAPID RESPONSE AND APPROPRIATE CAREER SERVICES TO WORKER GROUPS ON WHOSE BEHALF A PETITION HAS BEEN FILED IS NOT APPLICABLE.

Rapid Response services are utilized for every worker group that files a TAA provision through the NH Works/American Job Centers staff.

The Rapid Response specialist will pull together a team of experts to provide information about and access to services, such as the following, in a centralized and convenient location before the layoff or closure occurs:

- Unemployment Insurance;
- Health and pension benefits;
- Job search activities;
- Education services;
- Training Program;
- Trade Adjustment Assistance (TAA) and NAFTA/TAA programs;
- Social Services programs;
- Community and economic development activities;
- Emergency assistance; and
- Crisis counseling.

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 whenever 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 is faced with issues economic transition.

As the company is being processed as a Trade Act Company, the client may receive dislocated worker services including eligibility certification, assessment, training, and/or placement services. Once the company is certified eligible for the Trade Act, the individual will be dually enrolled.

B. ADULT AND DISLOCATED WORKERS 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.

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 program is one part of the Governor's NH Working Initiative. The Return-to-Work program is an opportunity for a trainee to get their foot in the door and learn new skills and an opportunity for a New Hampshire employer to train without the accompanying costs for full-time or part-time job openings that they have. 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 weekly paper claims for benefits in a timely manner 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, adults, dislocated workers, 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 –

- Provides knowledge or skills essential to the full and adequate performance of the job;
- 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
- Is limited in duration as appropriate to the occupation for which the participant is being trained, not exceeding 6 months, and considering 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 State of New Hampshire supports on-the-job training (OJT) as an important training service for WIOA clients to receive the skills necessary to transition into meaningful employment. Prior to the establishment of an OJT contract, employers are screened to ensure the job provides a wage that meets the participant's needs and to ensure the employer meets all regulatory aspects to be eligible for OJT funds. The length of OJT training is determined through research of the O*Net system to identify the complexity of the specific job in conjunction with the participant's current level of skill in that occupation.

The State of New Hampshire uses work-based training models including on-the-job training, internships, and registered apprenticeships. Each of these work-based training models provides participants with the opportunity to quickly develop occupational skills and expertise in their area of training. Additionally, while they are acquiring new skills and/or improving their existing skills, they may be earning a wage as well. Job Developers reach out to employers to connect interested participants with appropriate opportunities. WIOA career navigators monitor work-based learning to ensure the participant is progressing and meeting their goals as well as the needs of the employer.

Work-based learning programs allow employers to have an active role in the development of the participants' training plan. In close collaboration with the job developer and career navigator, employers tailor the training plan to meet both their business needs and the participant's occupational and professional development interests. Additionally, if an employer participates in an on-the-job-training or a Youth internship opportunity, they are eligible to receive wage reimbursements while the participants are in training.

WorkInvestNH, 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 on 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., outreach to sponsors and prospective sponsors, identifying potential participants and connecting them to apprenticeship opportunities).

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).

ELIGIBLE TRAINING PROVIDER POLICY AND PROCEDURES

This 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 Innovation 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. New Hampshire is a single state entity, with the State serving as the state and local board, with a single ETPL system. Establish procedures for determining the initial and subsequent eligibility of public and/or private training providers to be included in the statewide ETPL.

- Establish procedures for determining the initial and subsequent eligibility of public and/or private training providers to be included in the statewide ETPL.
- Establish procedures for Registered Apprenticeship Programs to be included in the statewide ETPL.
- Emphasize 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.
- The Office of Workforce Opportunity (OWO) receives applications from training providers for listing. In partnership with NH Employment Security (NHES), OWO staff determines if the applicant meets State criteria for listing.
- The OWO will accept and verify certain information forwarded by training providers, compile them into a comprehensive state list (the ETPL), and disseminate the ETPL with cost and performance information to the AJC (American Job Center) system. The ETPL is available online at the NHWORKSJob Match System.

WIOA Counselors may issue an Individual Training Account (ITA) to an adult, youth 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 (exceptions are listed in Section III). The eligible individual will then compare the offerings on the ETPL, and, with the assistance of WIOA staff, select the most appropriate training program.

Registered Apprenticeships

Pursuant to Section 122(a)(3) of WIOA, apprenticeship programs registered with the U.S. Department of Labor, Apprenticeship and Training Division are automatically eligible to be included on the ETPL. USDOL and the State of New Hampshire are committed to developing apprenticeship opportunities for the citizens of New Hampshire. A Registered Apprenticeship Program (RAP) is a proven model of apprenticeship that has been validated by the U.S. Department of Labor or a State Apprenticeship Agency. RAPs enable and energize more employers to participate and provide them with access to larger talent pools that have been trained for entry-level through management positions, thereby meeting industry demands and reducing unemployment rates across the country.

This rigorous vetting process on the national level allows the registered apprenticeship program to bypass the initial or continued eligibility applications under these procedures. Although registered apprenticeship programs are automatically eligible, the program will not be included on the ETPL unless the program sponsor notifies the OWO. However, TEGL 8-19 states that all sponsors need to be notified of their right to be included on the list and sponsors need to consent to be on the list. The US Department of Labor's Office of Apprenticeship in NH will provide contact information to staff at OWO of all new apprenticeship programs on a quarterly basis. OWO staff will email (or mail) all new registered apprenticeships within 30 days of receiving the list. An informational letter about the ETPL and the benefits of being include on the list, as well as the instructions and information required to register for the apprenticeship will be included or attached to the email.

As stated earlier, Registered Apprenticeship sponsors interested in being on the ETPL will not be subject to the same application and performance information requirements as other providers. All Registered Apprenticeship occupations for which registered apprenticeship programs are accepting applications or actively conducting apprenticeship training are considered an in-demand occupation for the purposes of ETPL eligibility. Once an apprenticeship program is registered on the ETPL, the program will remain on the ETPL until the program is no longer registered with the US Department of Labor's Office of Apprenticeship in NH or until the provider notifies OWO, in writing, of their intention to be removed from the list. Additionally, OWO in coordination with the Office of Apprenticeship will verify the status of RAPs at least every two years to ensure that they remain registered by US DOL - ETA and remove any apprenticeship program from the ETPL that is no longer registered with US DOL - ETA.

Unlike registered apprenticeship programs, pre-apprenticeship programs do not have automatic eligibility for the ETPL. Pre-apprenticeship programs are subject to the same eligibility process and performance requirements as are all other eligible training providers.

Registered apprenticeship programs that request to be on the ETPL are required to provide the following information to OWO. Occupations included within the registered apprenticeship program;

1. The name and address of the registered apprenticeship program sponsor;
2. The name and address of the Related Technical Instruction provider, and the location of instruction if different from the program sponsor's address;
3. The method and length of instruction; and,
4. The number of active apprentices.

Registered Apprenticeship programs are not subject to performance reporting or review by the state to be approved for the ETPL, as provided in 20 CFR 680.470. Registered apprenticeship programs are however required to comply with all laws and rules regarding apprenticeship programs including but not limited to CFR29, Part 29 and Part 30 and applicable labor laws in the State of New Hampshire.

Definition of a Program of Training Services

A program of training services, as referred to in the WIOA regulations, section 680.410(a), is one or more courses or classes, or a structured regimen that leads to one of the following:

1. A recognized post-secondary credential, secondary school diploma or its equivalent;
2. Employment; or
3. Measurable skill gains toward such a credential or employment.

Eligible Training Providers

Providers are entities eligible to receive WIOA funds for adult, dislocated worker and youth participants who enroll in training. Potential providers include:

1. Institutions of higher education that provide a program which leads to a recognized post- secondary credential;
2. Entities that carry out programs registered under the National Apprenticeship Act;
3. Other public or private providers of a program of training services, which may include joint labor-management organizations and eligible providers of adult education and literacy activities under title II if such activities are provided in combination with occupational skills training; and
4. Local Boards, if they meet the conditions of WIOA. **NOTE:** NH does not have Local Boards.

Types of Training to Which These Procedures Apply

In order for a provider of training services to receive WIOA funds, its program(s) must be listed on the ETPL. These programs may provide training services, such as:

1. Occupational skills training, including training for non-traditional employment;

2. Programs that combine workplace training with related instruction, which may include cooperative education programs;
3. Training programs operated by the private sector;
4. Skill upgrading and retraining;
5. Registered Apprenticeship programs.
6. Entrepreneurial training; and
7. Job readiness skills, adult education and literacy activities provided in combination with any other training service outlined above.

Special Circumstances

Under WIOA section 134(c)(3)(G), limited exceptions allow local areas to provide training through a contract for services rather than Individual Training Accounts (ITAs) in order to maintain consumer choice. These programs are not included on the ETPL. These exceptions include:

1. On the Job Training
2. Customized training¹
3. Incumbent worker training²
4. Transitional employment³
5. Instances where the Board determines there are insufficient numbers of eligible providers of training services in the local area.
6. Where the Board determines an exception is necessary to meet the needs of individuals with barriers to employment (including assisting individuals with disabilities or adults in need of adult education and literacy services)
7. Where the Board determines that it would be most appropriate to award a contract to an institution of higher education or other eligible provider to facilitate the training of multiple individuals in in-demand industry sectors or occupations (where the contract does not limit customer choice)
8. Pay-for-performance contracts⁴

Application Policy and Procedures

Office of Workforce Opportunity

- The OWO will use the NH Works Job Match System (JMS) ETPL Module for accepting applications from providers to be listed on the ETPL. The OWO will make determinations for initial and subsequent eligibility of providers.
- The OWO will establish policies requiring performance above the state minimum standards for providers to be included on the ETPL.
- The OWO will ensure that the data supplied by providers for ETPL eligibility is complete, accurate and current. This includes approval to operate by NH Higher Education

Commission⁵, or another agency that verifies accreditation and issues licenses to training providers, such as NH Department of Safety.

- The OWO will also ensure that providers meet the state's minimum performance standards. Providers must supply evidence of their reported outcomes. Aggregate performance reports will be pulled annually around January/February for OWO to review training providers' performance and ensure providers meet the state's minimum performance standards. The OWO will make them available for public access. This section does not apply to Registered Apprenticeships.
- The OWO will have agreements with approved training providers that include provisions requiring providers to maintain sufficient records and to make these records available for monitoring or audit by the state.
- The OWO will work with local and regional employers and education providers to ensure that training programs provide credentials, certificates and/or skills that are valued by employers within priority industry sectors identified in the State plan. Training must 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.
- The OWO will ensure that ITAs being provided are for training programs that support a career pathway for the client in a growing, in-demand and/or priority industry sector as identified in the State plan, unless a High Demand Occupation Exception is approved by the State Board (see High Demand Occupation Exception section) ITAs will be provided in instances where it can be demonstrated that there is a demand for workers in the field of employment being sought by the client, and that training will result in increased earnings and career pathway opportunities.

Providers

- All new and current ETPL providers will be required to register in JMS and submit their request to the OWO for approval to have programs listed on the ETPL.
- Once approved by the OWO, the provider shall enter all the program information, completing all the required fields, including performance data in the NHWORKS Job Match System (JMS). Eligibility is determined on a program-by-program basis for each provider. Instructions and definitions are provided to assist with this process.
- The OWO will use the NH Works Job Match System (JMS) ETPL Module for accepting applications from providers to be listed on the ETPL. The OWO will make determinations for initial and subsequent eligibility of providers.
- The OWO will establish policies requiring performance above the state minimum standards for providers to be included on the ETPL.
- The OWO will ensure that the data supplied by providers for ETPL eligibility is complete, accurate and current. This includes approval to operate by NH Higher Education Commission, or another agency that verifies accreditation and issues licenses to training providers, such as NH Department of Safety.

- The OWO will also ensure that providers meet the state’s minimum performance standards. Providers must supply evidence of their reported outcomes. Aggregate performance reports will be pulled annually around January/February for OWO to review training providers’ performance and ensure providers meet the state’s minimum performance standards. The OWO will make them available for public access. This section does not apply to Registered Apprenticeships.
- The OWO will have agreements with approved training providers that include provisions requiring providers to maintain sufficient records and to make these records available for monitoring or audit by the state.
- The OWO will work with local and regional employers and education providers to ensure that training programs provide credentials, certificates and/or skills that are valued by employers within priority industry sectors identified in the State plan. Training must 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.
- The OWO will ensure that ITAs being provided are for training programs that support a career pathway for the client in a growing, in-demand and/or priority industry sector as identified in the State plan unless a High Demand Occupation Exception is approved by the State Board (see High Demand Occupation Exception section). All training programs must ensure equitable access to diverse customers including those with disabilities. When training funding is limited, those individuals who are identified as being a priority of service participants shall receive funding based on their priority of service. In addition, ITAs will be provided in instances where it can be demonstrated that there is a demand for workers in the field of employment being sought by the client, and that training will result in increased earnings and career pathway opportunities.
- All providers are required to enter performance data for each program listed on the ETPL and provide evidence to the OWO that they have met the minimum performance criteria. Programs that do not include performance data will not be approved for listing on the ETPL.
- Providers should be prepared to provide a copy of their accreditation and license to operate as a training provider.
- Out of State Training Providers - New Hampshire has reciprocal agreements with Massachusetts, Vermont, and Maine that allow qualifying WIOA participants in New Hampshire to use ITAs to enroll in a program of training identified on those states’ ETPL, and for WIOA participants in those states to use ITAs to enroll in training programs on New Hampshire’s ETPL. Final approval for using a New Hampshire - funded ITA at a Massachusetts, Vermont, or Maine training provider rests with New Hampshire WIOA service providers.
- Other out-of-state training institutions that are not operating within New Hampshire and with which New Hampshire does not have a reciprocal agreement must apply to be on New Hampshire’s ETPL. In general, training providers should have a permanent location in NH in order to be included on the ETPL. NH will consider a program as ETP-

eligible if it is on the ETPL in the state in which it is located. To find ETP Lists in other states, go to Career One Stop. In sum, out-of- state providers (aside from those in NH's bordering states) must meet the following criteria for consideration of inclusion on NH's ETPL:

- Meet the eligibility requirements established in this policy.
- Meet the licensing requirements of its home state, and
- Be listed on its home state's Eligible Training Provider List.
- Distance Learning - Training programs in which the majority of training is delivered via distance or online learning must meet the following requirements:
 - Training providers must have a mechanism for student interaction with an instructor or instructors.
 - Providers Headquartered Outside of New Hampshire: Training providers must have a process in place that ensures periodic assessment of each student.
 - Training providers' policy must describe the responsibilities of each party (training provider, participant) to the distance or online learning experience.

Initial Eligibility Policy and Procedures

Initial Eligibility Procedures

Procedures 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:

- Meeting State minimum performance criteria, as approved by the State Board.
- Training must be for occupations in industry sectors that are in-demand⁶. 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.

Accreditation

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:

- NH Department of Education
- NH Higher Education Commission
- University System of NH Board of Trustees
- NH Department of Safety
- NH Board of Nursing
- NH Division of Fire Standards

- NH Division of Public Health Services
- NH Board of Barbering, Cosmetology and Esthetics
- Postsecondary institutions eligible under Title IV of the Higher Education Act (HEA) and offering programs leading toward an associate degree, baccalaureate degree, or certificate.

Initial Eligibility Additional Information

Additionally, Eligible Training Providers must provide the following for Initial Eligibility:

- 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.
- Student grievance policy and procedure.
- Refund policy and procedure.
- Cost information, including tuition and fees.
- Describe whether the provider is in partnership with a business or multiple businesses.
- Information that addresses alignment of the training services with in-demand industry sectors and occupations, to the extent possible.
- Information related to the indicators of performance, 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 Earnings at the Second Quarter After Exit
 - Credential Attainment Rate

All providers, except Registered Apprenticeships, must meet the minimum established performance criteria, as approved by the State Board.

High Demand Occupation (HDO) Exception

Providers who have training programs that meet all other eligibility requirements but whose program is not listed on the current NH high demand occupation list, can request an exception. This exception only applies to whether or not the program should be exempt from this requirement. All other eligibility requirements must be met. Providers will need to provide documentation as to why this training program is needed on the ETPL by completing a request form. Only providers that have one or more programs that are on the current NH high demand occupation list are allowed to request an exception for additional programs.

Providers who wish to request this exception must complete all information on the HDO exception form (Appendix E) for consideration. Incomplete requests will be returned to the provider without consideration. Upon receipt of a completed HDO Exception Form, OWO will review the request for accuracy and forward the request to the State Workforce Innovation

Board (SWIB) – Education and Training subcommittee. The subcommittee will vote to approve or deny the request.

- If the request is approved, the program will receive initial eligibility for one program year. After the initial eligibility expires, the program will be subject to the application procedures for continued eligibility.
- If the request is denied, the program will not be added to the ETPL and the program will need to wait one calendar year to request another exception.

Licensed Providers

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:

- documentation of liability insurance
- documentation of surety bond insurance in the amount of 10% of last year's annual gross income or a minimum of \$10,000
- most recent audit or audited financial statement.

Licensed by the Department of Education (DOE)

Providers that are licensed by the Department of Education (DOE) must follow the rules and regulations of DOE and provide the documentation as set forth in the NH Code of Administrative Rules 300 and NH Statute RSA 188-G (see Appendix D).

Initial Eligibility Period

Providers receive initial eligibility for only one program year for a particular program.

After the initial eligibility expires, these initially eligible providers are subject to the application procedures for continued eligibility (Section VII).

Application, Publishing and Maintenance of the ETPL

In order to assist participants in choosing employment and training activities, the OWO will make available the list of eligible training providers and accompanying performance and cost information to the Board and to members of the public online including through websites and searchable databases, including the NH Works one-stop delivery system and its program partners throughout NH.

The OWO will update the list regularly and provider eligibility will be reviewed according to the procedures determined herein.

The ETPL will be accompanied by appropriate information to assist participants in choosing employment and training activities. Such information will include:

- Recognized post-secondary credential(s) offered
- Performance information
- Cost information, including tuition and fees

Training providers are responsible for providing updated information through JMS. The OWO will accept any changes to data displayed for providers and programs listed on the ETPL and will update the list as necessary.

Subsequent Eligibility Policy and Procedures

Training Providers will apply for biennial renewal for an eligibility period to span the respective following two program years (July 1-June 30) when the programs become eligible for renewal. Providers must provide the following information during reapplication:

- Up to date provider information
- Up to date information on each program, including cost (tuition and fees).
- Student data for calculation of performance information⁷, which includes:
 - Unsubsidized Employment During the Second Quarter after Exit
 - Unsubsidized Employment During the Fourth Quarter after Exit
 - Median Earnings at the Second Quarter after Exit
 - Credential Attainment Rate
 - Program Completion Rate for WIOA participants

Upon receipt of completed information and student data, OWO will make a determination of continuing eligibility. OWO's determination of continued eligibility will be based upon the information supplied by the provider, as well as consideration of the provider's continued ability to offer high quality programs resulting in industry-recognized certificates and recognized post-secondary credentials in in-demand industry sectors and occupations. OWO will also give consideration to the timeliness and accuracy of submitted performance reports as well as to ensuring approved trainings are physically and programmatically accessible for individuals who are employed and individuals with barriers to employment, including individuals with disabilities.

The ETPL and performance/cost data for each training program will be available online for the State Board, NH Works Centers, and general public consumption.

The period of eligibility will last for the following two program years (July 1-June 30).

Denial, Delisting, and Appeals Policy and Procedures

A training provider and/or its program may be denied inclusion in or removed from the state ETPL for the following reasons:

- The initial and/or renewal application was not completed, was not completed by the established due date, or was missing required information.
- Performance data was not submitted or was not submitted by the established due date.
- The training provider intentionally supplied inaccurate information.
- The training provider substantially violated any requirement under WIOA, state or local laws and policy.

- The training provider loses its license or accreditation of its accrediting body.
- Upon setting minimum levels of performance, a provider or program that fails to meet such levels will be removed.

If OWO denies eligibility for listing a provider's program on the ETPL, the provider will be notified in writing within 30 days of this decision, with the reason(s) for denial and information on the appeal process. If a training provider chooses to appeal, the training program that is subject to removal shall remain on the ETPL until the appeal has concluded and a final determination is made. If WIOA students are currently enrolled in a program that is subject to removal or has been removed, those students will be allowed to complete the program.

A provider choosing to appeal a decision must submit a written appeal to the Director of OWO within 30 calendar days of the issuance of the denial notice. The written appeal must include:

- a statement of the desire to appeal;
- specification of the program in question; and
- Specifically and in detail, the grounds, and the reasons upon which it claims that the denial is invalid.
- OWO will not consider any factual or legal grounds for relief that are not set forth in the appeal. OWO will determine whether a hearing for the purpose of fact-finding is necessary and will issue a decision not later than 30 calendar days from either the date a hearing is held, or the date the appeal request is received by OWO.

Providers and Programs that have been removed from or denied listing on the ETPL may be reinstated after two years by applying through the initial application process. A provider who has been removed from the list for noncompliance is liable to repay all adult and dislocated worker-training funds received during the period of noncompliance.

Performance Measure Calculation Methodology and Process

Unsubsidized Employment during the Second Quarter after Exit

The employment rate is represented by the following formula: Numerator = Total number exiting the program (both completers and non-completers) during the 12-month reporting period with wages reported in the 2nd quarter subsequent to the exit quarter (the calendar quarter containing the exit or completion date); Denominator = Total number exiting the program (both completers and non-completers) during the 12-month reporting period.

Unsubsidized Employment during the Fourth Quarter after Exit

The employment rate is represented by the following formula: Numerator = Total number exiting the program (both completers and non-completers) during the 12-month reporting period with wages reported in the 4th quarter subsequent to the exit quarter (the calendar quarter containing the exit or completion date); Denominator = Total number exiting the program (both completers and non-completers) during the 12-month reporting period.

Median Earnings at the Second Quarter after Exit

This measure calculates the median quarterly wage at the second quarter after exit of individuals exiting the training program (both completers and non-completers) during the reporting period with wages in the 2nd quarter subsequent to the exit quarter (the calendar quarter containing the exit or completion date).

The calculated median quarterly wage is then divided by 520 hours (the standard amount of hours considered full time employment in a calendar quarter) to arrive at an hourly rate for comparison to the Federal Minimum Wage.

Credential Attainment Rate

The credential attainment rate for participants reflects the following formula: Numerator = Total number of Participants who obtain a recognized post-secondary credential, or a secondary school diploma or its recognized equivalent during participation or 1 year after exit; Denominator = Total number of Participants exiting the program (both completers and non-completers) during the 12-month reporting period.

ProgramCompletionRate

The program completion rate for WIOA Participant populations reflects the following formula: Numerator = Total number completing program during the 12-month reporting period. Denominator = Total number exiting the program (both completers and non-completers) during the 12-month reporting period.

The denominator (total number WIOA Participants exiting the program) is defined as the total number of new program enrollments and number of active (continuing) students during the 12-month reporting period minus the total number still enrolled in the program at the conclusion of the reporting period.

Total # Exiting Program in 12-Month Reporting Period = Total # Program Enrollments in 12-month Reporting Period - Total # Still Enrolled at of 12-month Reporting Period

Definition of Terms

Completers: Any student who successfully attained the desired outcome of the program they were enrolled in leading to a nationally or state recognized certificate, credential, degree, or diploma.

Completion Rate: Total number of students completing the applicable program divided by the total number of individuals exiting the program (both completers and non-completers) within the 12-month reporting period.

Employment Rate: Total number of students exiting (both completers and non-completers) from the applicable program that obtained unsubsidized employment in the 2nd and 4th quarters subsequent to the exit quarter (the calendar quarter containing the exit or completion date), divided by the total number of students exiting the program.

Exiters: All participants in the program who left during the reporting period, no matter what the reason and regardless of their start date. Defined as the total number of new program enrollments and number of active (continuing) students during the 12-month reporting period minus the total number still enrolled in the program at the conclusion of the reporting period.

Exit Quarter: The calendar quarter containing the exit or completion date of a student.

Median Earnings: Median wage expressed as an hourly rate for all students exiting the applicable program and obtaining unsubsidized employment.

Reporting Period: The 12-month period that corresponds with the most recent WIOA Program year, running from July 1 through June 30 of the subsequent year.

Unsubsidized Employment: Any employment where the employee's wages are not directly paid in whole or in part by federal funds. Employment in the military is considered unsubsidized employment.

WIOA Program Year: The WIOA Program Year begins July 1 and ends on June 30 of the subsequent year.

Minimum Data Requirements

Providers of training programs will be required to submit student data annually. The following circumstances will be considered in order to avoid excluding programs from the ETPL who serve a small population of students or have no WIOA clients.

No WIOA Participants: If a program serves no WIOA clients during the reporting period, the program is considered to have met any possible future State Performance measures for the WIOA measures (Program Completion Rate).

No Students: If a program did not have any enrollments during the reporting period, it will not be held to performance requirements. Training providers will indicate this by indicating an enrollment number of zero during renewal application periods.

Small Populations: If a program serves fewer than ten students (or if fewer than 10 students can be located in UI Wage Records), it will not be held to performance requirements for that Program Year. Instead, the program will group students over two consecutive years to calculate performance.

Example 1: If the WIOA Participant population of a program is five and the All-Student population is 25, the program will be exempted from the WIOA measure (Program Completion Rate) but the program will need to meet the All Student measures. For the subsequent year, the WIOA Participant population of the previous (exempted) year will be included in the WIOA performance measures.

Example 2: If the WIOA Participant population of a program is 12, but only 7 of those individuals have employment records, the program will be exempt from the Median Wage measure for WIOA participants that year (as only 7 records will be available to calculate measure). For the subsequent year, the WIOA Participant population of the previous (exempted) year will be included in this WIOA performance measures.

¹ The term "customized training" means training—

1. that is designed to meet the specific requirements of an employer (including a group of employers);
2. that is conducted with a commitment by the employer to employ an individual upon successful completion of the training; and

3. *for which the employer pays—(i) a significant portion of the cost of training, as determined by the local board involved, taking into account the size of the employer and such other factors as the local board determines to be appropriate, which may include the number of employees participating in training, wage and benefit levels of those employees (at present and anticipated upon completion of the training), relation of the training to the competitiveness of a participant, and other employer-provided training and advancement opportunities.*

² *Incumbent worker training is defined as training designed to meet the special requirements of an employer (or group of employers) to retain a skilled workforce or avert the need to lay off employees by assisting workers in obtaining the skills necessary to retain employment and conducted with a commitment by the employer to retain or avert laying off incumbent worker(s) that are trained in order to increase the competitiveness of the employee and/or employer.*

³ *Transitional employment is defined as time-limited subsidized work experiences that help individuals who are chronically unemployed and have barriers to employment establish a work history and develop skills to access unsubsidized employment and progress in the workplace.*

⁴ *The law defines pay-for-performance contract strategies as contracts that specify a fixed amount that will be paid to an eligible service provider (which may include a local or national community-based organization or intermediary, community college, or other training provider, that is eligible) based on the achievement of specified levels of performance on the primary indicators of performance for target populations as identified by the local board (including individuals with barriers to employment), within a defined timetable, and which may provide for bonus payments to such service provider to expand capacity to provide effective training.*

⁵ *NH Senate Bill 148 exempts private, post-secondary career schools with adjusted gross income of less than \$100,000 per year from regulations. While an ETP may be exempt under this regulation, all ETP's on the WIOA ETPL must be accredited by an agency that verifies accreditation and issues licenses to training providers.*

⁶ *For the purpose of this policy, all approved Registered Apprenticeship programs meet the in-demand criteria.*

⁷ *Student data for calculation of performance information: Disclosure of personally identifiable information from an education record must be carried out in accordance with the Family Education Rights and Privacy Act (FERPA). This includes obtaining prior written consent and the secure transmission of student data information.*

4. DESCRIBE HOW THE STATE WILL IMPLEMENT AND MONITOR FOR THE ADULT PRIORITY OF SERVICE REQUIREMENT IN WIOA SECTION 134 (C)(3)(E) THAT REQUIRES AMERICAN JOB CENTER STAFF, WHEN USING WIOA ADULT PROGRAM FUNDS TO PROVIDE INDIVIDUALIZED CAREER SERVICES AND TRAINING SERVICES, TO GIVE PRIORITY OF SERVICE TO RECIPIENTS OF PUBLIC ASSISTANCE, LOW-INCOME INDIVIDUALS, AND INDIVIDUALS WHO ARE BASIC SKILLS DEFICIENT (INCLUDING ENGLISH LANGUAGE LEARNERS).

Priority of Service is managed through policy and procedure established to ensure services and funds are focused on addressing the employment needs of target populations. 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 is managed by tracking plan versus actual enrollment plans developed for target populations annually and monitored monthly. In addition, a review of quarterly federal performance reports, which track participant, exit and performance outcomes by target population, is used to assess compliance.

New Hampshire's Priority of Service Policy requirements for Workforce Innovation and Opportunity Act (WIOA) Title I Adults for Career and Training Services is outlined below.

Priority applies for low-income individuals, participants on public assistance, and individuals who are basic skills deficient. Priority must also be given to Veterans and Eligible Spouses for access to all federally funded training programs. See the SWIB Veterans and Eligible Spouses Priority of Service Policy for additional details.

1. WIOA Title I Adult Priority of Service

WIOA increases access to and opportunities for employment, education, training, and support services that individuals need, "particularly those with barriers to employment." To ensure access, WIOA Title I Section 134(c)(3)(E) requires that priority of service be given to recipients of public assistance, other low-income individuals, and individuals who are basic skills deficient, for receipt of career and training services. Priority for service applies regardless of federal funding levels.

The order for priority is as follows:

1. Recipients of public assistance.

2. Other low-income individuals. The term "low-income individual," defined in WIOA Section 3(36), means an individual who:

- Receives, or in the past 6 months has received or is a member of a family that is receiving or has received in the past six months, assistance through the supplemental nutrition program (SNAP), TANF, supplemental security income under title XVI of the Social Security Act, or a state or local income-based public assistance program; or
- Is in a family with total family income that does not exceed the higher of:
 - The poverty line or
 - 70% of the lower living standard income level or
- Is a homeless individual or
- Is an individual with a disability whose own income meets the income requirements above but is a member of family whose income does not meet the income requirement.

3. Individuals who are basic skills deficient. The term "basic skills deficient" is defined in WIOA Section 3(5) to mean a youth or adult who 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.

The definition of Basic Skills Deficient is further defined by the State as an individual who meets any one of the following criteria:

- Lacks a high school diploma or equivalency and is not enrolled in secondary education; or
- Scores 8.9 or below on an approved assessment test; or
- Is enrolled in Title II Adult Education (including enrolled for ESL); or
- Has poor English language skills (and would be appropriate for ESL even if the individual isn't enrolled at the time of WIOA entry in an ESL program); or
- The WIOA case manager makes observations of deficient functioning and records those observations as justification in a case note.

Priority of services does not apply to WIOA dislocated worker program and/or participants served as incumbent workers, with the exception of veteran's priority for service as described in the WIOA Policy: Priority of Service for Veterans and Eligible Spouses.

WIOA Service providers must put processes into place to ensure that priority populations, including veteran and eligible spouses, are identified at the point of entry and given an opportunity to take full advantage of priority of service. The point of entry includes physical locations such as NH Works Centers, as well as websites such as NHES Job Match System, and other virtual service delivery resources. These processes should ensure that priority groups are aware of their entitlement to priority of service, the full array of employment, training, and placement services available under priority of service, any applicable eligibility requirements for those programs and services, and in cases of online points of entry, how to access assistance via the nearest NH Works Office.

WIOA "Priority of service" status is established at the time of eligibility determination. It does not change during the period of participation.

WIOA Service providers must ensure proper identification and documentation of priority status in the WIOA JMS case management system.

II. Additional Priority of Service Participants

The State may identify Additional Priority of Service categories for individuals with barriers to employment provided additional categories are consistent with the intent of the priority provisions of WIOA, and that such an enrollment does not result in limitation of access for any individual who meets Adult Priority of Service, including Veterans and Eligible Spouses.

The State defines eligibility under the Additional Priority of Service category as follows:

- Adults who meet the WIOA general program requirements:
 - 18 years of age,
 - legally authorized to live and work in the United States,
 - registered for selective service (when applicable) and
 - a resident of the State of New Hampshire), and
- Are not income eligible for the WIOA Title I Adult program services, but are documented as having one or more of the following barriers to employment:

- 55 years of age or older,
- chronically unemployed,
- an ex-offender,
- aged out of foster care,
- individuals enrolled in an addiction program, or
- an employment barrier approved by the State WIOA Director on a case- by-case basis.

WIOA Service providers must put processes into place to ensure that no more than 35% of all adults enrolled annually are served under the Additional Priority of Services category.

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. The process for transferring funds is initiated after careful consideration of current and potential impact to priority target populations, impact on the local economy and/or in response to state strategies implemented to address labor market needs for additional service and/or training needs. Requests are initiated by NH BEA/OWO via a formal request to the SWIB.

6. DESCRIBE THE STATE'S POLICY ON WIOA AND TAA CO-ENROLLMENT AND WHETHER AND HOW OFTEN THIS POLICY IS DISSEMINATED TO THE LOCAL WORKFORCE DEVELOPMENT BOARDS AND REQUIRED ONE-STOP PARTNERS. TRADE ACT SEC. 239(F), SEC. 235, 20 CFR 618.325, 20 CFR 618.824(A)(3)(I).

Upon notification that a company has been certified by the Trade Act, an orientation is scheduled within two weeks. NHES works with the Rapid Response Program to identify a Trade certified company. A WIOA staff are welcome to attend so that they may explain the benefits and services available under their program. Rapid Response services are provided to all workers whether the company is certified or not. The orientation provides claimants with information on all the services available under the Trade Act. The focus of the Trade Act is to assist claimants in becoming reemployed in suitable employment as quickly as possible. The services provided under the Trade Act program are:

- All ES Services including reemployment workshops.
- Training if there is no suitable employment.
- Job Search Allowances
- Relocation Allowances
- Reemployment Trade Adjustment Assistance (RTAA)
- Referrals to partner agencies as appropriate

Appointments for the initial assessment interview are made with the employment counselor at the completion of the orientation. The initial assessment consists of review of labor market information, customer registration in the Job Match System, resume, skills, transferability of the

skills, educational background, and a review of the six criteria. The initial assessment interview is utilized to determine what benefits and/or services would be appropriate for the individual. The individual's skills and labor market information are reviewed to determine the availability of suitable jobs in their area. For those individuals who need to update their skills or learn new skills due to the unavailability of suitable employment, training is researched. When appropriate, a referral to WIOA for additional supportive services is made. Additional referrals are also considered through the Department of Education / Vocational Rehabilitation and other partner agencies for those with identified barriers to employment.

For those companies that have filed petitions, but are not yet certified, the Rapid Response teams inform the workers that the petition has been filed and that if and/or when the company is certified, they will be notified right away and invited in for a benefits information session.

NHES will use TAA funds to provide training, job search allowances, relocation allowances, and employment and case management services to members of worker groups covered by a certification – including outreach to workers, under all versions of the TAA Program, per 20 CFR 618. Additionally, NHES will use funds for TAA Program related state administration to provide outreach to trade affected workers, pay for the TAA Program's share of AJC infrastructure costs, and for systems development and maintenance.

7. DESCRIBE THE STATE'S FORMAL STRATEGY TO ENSURE THAT WIOA AND TAA CO-ENROLLED PARTICIPANTS RECEIVE NECESSARY FUNDED BENEFITS AND SERVICES. TRADE ACT SEC. 239(F), SEC. 235, 20 CFR 618.816(C)

NHES has a robust Co-enrollment policy for the integration of services which requires that all Trade Act participants be co-enrolled into WIOA DW program. The only reasonable exception to this would be for Trade participants deemed to be non-compliant with the Selective Service registration requirements under WIOA.

Except for States covered by the regulatory exemption 20 CFR 618.890 (c) or to perform non-inherently governmental functions, States must engage only State government personnel to perform TAA-funded functions undertaken to carry out the TAA program, and must apply to such personnel the standards for a merit system of personnel administration applicable to personnel covered under 5 CFR part 900, subpart F. (20 CFR 618.890)

8. DESCRIBE THE STATE'S PROCESS FOR FAMILIARIZING ONE-STOP STAFF WITH THE TAA PROGRAM. 20 CFR 618.804(J), 20 CFR 618.305

NH is actively working on staff training modules and manager training opportunities for all 12 local offices. Training is to be conducted for NHES staff who normally are employment counselors that carry WIOA Dislocated worker caseloads. The Employment Counselors are an integral part of the success of the TAA program. Additionally, all NHES staff have access to information on the TAA program, rules, and policies within all the NH Works offices.

The Trade Act requires states to conduct active outreach to groups of workers that are likely to be determined eligible under the TAA Program. NHES recognizes the power of outreach and is actively gathering data against all TAA claims in our UI system to understand those affected workers that received UI benefits, yet never approach training and those who found themselves opening new claims during the COVID period and may be underemployed today. NH is actively reviewing our worker lists and reviewing all petitions filed after 2009 and gathering and

matching affected worker demographic information to both our Employment and Unemployment Systems to identify potential opportunities for training.

States must develop and manage resources (including electronic case management systems) to integrate data, including co-enrollment data, provided through different agencies administering benefits and services to trade- affected workers in order to ensure consistent program administration and fiscal integrity, as well as reliable fiscal and performance reporting. (WIOA section 103(b)(3))

C. YOUTH PROGRAM REQUIREMENTS.

With respect to youth workforce investment activities authorized in section 129 of WIOA, States should describe their strategies that will support the implementation of youth activities under WIOA. State's must-

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.¹¹ FURTHER, INCLUDE A DESCRIPTION OF HOW THE STATE ASSISTS LOCAL AREAS IN DETERMINING WHETHER TO CONTRACT FOR SERVICES OR TO PROVIDE SOME OR ALL OF THE PROGRAM ELEMENTS DIRECTLY.

¹¹ Sec. 102(b)(2)(D)(i)(V)

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, is 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 New Hampshire State Workforce Innovation Board (SWIB) 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 criterion 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.
- The State Workforce Innovation Board/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 State Workforce Innovation Board 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 State Workforce Innovation Board in conjunction with the Office of Workforce Opportunity, and where applicable, the Governor and NH Executive Council approval process.

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 State Workforce Innovation Board, the State Workforce Innovation Board 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 underserved 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 State Workforce Innovation Board is looking for in this area are 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 State Workforce Innovation Board 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. EXPLAIN HOW THE STATE ASSISTS LOCAL WORKFORCE BOARDS IN ACHIEVING EQUITABLE RESULTS FOR OUT-OF-SCHOOL AND IN-SCHOOL YOUTH. DESCRIBE PROMISING PRACTICES OR PARTNERSHIP MODELS THAT LOCAL AREAS ARE IMPLEMENTING AND THE STATE’S ROLE IN SUPPORTING AND SCALING THOSE MODELS WITHIN THE STATE FOR BOTH IN-SCHOOL AND OUT-OF-SCHOOL YOUTH.

The NH State Workforce Innovation Board 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., AE, 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 State Workforce Innovation Board will play a lead role in coordinating and leveraging resources. The work of the State Workforce Innovation Board 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 “dropouts.”
- The Granite Workforce initiative served low-income parents who are at or below 138% of the Federal Poverty Guideline. This program was offered as a pilot program led by the NH Department of Health and Human Services in coordination with 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 could respond to a request for services for the provision of additional barrier resolution and/or support services as necessary and appropriate. The success of this pilot program has led to the adoption and continuation moving forward as WorkNowNH.
- Hillsborough County Superior Court-North has successfully launched a Young Adult Court pilot program targeting individuals aged 18 to 25 deemed "high risk" for reoffending without close supervision.

Developed in collaboration with various departments, the program is currently offering job training, education support, mental health treatment, and case management to help participants lead productive lives and avoid further involvement in the criminal justice system. The initial 18-month pilot, which involved five individuals, is currently being assessed for effectiveness. Participants have committed to a 12- month program, meeting specific criteria, and are being held accountable through drug testing, probation meetings, and regular court hearings. The program includes incentives for positive behavior and consequences for non-compliance, with the aim of reducing recidivism through alternative approaches. MY TURN, Inc. is providing case management services for the program.

3. DESCRIBE HOW THE STATE ASSISTS LOCAL WORKFORCE BOARDS IN IMPLEMENTING INNOVATIVE MODELS FOR DELIVERING YOUTH WORKFORCE INVESTMENT ACTIVITIES, INCLUDING EFFECTIVE WAYS LOCAL WORKFORCE BOARDS CAN MAKE AVAILABLE THE 14 PROGRAM ELEMENTS DESCRIBED IN WIOA SECTION 129(C)(2); AND EXPLAIN HOW LOCAL AREAS CAN ENSURE WORK EXPERIENCE, INCLUDING QUALITY PRE-APPRENTICESHIP AND REGISTERED APPRENTICESHIP, IS PRIORITIZED AS A KEY ELEMENT WITHIN A BROADER CAREER PATHWAYS STRATEGY.

The State actively supports the implementation of innovative models for delivering youth workforce investment activities, emphasizing the availability of the 14 program elements outlined in WIOA section 129(c)(2). Strategies to enhance implementation include:

1. **Innovative Models Implementation:** The State provides guidance and support for the adoption of creative approaches aligned with WIOA goals.
2. **Making 14 Program Elements Available:** Ensuring the availability of the 14 program elements through collaboration with service providers and program partners. These elements cover essential components for youth development, including education, skill development, and career readiness.
3. **Incorporating Elements in RFPs:** The State, through the Request for Proposals (RFP) process for youth service providers in PY21/24, mandates providers receiving funds to offer these elements to participants, either directly or in collaboration with program partners.
4. **Annual Monitoring and File Review:** OWO staff conducts annual on-site monitoring and file reviews to ensure programs funded by the State deliver the essential program elements to participants, maintaining compliance with WIOA requirements.
5. **Prioritizing Work Experience:** Encouraging the prioritization of work experience, including quality pre-apprenticeship and registered apprenticeship, as a key element within a broader career pathways strategy. This involves integrating work-based learning opportunities into youth programs for enhanced career readiness.
6. **Promoting Educational Attainment and Career Readiness:** The New Hampshire Youth Programs actively promote program elements aligned with WIOA to support participants' attainment of a secondary school diploma or its recognized equivalent, entry into postsecondary education, and overall career readiness.

The State's support, inclusion of program elements in RFPs, and ongoing monitoring efforts contribute to the effective implementation of innovative models and the availability of essential program elements, with a particular emphasis on promoting work experience within comprehensive career pathways.

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 State Workforce Innovation Board 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: “requires additional assistance to enter or complete an educational program, or to secure and hold employment” is defined as having been unemployed for six months out of the last two years.

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 model grade for one’s age group, with particular emphasis on those two or more years behind model 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.

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. Any comments from the public comment period that represent disagreement with the Plan. (WIOA section 108(d)(3).)

The State Plan was posted at www.nhworks.org for public review and written comments. Public hearings were held to gather comments on the plan. The public hearings were held on the following dates: July 31, 2023, in Winham, NH and Rochester, NH; August 1, 2023, in Littleton,

NH and Lebanon, NH; August 2, 2023, in North Conway, NH; August 3, 2023, in Concord, NH which included an open forum for state partners, and Keene, NH. Comments received are in posted Appendix 4.

2. The entity responsible for the disbursement of grant funds, as determined by the governor, if different from that for the State. (WIOA section 108(b)(15).)

The State entity known as the NH Department of Business and Economic Affairs (Office of Workforce Opportunity) is responsible for the disbursement of WIOA grant funds in the State of New Hampshire in accordance with the funding allocation approved by the SWIB.

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).)

New Hampshire accepts proposals from any applicant that feels that they can meet the Request for Proposal and Contractual requirements. The Office of Workforce Opportunity at the NH Department of Business and Economic Affairs (BEA) solicits through a Request for Proposal (RFP) on behalf of the SWIB. The purpose of the RFP is to identify appropriate service provider(s) to provide employment and training services throughout the state. Currently, there are two Youth providers in New Hampshire – MY TURN and Jobs for America’s Graduates New Hampshire. The majority of the WIOA Youth programs serve out-of-school youth, in addition to two in-school programs. The youth providers are successful in expanding the reach of the program through partnerships, particularly with Adult Education, Vocational Rehabilitation, and TANF.

Youth with disabilities are able to access all WIOA Title I Youth Services (i.e. assessment, 14 essential elements, training, and/or placement services.)

The NH Works partner agencies refer to policy 38.14, that requires accommodations and reasonable modifications for individuals with disabilities and leverage referrals with Vocational Rehabilitation when providing services for youth with disabilities. For the purposes of this policy, reasonable accommodation means any change or adjustment to a training or work environment that permits qualified applicants, employees, or participants with disabilities (including youth with disabilities) to participate in the application process, to perform the essential functions of the job, or to enjoy the benefits or privileges of employment equal to those enjoyed by others unless it can be shown that such accommodations would impose an undue hardship on program operations.

Examples of accommodation for youth with disabilities include, but are not limited to:

- Acquiring or modifying devices
- Job restructuring
- Part time or modified work schedules
- Providing readers or qualified interpreters
- Making the workplace or program facility accessible to and usable by individuals with disabilities

Decisions regarding reasonable accommodation for individuals (youth) with disabilities will be determined on a case-by-case basis. Individuals who are not satisfied with the accommodation provided may file a grievance.

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

The one-stop partners are:

- Department of Business & Economic Affairs (OWO) Adult (Title I) Dislocated Worker (Title I) Youth (Title I)
- Senior Community Service Employment Program (Title V Older Americans Act) New Hampshire Employment Security
- Wagner-Peyser (Wagner-Peyser Act, as amended by Title III)
- Trade Adjustment Assistance for Worker Program (Chapter 2, Title II Trade Act) Jobs for Veterans State Grants (Title 38, Chapter 41)
- Unemployment Insurance
- Department of Education
- Adult Basic Education and Family Literacy (WIOA Title II)
- Vocational Rehabilitation (Title I Rehabilitation, as amended by Title IV) Resource contributions include:

Department of Business and Economic Affairs – OWO - Currently, the Office of Workforce Opportunity contracts its Title I Adult services with Southern New Hampshire Services. Title I Dislocated Worker services, and, when applicable, National Emergency Grant services are contracted to NH Employment Security. Title I Youth services are contracted to New Hampshire Jobs for America’s Graduate and MY TURN. This includes training and education programs and 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. A Request for Proposals for the solicitation of a statewide service provider for WIOA Adult funds was conducted in August 2020 and subsequently awarded in December 2020.

WIOA employment and training services to economically disadvantaged youth that possess barriers to employment are provided by Jobs for America’s Graduates – NH (JAG-NH) and MY TURN. 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. 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.

New Hampshire Department of Education (NHED) - The NHED administers core and non-core WIOA services, including Adult Education (AE) programs, Vocational Rehabilitation, and Perkins Career and Technical Education (CTE) programs.

The Bureau of Adult Education administers the statewide HiSET and GED exams (High School Equivalency Test). AE 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.

Adult education staff participates in workforce agency partner meetings and NH Works counselors work with students on-site in adult education classes to introduce career inventories, and career pathways, and promote resources available through NH Works. Adult students also work with counselors present in the classroom, who meet 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 adult education coursework. Adult education staff also receive referrals from workforce partner agencies for customers who do not have a high school diploma or are basic skills deficient.

The Bureau also provides ESL services. With approximately 500 local employers in refugee resettlement areas, adult education 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 the 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 leads 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 student's 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.

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 jobseekers, there has been growing representation and promotion of this program as another opportunity for career training. With the awarding of the Department of Labor Apprenticeship

NH 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 NHED 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 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 NHES 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 many of which, though not partners in this plan the agency is 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 adults.
- 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 local District Offices.

Childcare Assistance assists parents engaged in work, training or educational activities. Payments to childcare 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 are 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 if 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.
- Referral to job search training assistance programs, such as the WorkReadyNH program, offered within the NH Community College system.

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

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 for adult, dislocated worker, youth, and SCSEP 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 an RFP mailing list, and public announcements are posted on the OWO's website, legal notices in newspapers and with other media, as appropriate. The RFP utilized for the SCSEP program is included as an example in Appendix 5.

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.

Customers will learn of the demand occupations or skills for which an Individual Training Account (ITA) may be issued from the Eligible Training Provider list which is available through the NH Works Job Match System and can access this website from their own computer or at the NH Works Center. This site makes it possible for customers to make an informed choice about the training programs available for them to compare.

Participants may be able to use their ITA to acquire services from any eligible training provider on the Eligible Training Provider List (ETPL). Upon identification of appropriate training vendors, the participant will visit provider(s) for the purpose of obtaining first-hand knowledge about school environment, program specific details, cost of tuition, books, fees, start/end date of program and any other needs required for a successful training experience. If the geographic area in which the customer is looking for a training vendor does not have multiple vendors, only one vendor may be investigated.

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 Workforce Innovation and Opportunity Act (WIOA) promotes coordination between the State Workforce Innovation Board (SWIB) and the programs funded under the Adult Education and Family Literacy Act (AEFLA), collectively known as Adult Education programs. Adult Education programs provide critical services / activities to support adult learners to improve access to education and training opportunities, as well as to employment.

To ensure alignment with the State's workforce plan, per Section 107(d)(11)(B)(i), the Board is required to review the applications submitted by providers who are interested in operating an Adult Education program.

The Board is responsible for evaluating the extent to which the eligible applicant's grant activities are aligned with the education and training activities identified in the State Plan. The Board is not scoring or approving the applications but rather reviewing the applications to determine whether the application is consistent with the WIOA State Combined Workforce Plan.

To assist the Board in carrying out this function an assessment of alignment is built into the applicant review process. Reviewers score each applicant for effectiveness, including alignment with the plan, using the rating system outlined below. Through this process the board is able to review local adult education applications to ensure services are aligned.

Program Specific Alignment with NH Combined State Workforce Plan (Max 75 points) For each program, the organization was required to address the following questions:

1. Please list the adult education and literacy activities that will be offered in this program and describe how those activities will be offered concurrently.
2. According to the State Plan, adult education curricula will be aligned with the College & Career Readiness Standards for Adult Education, please describe how the program will evaluate curriculum to demonstrate this alignment.
3. In the State Plan, State Leadership activities are outlined including a high-quality professional development system. Please describe how the program's staff will participate in State Leadership activities including participation on an adult education committee or advisory group; attendance at state-sponsored professional development activities; membership in regional/national adult education organizations.
4. Please describe how the program will meet the requirement of providing instruction delivered by well- trained instructors.
5. The State Plan requires the Agency to assess the quality of providers, an integral part of this process is for programs to review and analyze data on a regular basis to inform program decisions and improve program performance. Please describe what methods the program will use to identify performance areas that are on target versus those that need improvement and the steps for remediation.

6. The State Plan outlined five goals with strategies to address each goal for 2020-2024. Please describe how the program will contribute to meet one or more of these goals.

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.

The NH Works one-stop delivery system brings together workforce development, educational, and other human resource services in a seamless customer-focused service delivery network that enhances access to program services and improves long-term employment outcomes for individuals receiving assistance. One-stop Partners administer separately funded programs as a set of integrated streamlined services to customers.

Staff from seven (7) of the 19 mandated programs are colocated in the NH Works centers throughout the state. Three mandated programs, Youth Build, Native American Programs and Programs authorized under the Second Chance Act are not operational in NH. Two other programs, the Community Services Block Grant (42 U.S.C. 9901 *et seq.*) and the Department of Housing and Urban Development do not fund employment and training activities in NH. The remaining seven (7) programs (WIOA Youth, Job Corp, Migrant Seasonal Farmworkers, Adult Education, SCSEP, CTE and TANF programs) are directly accessible to customers, in each of the NH Works centers.

Staff for the programs administered by the NH Department of Employment Security, which includes (Wagner-Peyser Employment Services (ES), Trade Adjustment Assistance (TAA), Jobs for Veterans State Grants (JVSG), Unemployment Insurance (UI) and the WIOA Dislocated Worker services, offer services through the network of NH Works centers on a full-time basis. WIOA Adult services are currently provided by staff of Southern NH Services with staff located at the NH Works centers.

Vocational Rehabilitation, within the Department of Education, have staff assigned to work out of the local NH Works centers on a regular schedule.

Together these two state agencies provide direct access to seven of the 19-mandated programs.

The following Memoranda of Understanding documents are posted on the NHWorks Website:

MOU	Term or Date of First Signature	Expiration Date
Job Corps MOU	July 1, 2023	June 30, 2026
NH Works Consortium MOU - Program	July 1, 2021	June 30, 2025

MOU	Term or Date of First Signature	Expiration Date
NH Works Consortium MOU - Shared Costs	July 1, 2023	June 30, 2026
RESEA MOU	September 25, 2021	September 25, 2024
Trade Act MOU	September 25, 2021	September 25, 2024
NH Works Comprehensive Certification	July 1, 2023	June 30, 2026
Veterans MOU	October 1, 2021	October 1, 2024
Rapid Response MOU	July 1, 2023	June 30, 2026

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:
 - A. MONITOR THE PROGRESS IN IMPLEMENTING THE WAIVER;
 - B. PROVIDE NOTICE TO ANY LOCAL BOARD AFFECTED BY THE WAIVER;

C. PROVIDE ANY LOCAL BOARD AFFECTED BY THE WAIVER AN OPPORTUNITY TO COMMENT ON THE REQUEST;

D. ENSURE MEANINGFUL PUBLIC COMMENT, INCLUDING COMMENT BY BUSINESS AND ORGANIZED LABOR, ON THE WAIVER.

E. COLLECT AND REPORT INFORMATION ABOUT WAIVER OUTCOMES IN THE STATE'S WIOA ANNUAL REPORT.

7. THE MOST RECENT DATA AVAILABLE REGARDING THE RESULTS AND OUTCOMES OBSERVED THROUGH IMPLEMENTATION OF THE EXISTING WAIVER, IN CASES WHERE THE STATE SEEKS RENEWAL OF A PREVIOUSLY APPROVED WAIVER.

TITLE I-B ASSURANCES

The State Plan must include assurances that:

The State Plan must include	Include
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;	Yes

The State Plan must include	Include
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

ADULT PROGRAM PERFORMANCE INDICATORS

Performance Goals for the Core Programs

Each state submitting a Unified or Combined State Plan is required to identify expected levels of performance for each of the primary indicators of performance for the first 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-negotiated levels of performance for the indicators for each of the first two years of the plan.

For Program Year (PY) 2016-2019 plans, the Departments used the transition authority under section 503(a) of WIOA to designate certain primary indicators of performance as “baseline” indicators to ensure an orderly transition from the requirements of the Workforce Investment Act of 1998 to those under WIOA. A “baseline” indicator was one for which states did not propose an expected level of performance and did not come to agreement with the Departments on negotiated levels of performance because sufficient data was not available to establish such performance levels. As a result, “baseline” indicators were not used in the end of the year adjustment of performance levels and were not used to determine failure to meet adjusted levels of performance for purposes of sanctions. The Departments designated indicators as “baseline” based on the likelihood of a State having insufficient data with which to make a reasonable determination of an expected level of performance.

For PYs 2020-2023 Plans, Title I programs (Adult, Dislocated Worker, and Youth) and the Title II program (Adult Education and Family Literacy Act) will have two full years of data available to make reasonable determinations of expected levels of performance for the following indicators for PY 2020 and PY 2021:

- Employment (Second Quarter after Exit);
- Employment (Fourth Quarter after Exit);
- Median Earnings (Second Quarter after Exit);
- Credential Attainment Rate; and
- Measurable Skill Gains

The Wagner-Peyser Act Employment Service program, authorized under the Wagner-Peyser Act, as amended by title III of WIOA, will have two full years of data available to make a reasonable determination of expected levels of performance for the following indicators for PY 2020 and PY 2021:

- Employment (Second Quarter after Exit);
- Employment (Fourth Quarter after Exit); and
- Median Earnings (Second Quarter after Exit)

The Credential Attainment Rate and Measurable Skill Gains indicators do not apply to the Wagner-Peyser Act Employment Service program; therefore, this program will not submit expected levels of performance for these indicators.

For the first two years of PYs 2020-2023 Plans, the Vocational Rehabilitation (VR) program, authorized under title I of the Rehabilitation Act of 1973, as amended by title IV of WIOA, will have two full years of data available for the Measurable Skill Gains indicator only. Therefore, the Departments will designate the following indicators as “baseline” for the VR program for PY 2020 and PY 2021:

- Employment (Second Quarter after Exit);

- Employment (Fourth Quarter after Exit);
- Median Earnings (Second Quarter after Exit); and
- Credential Attainment Rate

VR agencies must continue to collect and report on all indicators, including those that have been designated as “baseline, pursuant to section 116(d) of WIOA.” The actual performance data reported by these programs for indicators designated as “baseline” for PY 2020 and PY 2021 will serve as baseline data in future years. The Departments will require VR agencies to submit expected levels of performance for these indicators for PY 2022 and PY 2023.

The Departments determined that the Effectiveness in Serving Employers indicator will be measured as a shared outcome across all six core programs within each state to ensure a holistic approach to serving employers. The Departments will continue piloting approaches for measuring this indicator for the first two years of PY 2020-2023 plans. Therefore, states are not required to submit an expected level of performance for the Effectiveness in Serving Employers indicator for PY 2020 and PY 2021. However, core programs are expected to collect data and report on this indicator for PY 2020 and PY 2021 as they did for PYs 2016-2019 plans.

Each core program must submit an expected level of performance for all of the other indicators, as applicable, with the exception of the four indicators designated as “baseline” for the VR program in PY 2020 and PY 2021. The Departments will work with states during the negotiation process to establish negotiated levels of performance for each of the primary indicators for the core programs not listed as “baseline.” Each state must update its plan to include the agreed-upon negotiated levels of performance before the Departments approve a state’s plan.

States may identify additional indicators in the 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.

Performance Indicators	PY 2024 Expected Level	PY 2024 Negotiated Level	PY 2025 Expected Level	PY 2025 Negotiated Level
Employment (Second Quarter After Exit)	78.5%	78.5%	79.0%	79.0%
Employment (Fourth Quarter After Exit)	73.5%	75.0%	74.0%	76.0%
Median Earnings (Second Quarter After Exit)	\$6,950	\$8500	\$7,000	\$8750
Credential Attainment Rate	69.0%	74.0%	69.5%	75.0%

Performance Indicators	PY 2024 Expected Level	PY 2024 Negotiated Level	PY 2025 Expected Level	PY 2025 Negotiated Level
Measurable Skill Gains	67.0%	67.0%	67.5	67.5%
Effectiveness in Serving Employers	Not Applicable ¹	Not Applicable ¹	Not Applicable ¹	Not Applicable ¹

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The Departments have not issued the final rule defining Effectiveness in Serving Employers. As a result, states will not submit expected levels of performance for this indicator and the Departments will not establish negotiated levels of performance for PYs 2024 and 2025.

DISLOCATED PROGRAM PERFORMANCE INDICATORS

Performance Goals for the Core Programs

Each state submitting a Unified or Combined State Plan is required to identify expected levels of performance for each of the primary indicators of performance for the first 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-negotiated levels of performance for the indicators for each of the first two years of the plan.

For Program Year (PY) 2016-2019 plans, the Departments used the transition authority under section 503(a) of WIOA to designate certain primary indicators of performance as “baseline” indicators to ensure an orderly transition from the requirements of the Workforce Investment Act of 1998 to those under WIOA. A “baseline” indicator was one for which states did not propose an expected level of performance and did not come to agreement with the Departments on negotiated levels of performance because sufficient data was not available to establish such performance levels. As a result, “baseline” indicators were not used in the end of the year adjustment of performance levels and were not used to determine failure to meet adjusted levels of performance for purposes of sanctions. The Departments designated indicators as “baseline” based on the likelihood of a State having insufficient data with which to make a reasonable determination of an expected level of performance.

For PYs 2020-2023 Plans, Title I programs (Adult, Dislocated Worker, and Youth) and the Title II program (Adult Education and Family Literacy Act) will have two full years of data available to make reasonable determinations of expected levels of performance for the following indicators for PY 2020 and PY 2021:

- Employment (Second Quarter after Exit);
- Employment (Fourth Quarter after Exit);
- Median Earnings (Second Quarter after Exit);
- Credential Attainment Rate; and
- Measurable Skill Gains

The Wagner-Peyser Act Employment Service program, authorized under the Wagner-Peyser Act, as amended by title III of WIOA, will have two full years of data available to make a reasonable determination of expected levels of performance for the following indicators for PY 2020 and PY 2021:

- Employment (Second Quarter after Exit);
- Employment (Fourth Quarter after Exit); and
- Median Earnings (Second Quarter after Exit)

The Credential Attainment Rate and Measurable Skill Gains indicators do not apply to the Wagner-Peyser Act Employment Service program; therefore, this program will not submit expected levels of performance for these indicators.

For the first two years of PYs 2020-2023 Plans, the Vocational Rehabilitation (VR) program, authorized under title I of the Rehabilitation Act of 1973, as amended by title IV of WIOA, will have two full years of data available for the Measurable Skill Gains indicator only. Therefore, the Departments will designate the following indicators as “baseline” for the VR program for PY 2020 and PY 2021:

- Employment (Second Quarter after Exit);
- Employment (Fourth Quarter after Exit);
- Median Earnings (Second Quarter after Exit); and
- Credential Attainment Rate

VR agencies must continue to collect and report on all indicators, including those that have been designated as “baseline, pursuant to section 116(d) of WIOA.” The actual performance data reported by these programs for indicators designated as “baseline” for PY 2020 and PY 2021 will serve as baseline data in future years. The Departments will require VR agencies to submit expected levels of performance for these indicators for PY 2022 and PY 2023.

The Departments determined that the Effectiveness in Serving Employers indicator will be measured as a shared outcome across all six core programs within each state to ensure a holistic approach to serving employers. The Departments will continue piloting approaches for measuring this indicator for the first two years of PY 2020-2023 plans. Therefore, states are not required to submit an expected level of performance for the Effectiveness in Serving Employers indicator for PY 2020 and PY 2021. However, core programs are expected to collect data and report on this indicator for PY 2020 and PY 2021 as they did for PYs 2016-2019 plans.

Each core program must submit an expected level of performance for all of the other indicators, as applicable, with the exception of the four indicators designated as “baseline” for the VR program in PY 2020 and PY 2021. The Departments will work with states during the negotiation process to establish negotiated levels of performance for each of the primary indicators for the core programs not listed as “baseline.” Each state must update its plan to include the agreed-upon negotiated levels of performance before the Departments approve a state’s plan.

States may identify additional indicators in the 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.

Performance Indicators	PY 2024 Expected Level	PY 2024 Negotiated Level	PY 2025 Expected Level	PY 2025 Negotiated Level
Employment (Second Quarter After Exit)	84.0%	84.0%	84.5%	84.5%
Employment (Fourth Quarter After Exit)	81.5%	74.5%	82.0%	75.0%
Median Earnings (Second Quarter After Exit)	\$9,150	\$10,000	\$9,200	\$10,250
Credential Attainment Rate	69.5%	69.5%	70.0%	70.0%
Measurable Skill Gains	66.5%	63.0%	67.0%	63.5%
Effectiveness in Serving Employers	Not Applicable ¹	Not Applicable ¹	Not Applicable ¹	Not Applicable ¹

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The Departments have not issued the final rule defining Effectiveness in Serving Employers. As a result, states will not submit expected levels of performance for this indicator and the Departments will not establish negotiated levels of performance for PYs 2024 and 2025.

YOUTH PROGRAM PERFORMANCE INDICATORS

Performance Goals for the Core Programs

Each state submitting a Unified or Combined State Plan is required to identify expected levels of performance for each of the primary indicators of performance for the first 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-negotiated levels of performance for the indicators for each of the first two years of the plan.

For Program Year (PY) 2016-2019 plans, the Departments used the transition authority under section 503(a) of WIOA to designate certain primary indicators of performance as “baseline” indicators to ensure an orderly transition from the requirements of the Workforce Investment Act of 1998 to those under WIOA. A “baseline” indicator was one for which states did not propose an expected level of performance and did not come to agreement with the Departments on negotiated levels of performance because sufficient data was not available to establish such performance levels. As a result, “baseline” indicators were not used in the end of the year adjustment of performance levels and were not used to determine failure to meet adjusted levels of performance for purposes of sanctions. The Departments designated indicators as

“baseline” based on the likelihood of a State having insufficient data with which to make a reasonable determination of an expected level of performance.

For PYs 2020-2023 Plans, Title I programs (Adult, Dislocated Worker, and Youth) and the Title II program (Adult Education and Family Literacy Act) will have two full years of data available to make reasonable determinations of expected levels of performance for the following indicators for PY 2020 and PY 2021:

- Employment (Second Quarter after Exit);
- Employment (Fourth Quarter after Exit);
- Median Earnings (Second Quarter after Exit);
- Credential Attainment Rate; and
- Measurable Skill Gains

The Wagner-Peyser Act Employment Service program, authorized under the Wagner-Peyser Act, as amended by title III of WIOA, will have two full years of data available to make a reasonable determination of expected levels of performance for the following indicators for PY 2020 and PY 2021:

- Employment (Second Quarter after Exit);
- Employment (Fourth Quarter after Exit); and
- Median Earnings (Second Quarter after Exit)

The Credential Attainment Rate and Measurable Skill Gains indicators do not apply to the Wagner-Peyser Act Employment Service program; therefore, this program will not submit expected levels of performance for these indicators.

For the first two years of PYs 2020-2023 Plans, the Vocational Rehabilitation (VR) program, authorized under title I of the Rehabilitation Act of 1973, as amended by title IV of WIOA, will have two full years of data available for the Measurable Skill Gains indicator only. Therefore, the Departments will designate the following indicators as “baseline” for the VR program for PY 2020 and PY 2021:

- Employment (Second Quarter after Exit);
- Employment (Fourth Quarter after Exit);
- Median Earnings (Second Quarter after Exit); and
- Credential Attainment Rate

VR agencies must continue to collect and report on all indicators, including those that have been designated as “baseline, pursuant to section 116(d) of WIOA.” The actual performance data reported by these programs for indicators designated as “baseline” for PY 2020 and PY 2021 will serve as baseline data in future years. The Departments will require VR agencies to submit expected levels of performance for these indicators for PY 2022 and PY 2023.

The Departments determined that the Effectiveness in Serving Employers indicator will be measured as a shared outcome across all six core programs within each state to ensure a holistic approach to serving employers. The Departments will continue piloting approaches for measuring this indicator for the first two years of PY 2020-2023 plans. Therefore, states are not required to submit an expected level of performance for the Effectiveness in Serving Employers indicator for PY 2020 and PY 2021. However, core programs are expected to collect data and report on this indicator for PY 2020 and PY 2021 as they did for PYs 2016-2019 plans.

Each core program must submit an expected level of performance for all of the other indicators, as applicable, with the exception of the four indicators designated as “baseline” for the VR program in PY 2020 and PY 2021. The Departments will work with states during the negotiation process to establish negotiated levels of performance for each of the primary indicators for the core programs not listed as “baseline.” Each state must update its plan to include the agreed-upon negotiated levels of performance before the Departments approve a state’s plan.

States may identify additional indicators in the 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.

Performance Indicators	PY 2024 Expected Level	PY 2024 Negotiated Level	PY 2025 Expected Level	PY 2025 Negotiated Level
Employment (Second Quarter After Exit)	71.5%	77.5%	72.0%	78.0%
Employment (Fourth Quarter After Exit)	71.0%	75.0%	71.5%	75.5%
Median Earnings (Second Quarter After Exit)	\$4,650	\$4,750	\$4,700	\$4,800
Credential Attainment Rate	71.0%	73.0%	71.5%	73.5%
Measurable Skill Gains	55.0%	55.0%	55.5%	55.5%
Effectiveness in Serving Employers	Not Applicable ¹	Not Applicable ¹	Not Applicable ¹	Not Applicable ¹

¹

The Departments have not issued the final rule defining Effectiveness in Serving Employers. As a result, states will not submit expected levels of performance for this indicator and the Departments will not establish negotiated levels of performance for PYs 2024 and 2025.

**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 STAFF

1. DESCRIBE HOW THE STATE WILL STAFF THE PROVISION OF LABOR EXCHANGE SERVICES UNDER THE WAGNER-PEYSER ACT, SUCH AS THROUGH STATE EMPLOYEES, INCLUDING BUT NOT LIMITED TO STATE MERIT STAFF EMPLOYEES, STAFF OF A SUBRECIPIENT, OR SOME COMBINATION THEREOF.

NH provides, with state merit staff, 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.

2. 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 both in-person and virtually.

3. 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 or in-person Conferences and virtual or in-person training sessions 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 or in-person Conferences, virtual or in-person trainings 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 American Job Centers (AJC). Customers who cannot use self-service or who face barriers to employment will receive one-on-one assistance. This more intensive level of Page 179 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 UI 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 by the American Job Centers, either in-person or virtually. UI beneficiaries selected for the RESEA Program are required to meet with an RESEA Staff person at the American Job Center nearest them or virtually utilizing virtual platforms. All selected RESEA claimants are required to attend an in-person 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. Currently, due to the low unemployment rate, New Hampshire is selecting all UI claimants that are in pay status and are required to search for work. The functionality of selecting those with higher profiling scores is still available for when the unemployment rate increases.

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. At the RESEA Orientation, claimants are advised that, they must self-schedule for RESEA 1-on-1 meetings online. A notice also appears on the claims home page.

The RESEA staff person can maintain a case management level of 72 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.

The group orientation session is held in-person at an AJC and averages about one hour. 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 reemployment services, (self-service, core, and intensive), available in the one stop is provided at the orientation session. In addition to the Presenter, the WIOA Counselor and the Veteran's Representative 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 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.

At the RESEA Orientation, the RESEA claimant is advised to self-schedule for an in-person visit or virtual appointment with the RESEA staff person 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 4-6 appointments each day. If a selected claimant has not self-scheduled for a one-on-one interview, the RESEA Interviewer will contact the claimant and send the appropriate letter scheduling the claimant(s) selected for the one-on- one interview.

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 person is required to document in NHUIS any advice or instructions they provided to the claimant relative to number of work search contacts to be made weekly, 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 Employment Counselor Specialists or Career Navigators are made at the first (or subsequent) meetings when appropriate. This first one-on-one meeting with the claimant is scheduled for eighty (100) minutes including time needed for pre-meeting preparation.

All RESEA participants are required to self-schedule to return in three or four weeks for their subsequent meetings. 1st subsequent is slotted for 70 minutes including pre and post paperwork. 2nd and final subsequent is slotted for 40 minutes including pre and post paperwork. 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 employment plan.

Any claimant that has failed to improve on their 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 inadequate 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.

Claimants self-schedule the initial and both subsequent RESEA one-on-one meeting through NHUIS. Staff have the ability to schedule claimants having difficulty with the self-schedule.

Failure to report to the scheduled appointment results in the creation of an eligibility issue for an UI adjudicator to review. UI adjudicators determine whether good cause existed for the missed appointment. If good cause existed, the UI 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 UI adjudicator will deny benefits until the claimant has met with the RESEA Staff Person. Ability and availability for work are also reviewed by the adjudicator. The UI adjudicator will work with the RESEA Staff Person to schedule a new appointment in NHUIS. All missed appointments will be rescheduled at the earliest available opening and normally within the next week.

The RESEA claimant self-schedules for both subsequent meeting, in-person or virtual, with the RESEA Staff Person within three weeks. There may be circumstances where it is deemed that a claimant will have greater outcomes by defaulting all meetings to in-person for self-scheduling. This is determined on a case-by-case basis by the AJC management. In addition to a review of the work search for the previous three weeks, the RESEA Staff Person reviews labor market information, the Individual Reemployment Plan and provides reemployment services identified in the Individual Reemployment Plan.

Granite State Jobs Act of 2019

In September 2019, the Granite State Jobs Act of 2019 was introduced through legislation. This Act continues the Job Training fund, now known as WorkInvestNH, for training incumbent workers [MS1] the WorkReady Program providing WorkKeys and soft skills training. The Act also provided funding to establish and operate the WorkNowNH Program and a Reentry Program.

The WorkInvestNH Program allows businesses that are located in NH or intending to locate in the State and pay quarterly taxes into the NH Unemployment Trust Fund, an opportunity to upgrade their workers' skills. Employers can provide training to their incumbent staff located in

NH. Funds may be used for structured training, onsite, classroom or training at a vendor’s facility, or online training in basic skills, technical skills, quality improvement, safety, management and supervision, English as a second language or other training that enhances the state’s workforce development.

Training funds are distributed on a cost-reimbursement basis after each training course is approved, completed, and paid for. The employer submits a copy of the invoice, proof of payment for the training and an evaluation of their training. Upon receipt of all documents, the employer is reimbursed fifty percent of the cost of the training.

	Number of approved contracts	Total amount of contracts	Total amount reimbursed to date
July 2019 – June 2020	34	\$498,199.00	\$177,616.85
July 2020 – June 2021	33	\$588,636.37	\$224,557.18
July 2021 – June 2022	26	\$454,241.22	\$47,334.00
July 2022 – June 2023	90	\$1,467,263.82	\$504,211.22

The WorkNowNH Program provides intensive case management services to individuals receiving either Expanded Medicaid or Traditional Medicaid. The program was developed to assist participants to obtain skills, remove barriers to employment and either enter the workforce or obtain better employment, while providing employers with needed employees to fill job openings.

Participants will receive intensive case management services in the AJC or these services will be provided virtually. Services will be determined based on assessments conducted at the time of enrollment in the program. Case management will include job search and job readiness assistance, referrals to training, education and apprenticeship programs, and referrals to services necessary to be job ready. Those that are job ready, will be referred to job openings or on-the-job training opportunities. Those not job ready, will be referred to local community providers for barrier mitigation. They will continue to be case managed by WorkNowNH staff and when determined the participant is job ready, referred to job openings and on-the-job opportunities.

Several support services are available to assist participants including training / tuition payments, assistance with payment of books, fees and supplies, travel reimbursement, and childcare registration fees. Also available are reimbursement payments to employers hiring through an on-the-job training opportunity.

	Enrolled	Transportation	Tuition	Books, fees, supplies	Childcare Reg fees
2022	886	268	569	339	3
2023	687	274	528	315	3

The Reentry Program provides services behind the wall to participants that are soon-to-be released from state, county, and federal facilities. Services include workshops on AJC partners and services, resume assistance, interviewing skills, and job search skills. With support of local employers, mock interviews will be conducted as well as recruiting events and small job fairs within the correctional facility. These events will allow participants to practice what they have learned in the workshops and ensure they are job ready upon release. These services will also be provided virtually when applicable.

Services will continue after release, as most will be eligible for expanded Medicaid and therefore eligible for the WorkNowNH Program. Participants will be referred to the nearest AJC and if necessary, personally introduced to the staff person that will be their contact in that AJC, either in person or through a virtual platform.

These programs are interwoven with several existing programs, including The Return-to-Work Program, the Work Opportunity Tax Credit, and the Federal Bonding Program. These programs provide supports and incentives for employers to hire from these underserved populations.

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 selected for the program and are required to meet with a RESEA staff person and attend an orientation and three 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, they 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 training may be needed for reemployment. Those claimants for whom training services would be beneficial are referred to an Employment Counselor Specialist (ECS) for possible WIOA funded training as RESEA staff are made aware. Through consistent communication channels, these referrals are made seamlessly at the American Job Centers.

BRI/ERI Workshop Program

NHES has developed a series of mandatory one-hour workshops for individuals filing for unemployment benefits.

The first workshop, entitled Benefits Rights Interview (BRI), is scheduled for the first weeks 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 through the NH Works Center. Claimants not attending the workshop are reported to the UI staff for potential UI issues.

The remaining workshops are Eligibility Review Interview (ERI) workshops designed to assist claimants in their efforts to become reemployed. The first workshop, ERI1, is attended two to three 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 Re- Energizing 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.

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 AN ASSESSMENT OF NEED. AN ASSESSMENT NEED DESCRIBES 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.

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.

NH seeks to strengthen the protections for agricultural workers, and enhance the enforcement to prevent fraud and abuse, and simplify and modernize the H-2A application and Temporary Labor Certification (TLC) process and the prevailing wage determination process as required under the 2022 H-2A final rule. The SWA submits a prevailing wage survey on a yearly basis, which covers work performed in a single crop activity or agricultural activity and, if applicable, a distinct work task(s) performed in that activity. The survey covers an appropriate geographic area, based on consideration of three factors, available resources to conduct the survey; the size of the agricultural population covered by the survey; and any different wage structures in the crop activity or agricultural activity within the State.

NH recognizes the need to locate, service and grow the current MSFW population as several farms employ this population, however many MSFW are potentially not accounted for. NH will place an emphasis on outreach to NH farms to provide proper prevailing practices to include, family housing, improve productivity standards, offer education, transportation, and access to additional resources.

In the past, NH has combined and conflated the roles of State Monitor Advocate, Foreign Labor Certification Coordinator and MSFW Outreach. Beginning in 2023, New Hampshire has taken many steps towards separating and defining each of these roles to appropriately fulfill the requirements of each function and to better serve the agricultural community, especially the workers. This project is a long-term work in progress as New Hampshire seeks to meet the requirements.

Assessment of needs for farmworkers, including MSFWs and related populations include:

- Adequate farmworker housing for workers to provide safe, clean, quiet, comfortable and healthy environment;
- Flexible hours for accessible services as agricultural work hours do not always coincide with

- typical business hours;
- Assistance with transportation;
- Assistance with language barriers; and
- Assistance with finding work in agriculture

2. 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

New Hampshire agriculture ranks in the top spot nationally for several aspects of the industry. The state ranks

No. 1 in the nation for both direct sales as a percentage of all farm sales and organic sales as a percentage of all farm sales. It also ranks No. 3 for women farm operators for the percentage of farm operators.

Around 4,400 farms, each about 100 acres in size, produce a variety of crops in the Granite State. Both milk and greenhouse/nursery crops account for more than half of the state's agricultural sales receipts. Livestock includes cattle, sheep, hogs and poultry. Hay is largely grown in support of livestock. Maple syrup production is strong, too, with New Hampshire producing 4 percent of U.S. maple syrup.

The primary growing season for the state is May through November. It begins in May with plantings of various vegetables, followed by strawberry harvest from the end of June into July, followed by the blueberry harvest.

The data below reflects H2A workers.

Top Five Labor-Intensive Crops:

- Apple Orchards: 40 to 50 workers
- Strawberry Harvest 25 to 35 workers
- Low Bush Blueberry 20 to 30 workers
- All Other Fruits and Vegetables: 50 - 60 workers
- Christmas Tree: 25 to 30 workers

NH agricultural employers face challenges as they are unable to find and retain workers, particularly due to the physically demanding agricultural jobs, and despite efforts to increase wages and benefits, there is a limited amount of U.S. citizens applying for agricultural jobs in NH. Therefore, the majority of the crops in labor-intensive crops are performed by H2A workers and MSFW that work in NH through staffing agencies employing seasonal workers.

NH agricultural employers were affected by The Coronavirus (COVID-19) through the last few years as they experienced disruptions to production because of lowered availability of labor to include changes in demand. Additionally, weather has had a great impact on NH seasonal crops due to unpredictable hard and late frost impacting apple crops at some of the state's 228 orchards leaving those low-lying trees eerily without fruit. The unseasonably low temperatures wiped out several apple crops for the season in 2023. In a typical harvest orchard picks around 7,000 bushels of apples. Some areas in the state lost at least half of their apple crop, and others saw a near total loss. Many farmers are trying to find ways to compensate for their losses, however the consequences are often more than financial and can have an impact on the wellbeing of the employers and workers' mental health. New Hampshire has a \$12 million crop of apples, with much of the crop sold directly to consumers though some farms also sell their product wholesale.

3. 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

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.

Based on Census data NH boasts 4.123 farms operations that qualify as commercial farms in New Hampshire, managing 380,000 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, to this number we estimate that H2A workers are primarily from Jamaica, Mexico and Thailand.

A review of the previous year's Migrant Seasonal Farm Worker (MSFW) activity in the State indicates that the MSFW activity in New Hampshire was and continues to be extremely low. Based on NH's Job Match System (JMS) the total MSFW for PY2022 was 6 in peak or low season of over 20,000 registrants in our job bank.

4. 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:

Outreach staff must locate and contact MSFWs who are not being reached by the normal intake activities conducted by the ES offices. Outreach staff must explain to MSFWs at their working, living, or gathering areas, by means of written and oral presentations and must urge the MSFWs to go to the local one-stop center to obtain the full range of employment and training services. If an MSFW cannot or does not wish to visit the local one-stop center, outreach staff must offer to provide on-site the following: Assistance in the preparation of applications for ES services, assistance in making appointments and arranging transportation for individual MSFW(s) or members of their family to and from local one-stop centers or other appropriate agencies. Outreach staff must observe the working and living conditions of MSFWs and if an outreach staff member observes or receives information about apparent violations, the outreach staff member must document and refer the information to the appropriate ES Office Manager.

Pre-pandemic, there was some outreach being conducted to farms from local office staff. These staff were not explicitly MSFW outreach staff and were not devoted solely to outreach to MSFW. The state continues to expand its knowledge and understanding of what is required and works earnestly to be able to conduct more and more thorough outreach to MSFW in the near future.

NH Does not have outreach staff currently, however the goal is to hire merit staff that will require training on the MSFW outreach program. The indication from RMA and NMA is to provide assistance with technical training. NH will be hiring an SMA who will require training to assist MSFW outreach staff and ensure that staff has a strong background on one-stop center procedures and in the services, benefits, and protections afforded MSFWs by the ES, including training on protecting farmworkers against sexual harassment, sexual coercion, assault, and human trafficking. Such trainings are intended to help outreach staff identify when such issues may be occurring in the fields and how to document and refer the cases to the appropriate enforcement agencies. Outreach staff also must be trained in the Complaint System procedures at part 658, subpart E, of this chapter and be aware of the local, State, regional, and national enforcement agencies that would be appropriate to receive referrals. MSFW training will take place quarterly.

The goal is to have NH WORKS outreach staff 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, complaint system, information about federal and state laws and protections available.

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

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

NH's goal is to build a robust system to reach the Migrant and Seasonal Farm Workers (MSFWs) who are not reached through normal office intake activities. NH is committed to providing equitable services to the MSFW

population and attempts to reach as many MSFWs as possible during the peak farming season. MSFW

outreach workers will be a key in our dedication to working with MSFWs by spending most of their time

conducting outreach in order to contact those who otherwise would not utilize the employment and career

services available at our NH Works offices.

The direction is that when the MSFW outreach workers contact an MSFW, they will explain all the services

available at our NH Works offices. Our offices provide employment counseling, testing, career guidance and

referrals to employment, training, and supportive services. The MSFW will also be provided with an oral

summary of the Employment Service Complaint System and farm worker rights, with respect to the terms and

conditions of employment, and employment related laws.

The vision of the MSFW outreach worker is to provide MSFWs with a packet of printed materials that will be

explained and distributed during outreach meetings. Each packet would contain vital printed materials:

- Listing of all MSFW outreach workers with contact information;
- Listing of One-Stop services;
- "Notice to Applicants," which will be a bilingual pamphlet that informs MSFWs of all employment services.
- Tip Sheet which provides instructions on how to navigate the NH Works website with contact information.
- Farm Worker Legal Services information
- United States Department of Labor Farm Worker Rights Card.

The MSFWs will be encouraged to visit the local NH Works offices. However, if the MSFWs are unable or unwilling to visit a career center, MSFW outreach workers will provide as much service as possible while on site. The following services can be provided in the field:

- Resume assistance;
- Registration for work;
- Referral to specific employment opportunities currently available or job development services;
- Recommendation of employment opportunities available after the current employment ends;
- Assistance to prepare Employment Service or non-Employment Service-related complaints;
- Referral to supportive services; and

B. PROVIDING TECHNICAL ASSISTANCE TO OUTREACH STAFF. 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 AND EMPLOYMENT-RELATED LAW COMPLAINT SYSTEM (“COMPLAINT SYSTEM” DESCRIBED AT 20 CFR 658 SUBPART E), 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.

NHES is committed to providing professional development opportunities and technical assistance to staff conducting outreach. Building a strong outreach plan is the essence of the success of the NH MSFW outreach program. The goal is to create a loyalty focus by equipping our workspace with the latest productivity tools, make the work environment productivity-conducive, offer in-the-moment learning opportunities, to build engaged employees as a key element for productivity. NHES plans on using partner assistance for direct training from state and local entities such as NH Environmental services, NH Fire Academy, WHD, DOL, OFLC and NMA to provide internal staff and external partners with robust technical program assistance. Collaboration and unity will allow us to build a strong MSFW program. We anticipate new relationships and a focus to build an active and strong stakeholder engagement. Specific training is provided to migrant service workers twice yearly with pre and post season training. Topics include:

- Role of the Outreach Worker;
- Migrant and Seasonal Farm Worker Registrations;
- Writing Agricultural Local Job Orders;

- Writing an Interstate Clearance Job Order (Form ETA 790);
- Completing Form 2524 (Referral to an Agricultural Job);
- Completing Log of Daily Outreach Activities;
- Processing Employment Service and Non-Employment Service-Related complaints from migrant and seasonal farm workers;
- Identifying and Reporting Apparent Violations;
- H-2A Visas;
- Order Holding Office/Applicant Holding Office Responsibilities;
- Processing Out-of-State Calls;
- State Monitor Advocate/Outreach Worker communication;
- Referring Migrant and Seasonal Farm Workers Beyond Reasonable Commuting Distance;
- State of NH Housing Inspection List;
- Migrant and Seasonal Farm Worker Referral to Support Services; and
- Distribution of Migrant and Seasonal Farm Worker Recruitment Flyers.

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

NHES will continue to offer training opportunities to all merit staff to maintain awareness across core programs to ensure the provision of services where needed. In addition, the goal is to offer Unemployment Insurance training on identifying and reporting unemployment Insurance eligibility issues. Merit staff will continue to receive professional development opportunities through a variety of methods which include serving in process improvement workgroups, taking a lead on updating work unit procedures, as well as participating in training courses offered by the state.

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

Professional development activities include participation in training courses provided through the U.S.

Department of Labor-Employment and Training Administration's WorkforceGPS online portal. Agricultural Outreach Workers Training Module: This module trains migrant service workers on Federal regulations, partner agency and migrant service organization roles, and focuses on procedures for outreach to migrant and seasonal farm workers.

Business Services Units-Computer-Based Training Module: This module covers procedures regarding engaging and meeting the needs of agricultural employers. Participants will learn about the kind of services provided to

agricultural employers through the NH Works One-Stop centers.
Job Service Complaint System for NH One-Stop center front line staff- Computer-based training module: This interactive computer-based module provides a high-level overview of the Job Service Complaint system. This overview includes a review of the complaint process and what constitutes a valid complaint, how to identify when a written complaint is necessary, how to identify both Job Service related and non-Job Service-related complaints and the actions to take on them, describes how to report apparent violations, and describes the appeals/hearing process.
The State Monitor Advocate serves an integral role in determining and facilitating the training on the preceding topics.

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

NHES has an acting MOU with NFJP grantee, however, currently NFJP in this region does not have a case manager and is not offering case management. Therefore, the SWA has established quarterly partner meetings to address the lack of presence in NH. The expectation is for the New England Farmworkers' Council (NEFWC) to hire a case worker. NH has a strong relationship with NFJP regional staff allowing for collaboration as needed. The expectation is that the following employment and training services can be implemented:

Work Experience and On-the-Job Training activities:

- Summer Internship Program;
- English as a Second Language instruction;
- GED instruction;
- Agricultural Skill Upgrades, such as attaining a Commercial Driver's License, Equipment Maintenance Certification, etc.;
- Pesticide Safety Training; and
- Job Placement Assistance

5. 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:

I. HOW CAREER AND TRAINING SERVICES REQUIRED UNDER WIOA TITLE I WILL BE PROVIDED TO MSFWS THROUGH THE ONE-STOP CENTERS

II. HOW THE STATE SERVES AGRICULTURAL EMPLOYERS AND HOW IT INTENDS TO IMPROVE SUCH SERVICES

Career and Training Services: NH Works provides basic career services to Migrant and Seasonal Farm Workers

(MSFWs), our goal is to offer bilingual services provided, as needed. Services are provided in a manner that is

equal in quantity and quality as services provided to non-MSFWs. Services include comprehensive

employment services such as job referral and placement, resume writing assistance, career guidance, skill

assessment, and referral to training and a assistance with our automated Job Match System, which is online

labor exchange system.

In building the MSFW outreach plans the expectation is that the staff involved in MSFW outreach will be

knowledgeable of the various training programs available through our NH Works offices and thoroughly

explain the programs to migrant and seasonal farm workers prior to making referrals based upon customer

requests. The MSFW outreach staff will encourage MSFWs to enter training programs in order to acquire skills

that may lead to higher paying employment. While doing so, they remain sensitive to those who may not want

to leave the migrant stream, which is taken into consideration prior to making referrals.

In addition to the aforementioned services, the following services and programs are offered to MSFWs through

our 12 NH Works offices:

- Work registration is needed to collect Unemployment Insurance benefits.
- Computer and internet access for job searches, Unemployment Insurance Agency registration, and other work-related business.
- Telephones, fax, and copy machines.
- Information on DHHS services such as SNAP and Cash Assistance
- Employment services and vocational counseling provided by the NH Department of Education Rehabilitation Services for job seekers with disabilities.
- Veterans' employment services.
- Dislocated Worker programs.
- Youth programs.
- Learning labs for English Language Acquisition, General Educational Development, and computer skills classes.
- Test of Adult Basic Education, and ONET.
- Career building assistance.
- On-the-job training programs.
- Work experience programs.
- Emergency supportive services.

- Job fairs, employer of the day interviews, and temporary employment agencies.
- Local labor market information.

Services to Agricultural Employers: NH Works Office staff will provide employment services to agriculture employers. Services delivered in the One-Stop centers include assistance with job descriptions, writing job orders, and the referral of workers to job postings.

The Business Service Representatives who work in the local NH Works Offices are composed of highly trained staff who are focused on business solutions. They are problem solvers skilled at matching businesses with all the services they need. BSR's are not confined to only satisfying an employer's talent needs through job matching. MSFW outreach workers will also work to identify employers who may be candidates to work with the BSR's to develop career pathway flowcharts and create job development opportunities for potential skills growth opportunities for MSFWs.

In addition to the aforementioned services, the following services and programs are offered to employers

through the NH Works offices:

- Assist with posting job openings on our JMS System.
- Assist in locating workers using the Agricultural Recruitment System (ARS) within the state and provide direct referral of migrant and seasonal farm workers.
- Attending job fairs and accept applications on behalf of the employer.
- Create effective job descriptions to attract qualified talent.
- Provide Farm Labor Contract and Crew Leader registration information.
- Provide technical assistance in the completion of federal forms.
- Provide labor market information and identify opportunities for job development and on-the-job training.

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

The Migrant and Seasonal Farm Worker (MSFW) outreach staff must provide a copy of the "Job Service Complaint System" poster to all MSFWs they encounter during outreach. The poster is required to be posted

at every One-Stop center and is distributed to MSFW support service partner agencies. The State Monitor

Advocate assumes the State Complaint Specialist (SCS) responsibilities. Complainants and anyone wishing to

report an Apparent Violation can call or visit our local offices for assistance. The state of NH takes an active role

in promoting the Employment Service Complaint System, The SCS also provides training to partner agency staff at the annual pre-season outreach worker training. The SCS conducts semi-annual training to One-Stop Complaint Coordinators and their back-up. The MSFW outreach workers will receive complaint system training. The state uses form ETA 8429, Complaint/Apparent Violation Form, when receiving complaints/apparent violations.

Marketing can include:

- o Distribution of flyers at restaurants, stores, and at Spanish and English media outlets such as radio stations and newspapers, to promote the Employment Service Complaint System;
- o During an outreach contact, every MSFW will learn about the Employment Service Complaint System;
- o One-Stop centers will display the poster "If you have a complaint;" (English & Spanish)
- o Attendance at grower shows and other venues farmers frequent to communicate the value of the Agricultural Recruitment System (ARS);
- o Providing overview training for all staff and partners so they can help spread the word about ARS; Information about the Employment Services Complaint System and ARS are posted on the NHES WEB.

C. MARKETING THE AGRICULTURAL RECRUITMENT SYSTEM FOR U.S. WORKERS (ARS) TO AGRICULTURAL EMPLOYERS AND HOW IT INTENDS TO IMPROVE SUCH PUBLICITY.

NH is actively promoting the Agricultural Recruitment System (ARS) by engaging outreach workers who will make dedicated efforts to encourage agricultural employers to utilize the system. This involves explaining the benefits of ARS to employers, providing assistance with its use, and aiming to enhance the recruitment of qualified workers in the agricultural sector.

To facilitate this initiative, NH Works, with its 12 strategically located offices across the state, encourages both employers and workers to reach out for support. Employers can use ARS for recruiting workers, while workers can apply for approved interstate clearance order jobs through the system. To increase awareness, the Migrant and Seasonal Farm Workers (MSFW) outreach staff will distribute promotional materials, including targeted brochures in Spanish and English, promoting ARS jobs.

To streamline communication, the State Monitor Advocate will serve as the point of contact for calls received from workers. NH Employment Security (NHES) is committed to making every effort to recruit domestic MSFW for employment in the agricultural industry within the state, utilizing effective recruitment

techniques that fully leverage the ARS.

6. 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 MOUs 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.

The SWA intends to build upon and increase collaboration with existing partners by featuring discussions on this subject at quarterly NH Works Partners Meetings. These meetings consist of local management and staff members from the existing NH Works Partners and allow a great opportunity to increase collaboration. Community organizations also attend these meetings, allowing the ability to establish new partners in the next four years. The SWA also communicates with the State level EO Officer on an ongoing basis.

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. Based on equity ratio indicators (ERI) NH has not met the eight required ERI'S in several years. NH is aware of the data and understands where improvements can be made which are directly tied to engaging in outreach activities with designated or merit staff. The greatest strategy to improve

ERI's is to train and educate local office staff in MSFW population and build a robust outreach team.

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 the pandemic, all outreach operations ceased for the safety of NHES employees as well as for the safety of all NH employers and employees. NH is taking a very serious and proactive approach to both hiring and restructuring job roles in order to meet requirements as well as enhance each staff member's understanding of what is required to fully meet the needs of NH's agricultural community. NH plans to focus on growth in this area. NH specifically seeks to hire dedicated MSFW outreach staff and a dedicated SMA, where NH will work with RMA and NMA to begin training these staff. Once staff have been trained, goals for MSFW outreach, staff training plans, and training for local office staff can also be developed.

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 reviewed and approved of the State Workforce Agency's Agricultural Outreach Plan (AOP).

WAGNER-PEYSER ASSURANCES

The State Plan must include assurances that:

The State Plan must include	Include
1. The Wagner-Peyser Act 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. If the State has significant MSFW one-stop centers, the State agency is complying with the requirements under 20 CFR 653.111, State Workforce Agency staffing requirements;	Yes

The State Plan must include	Include
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 Act services, Adult and Dislocated Worker programs and Youth Programs under Title I; and	Yes
4. SWA officials: 1) Initiate the discontinuation of services; 2) Make the determination that services need to be discontinued; 3) Make the determination to reinstate services after the services have been discontinued; 4) Approve corrective action plans; 5) Approve the removal of an employer's clearance orders from interstate or intrastate clearance if the employer was granted conditional access to ARS and did not come into compliance within 5 calendar days; 6) Enter into agreements with State and Federal enforcement agencies for enforcement-agency staff to conduct field checks on the SWAs' behalf (if the SWA so chooses); and 7) Decide whether to consent to the withdrawal of complaints if a party who requested a hearing wishes to withdraw its request for hearing in writing before the hearing.	Yes
5. The SWA has established and maintains a self-appraisal system for ES operations to determine success in reaching goals and to correct deficiencies in performance (20 CFR 658.601).	Yes

WAGNER PEYSER PROGRAM PERFORMANCE INDICATORS

Performance Goals for the Core Programs

Each state submitting a Unified or Combined State Plan is required to identify expected levels of performance for each of the primary indicators of performance for the first 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-negotiated levels of performance for the indicators for each of the first two years of the plan.

For Program Year (PY) 2016-2019 plans, the Departments used the transition authority under section 503(a) of WIOA to designate certain primary indicators of performance as “baseline”

indicators to ensure an orderly transition from the requirements of the Workforce Investment Act of 1998 to those under WIOA. A “baseline” indicator was one for which states did not propose an expected level of performance and did not come to agreement with the Departments on negotiated levels of performance because sufficient data was not available to establish such performance levels. As a result, “baseline” indicators were not used in the end of the year adjustment of performance levels and were not used to determine failure to meet adjusted levels of performance for purposes of sanctions. The Departments designated indicators as “baseline” based on the likelihood of a State having insufficient data with which to make a reasonable determination of an expected level of performance.

For PYs 2020-2023 Plans, Title I programs (Adult, Dislocated Worker, and Youth) and the Title II program (Adult Education and Family Literacy Act) will have two full years of data available to make reasonable determinations of expected levels of performance for the following indicators for PY 2020 and PY 2021:

- Employment (Second Quarter after Exit);
- Employment (Fourth Quarter after Exit);
- Median Earnings (Second Quarter after Exit);
- Credential Attainment Rate; and
- Measurable Skill Gains

The Wagner-Peyser Act Employment Service program, authorized under the Wagner-Peyser Act, as amended by title III of WIOA, will have two full years of data available to make a reasonable determination of expected levels of performance for the following indicators for PY 2020 and PY 2021:

- Employment (Second Quarter after Exit);
- Employment (Fourth Quarter after Exit); and
- Median Earnings (Second Quarter after Exit)

The Credential Attainment Rate and Measurable Skill Gains indicators do not apply to the Wagner-Peyser Act Employment Service program; therefore, this program will not submit expected levels of performance for these indicators.

For the first two years of PYs 2020-2023 Plans, the Vocational Rehabilitation (VR) program, authorized under title I of the Rehabilitation Act of 1973, as amended by title IV of WIOA, will have two full years of data available for the Measurable Skill Gains indicator only. Therefore, the Departments will designate the following indicators as “baseline” for the VR program for PY 2020 and PY 2021:

- Employment (Second Quarter after Exit);
- Employment (Fourth Quarter after Exit);
- Median Earnings (Second Quarter after Exit); and
- Credential Attainment Rate

VR agencies must continue to collect and report on all indicators, including those that have been designated as “baseline, pursuant to section 116(d) of WIOA.” The actual performance data reported by these programs for indicators designated as “baseline” for PY 2020 and PY 2021 will serve as baseline data in future years. The Departments will require VR agencies to submit expected levels of performance for these indicators for PY 2022 and PY 2023.

The Departments determined that the Effectiveness in Serving Employers indicator will be measured as a shared outcome across all six core programs within each state to ensure a holistic approach to serving employers. The Departments will continue piloting approaches for measuring this indicator for the first two years of PY 2020-2023 plans. Therefore, states are not required to submit an expected level of performance for the Effectiveness in Serving Employers indicator for PY 2020 and PY 2021. However, core programs are expected to collect data and report on this indicator for PY 2020 and PY 2021 as they did for PYs 2016-2019 plans.

Each core program must submit an expected level of performance for all of the other indicators, as applicable, with the exception of the four indicators designated as “baseline” for the VR program in PY 2020 and PY 2021. The Departments will work with states during the negotiation process to establish negotiated levels of performance for each of the primary indicators for the core programs not listed as “baseline.” Each state must update its plan to include the agreed-upon negotiated levels of performance before the Departments approve a state’s plan.

States may identify additional indicators in the 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.

Performance Indicators	PY 2024 Expected Level	PY 2024 Negotiated Level	PY 2025 Expected Level	PY 2025 Negotiated Level
Employment (Second Quarter After Exit)	66.5%		67.0%	
Employment (Fourth Quarter After Exit)	65.0%		65.5%	
Median Earnings (Second Quarter After Exit)	\$7,150.00		\$7,150.00	
Credential Attainment Rate	Not Applicable	Not Applicable	Not Applicable	Not Applicable
Measurable Skill Gains	Not Applicable	Not Applicable	Not Applicable	Not Applicable
Effectiveness in Serving Employers	Not Applicable ¹	Not Applicable ¹	Not Applicable ¹	Not Applicable ¹

¹

The Departments have not issued the final rule defining Effectiveness in Serving Employers. As a result, states will not submit expected levels of performance for this indicator and the Departments will not establish negotiated levels of performance for PYs 2024 and 2025.

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 and activities under title II of WIOA, the Adult Education and Family Literacy Act (AEFLA).

A. ALIGNING OF CONTENT STANDARDS

Describe how the eligible agency has aligned 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)).

As of July 1, 2020, all local adult education programs have aligned content standards with the College and Career Readiness (CCR) Standards for Adult Education. Initially, more than three hundred adult educators were trained on CCR, based on the instructional modules provided by the Office of Career, Technical and Adult Education. Ongoing training has been provided annually in each region of the state since 2018. In 2023, the CCR Training was converted into an asynchronous online course on Canvas and integrated into the onboarding process for all new adult education practitioners.

In 2022-2023, two cohorts participated in the Standards in Action Curriculum Review Project to better ensure that instruction is aligned to the content standards. As a part of the sustainability plan, the cohorts worked together to development of “flip book” guide for instructors. This was released and training provided on its use during the 2023 Adult Education conference. The cohorts are working on a replication of the training to be available in the NH Adult Ed Canvas instance as a hybrid course that includes independent work on the training protocols and pairing with a cohort member for review and discussion.

The Bureau of Adult Education will continue to support instructors with alignment of content standards for adult education by providing in-depth professional development and technical assistance through the Professional Development and Mentor teams.

B. LOCAL ACTIVITIES

Describe how the eligible agency will, using the considerations specified in section 231(e) of WIOA and in accordance with 34 CFR 463 subpart C, 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.

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.

In January 2023, the Bureau of Adult Education issued a Request for Proposals (RFP) for three-year contracts starting July 1, 2023 through June 30, 2026, in compliance with 34 CFR part 463, Subpart C. In January 2026, a new Request for Proposals will be released following the same process used for the current contracts as summarized below.

The state is divided into twelve (12) regions, aligned with the catchment areas established by the NH Works offices and the local Department of Health & Human Services offices. All WIOA Adult Education programs were required to include one or more of the following activities, funded by a combination of federal WIOA Title II and state funds:

- Adult Education & Literacy Activities
 - A minimum of one center in each region is required.
 - Awarded to eighteen (18) programs including one program operating both a comprehensive adult education center and a statewide online English as a Second Language program.
 - Based in ten (10) school districts, six (6) non-profit organizations, one (1) faith-based organization and one (1) correctional institution
 - All programs are required to offer comprehensive adult education services including Adult Basic Education, English as a Second Language, high school

equivalency preparation, postsecondary transition, and outreach services through volunteer tutors for participants unable to attend classes at center sites.

- Integrated Education and Training (IET)
 - Awarded to four (4) programs, all are based in school districts
 - All IET programs are required to offer workforce training that aligns with the needs of local employers and leads to the attainment of stackable and portable credentials or a recognized postsecondary credential as a part of a career pathway. Programs are encouraged to develop articulation agreements with postsecondary institutions aligned with the identified career pathway and assist with transition into postsecondary education or training upon completion of adult education services.
 - Programs are required to use an integrated program design that combines adult education and literacy activities concurrently and contextually with workforce preparation activities and workforce training for a specific occupation.
 - Awarded programs include training for careers identified in the top five sector partnership initiatives under the NH State Workforce Plan including hospitality, health care and advanced manufacturing.
 - During 2024, a NH Adult Education State team will participate in the Advance IET Cohort 5 to improve the quality of existing IET programs as well as increase effective strategies for sustainability and scale. The State intends to apply for the Advance IET State Coaching technical assistance as well and is working on a multiple phase development process for increasing the number of available IET programs across the state.
- Integrated English Literacy and Civics Education
 - Awarded to three (3) programs
 - Based in one (1) school district and two (2) non-profit organizations
 - All programs are required to offer workforce training that aligns with the needs of local employers and leads to the attainment of stackable and portable credentials or a recognized postsecondary credential as a part of a career pathway. Two of the programs have articulation agreements with postsecondary institutions and use a co-enrollment model as an integral part of the program design.
 - Programs are required to use an integrated program design that combines English language acquisition skills concurrently and contextually with workforce preparation activities, workforce training for a specific occupation and civics education.
 - Awarded programs include training for careers identified on the State Workforce Board's list of in-demand occupations including licensed nursing assistant (2) and child care associate.

Applicants were given the option to apply for a regionally-based comprehensive adult education center offering in-person, hybrid or hyflex instruction as well as the option to apply for a statewide program offering online instruction only. During the pandemic, the Bureau of Adult Education, in collaboration with the NH Department of Education's Bureau of Instructional Support, used ESSER III Funds to pilot a statewide online ESL program to target the parents of English language learners in the K-12 system and other English language learners unable to attend in-person classes at a physical adult education center. The purpose of this pilot was to determine whether a statewide online program would be an effective solution for ESL students with barriers to attendance such as conflicting work schedules and transportation especially as NH's refugees were being resettled outside of the more populated areas of the state due to NH's housing shortage. The success of the pilot led to the inclusion of this option in the RFP for the current performance period with an award to a local provider for the next three years.

There is at least one comprehensive adult education center in each of the twelve regions in New Hampshire. Regions with high populations or large geographic catchment areas, have multiple centers. Depending on the size of the center and enrollment, multi-level classes are offered during the day and at night. All programs are required to provide distance learning opportunities for participants to extend their skill building activities as well as counseling services to assist participants with the transition into postsecondary education/training and/or employment. For participants who are unable to attend classes, regional Coordinators of Volunteers facilitate matches with local volunteer tutors to provide instruction that meets the participants' needs.

During the competitive award process, all applicants were required to demonstrate effectiveness in providing adult education and literacy activities to be determined an eligible provider. As outlined in the Request for Proposals (RFP), under Section 4.1 Minimum Requirements for Applicants, an eligible provider must demonstrate past effectiveness by providing performance data on its record of improving the skills of eligible individuals, particularly eligible individuals who have low levels of literacy, in the content domains of reading, writing, mathematics and English language acquisition, and other subject areas relevant to the services contained in the RFP. An eligible provider must also provide information regarding its outcomes for participants related to employment, attainment of a secondary school diploma or its recognized equivalent, and transition to postsecondary education and training. Applicants were provided two options for demonstrating effectiveness:

- An eligible provider that has been funded under Title II of WIOA must provide performance data required under Section 116 to demonstrate past effectiveness.
- An eligible provide that has not previously been funded under Title II of WIOA must provide performance data to demonstrate its past effectiveness in serving basic skills deficient eligible individuals, including evidence of its success in achieving outcomes in employment, secondary school credential attainment and transition to postsecondary education and training.

Additionally, all applicants were required to address the thirteen considerations under Title II Section 231 (e) in their applications including the requirements to integrate workforce preparation activities at all levels of instruction; align curricula to the College & Career Readiness Standards; incorporate the essential components of reading; use contextualized

instruction and provide options for distance learning.

The RFP also included the requirement for the State Workforce Board Review detailed in Section 6 - Evaluation of Proposals. In addition to a review by the Evaluation Team, all proposals were submitted to the State Workforce Board for review for consistency with the State Workforce Plan and for an opportunity to make recommendations to the Bureau of Adult Education to promote alignment with the plan as described in WIOA 463.21. The Bureau considered the results of the review in determining the extent to which the proposal addressed the requirements of the RFP.

The Bureau of Adult Education also issued a Request for Proposals for the Adult Diploma Program, funded by state funds. Adult Diploma Programs allow adults to complete a high school curriculum that leads to an Adult High School Diploma issued by a local school board. All of these programs provide classes during the afternoons or evenings.

This adult education system provides instruction to adults ranging from basic literacy services through high school completion and the transition into careers and college.

The Bureau of Adult Education will conduct its next competition in 2026 for the next three- year cycle.

C. CORRECTIONS EDUCATION AND OTHER EDUCATION OF INSTITUTIONALIZED INDIVIDUALS

Describe how the eligible agency will, using the considerations specified in section 231(e) of WIOA and in accordance with 34 CFR 463 subpart C, fund eligible providers to establish or operate programs that provide any of the following correctional educational programs identified in section 225 of WIOA:

- 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.

Through the competitive bidding process in 2023, the Bureau of Adult Education awarded one contract for educational services to persons in corrections or other institutions in the State

Prison system, for the period of performance from July 1, 2023 through June 30, 2026, that meet the funding requirements under Section 225. The application process used the same Request for Proposals, in compliance with 34 CFR part 463, Subpart C, as described in detail under Adult Education & Literacy Activities with some additional questions in Section 3.5, which included a requirement that the applicant to identify how priority will be given to individuals who are likely to leave the correctional institution within five (5) years. All applicants were required to submit data demonstrating effectiveness in order to be determined an eligible provider and for the application to be considered. All eligible applicant proposals were also reviewed by the State Workforce Board as described in the previous section.

Funding for Correctional Education and other Education of Institutionalized Individuals programs is a combination of federal WIOA Title II funds and state funds. No more than 20% of federal instructional funds will be allocated to support corrections education.

Additionally, there are three school districts that provide adult education and literacy activities at local county correctional facilities through their comprehensive adult education center. These are funded with Title II under Section 231 and state funds.

Adult education and literacy activities in a correctional education program usually includes both adult basic education and high school equivalency preparation. The State Prison system operates a special school district and may award a high school diploma for eligible participants. Additionally, the prison offers career and technical education courses funded under Perkins which can be combined with adult education & literacy activities. At this time, the courses are not offered concurrently and are not considered an integrated education and training program. This may be a consideration in the future.

Over the next few years, the State hopes to increase the integration of technology in the classroom and instructional on digital literacy skills through a new tablet system with preloaded educational software. This will allow incarcerated individuals increased flexibility to continue instruction by reducing common barriers to in-person instruction due to staffing shortages or lock-downs.

The next competition for Correctional Education and other Education of Institutionalized Individuals program will be in the Winter of 2026. The State will encourage correctional facilities at the state and county level to submit proposals. Community-based or school-based applicants will also be encouraged to submit proposals for providing services at county correctional institutions in collaboration with the institution.

D. INTEGRATED ENGLISH LITERACY AND CIVICS EDUCATION PROGRAM

Describe how the eligible agency will, using the considerations specified in section 231(e) of WIOA and in accordance with 34 CFR 463 subpart C, fund eligible providers to establish or operate Integrated English Literacy and Civics Education (IELCE) programs under section 243 of WIOA. Describe how adult English language learners, including professionals with degrees and credentials in their native countries, are served in IELCE programs.

Describe how the Integrated English Literacy and Civics Education program under section 243(a) of WIOA will be offered in combination with integrated education and training activities found in 34 CFR section 463.36.

Describe how the Integrated English Literacy and Civics Education program under section 243(a) of WIOA will include instruction in literacy and English language acquisition and instruction on the rights and responsibilities of citizenship and civic participation.

Describe how the Integrated English Literacy and Civics Education program under section 243(a) of WIOA will be designed to 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.

Describe how the Integrated English Literacy and Civics Education program under section 243(a) of WIOA will be designed to integrate with the local workforce development system and its functions to carry out the activities of the program.

Funds for the Integrated English Literacy and Civics Education (IELCE) Program were awarded through a separate competitive bidding process using a Request for Proposals that provided three options for proposals:

1. For an Integrated Education & Training program only
2. For an Integrated English Literacy & Civics Education program only
3. For an Integrated Education & Training program in combination with an Integrated English Literacy & Civics program

The IELCE options (2 and 3 from above) in the RFP included all of the items described in the previous section for the Adult Education & Literacy Activity program, in compliance with 34 CFR part 463, Subpart C as well as WIOA section 243, with additional questions including how the applicant would combine adult education & literacy activities, civics education and integrated education and training.

All applicants were required to submit data demonstrating effectiveness to be determined an eligible provider and for the application to be considered. All eligible applicant proposals were also reviewed by the State Workforce Board as described in the previous section.

Three IELCE programs were awarded funding from July 1, 2023 through June 30, 2026 for the following:

- Keene – Under the combined model, IELCE participants have access to the on-site IET for healthcare leading to state licensure as a nursing assistant. This training is offered in collaboration with the local WIOA Youth program and a local health care facility.
- Manchester – Under IELCE, participants have access to IET for healthcare leading to state licensure as a nursing assistant. The occupational skills training is offered by the Manchester Community College through co-enrollment and the clinical practice is conducted at either Catholic Medical Center or Elliott Hospital. Both clinical sites have hired previous graduates of this program.
- Nashua – Under IELCE, participants have access to IET for child care leading to a national recognized postsecondary credential as a Child Care Associate. The occupational skills training is offered by the Nashua Community College through co-

enrollment and work-based learning is coordinated by ApprenticeshipNH at the on-site child care center.

New Hampshire state staff and local providers have a long history of participation in national leadership activities to design and strengthen both the IET and IELCE programs including the Building Opportunities Project and serving on the Work Group for the IELCE Self-Assessment. In the fall of 2021, New Hampshire state staff and local providers participated in the IET Design Camp. This training was replicated at the state level for providers in 2022-2023 with targeted technical assistance to continue the growth and strengthen the IET programs in New Hampshire. Because the IET is a required component of the IELCE program design, programs offering IELCE were encouraged to participate. NH has been chosen to participate in the IET Advance project as a part of Cohort 5 in the spring of 2024 and will apply for participation in the National IET Coaching Cadre when it becomes available. The Advance IET curriculum will be replicated in 2024-2025 to build additional capacity and to support the expansion of IET and IELCE programming.

Funds for this program are used for the adult education and literacy activities, the workforce preparation activities, and the civics education component. Multiple sources of funding are used for the occupational skills training component. These include WIOA Title I funds, Vocational Rehabilitation funds, a grant under the Governor's Discretionary Funds under the Vibrant, Inclusive and Prosperous (VIP) Workforce Program as well as private and local funds.

Local employers, sector-partnership liaisons, business groups, the community college system, ApprenticeshipNH and core WIOA partners were involved in the program design to ensure the integration with the local workforce development system. For sustainability and scale, the State will lead new partnership development and seek out additional funding sources

Projects funded under this title 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 degrees 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, as identified in the State Plan.
- All students in the Integrated English Literacy and Civics Education Programs, as well as students from all other Title II funded programs may be (1) co-enrolled in other workforce development system programs or (2) receive services concurrently from several partners.

The IET component has been the most challenging element of the IELCE program design, therefore, over the next four years, New Hampshire will increase capacity for integrated education and training through targeted technical assistance from the Advance IET project which will include a multi-phase IET/IELCE development and piloting project to prepare new IELCE programs in the next competition in 2026, The State will increase employer engagement through the Interagency Business Team; collaborations with the New Hampshire Employment Program (TANF), WIOA Adult and Youth, the Bureau of Career Development and the Community College System of New Hampshire.

The next IELCE competition will be in the Spring of 2026 for contracts starting July 1, 2026 - June 30, 2029.

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

WIOA Title II State Leadership funds are used to support state office staff and activities. Additionally, state funds are used to provide a Statewide Professional Development Contract to meet the required and permissible activities under Section 223.

Alignment with adult education & literacy activities with other core programs to implement the strategies of the State Plan

The Bureau of Adult Education aligns adult education and literacy activities with other core programs and one-stop partners through active participation in state leadership, professional development and local provider collaborations in order to implement the strategies identified in the NH State Workforce Plan. This includes active participation and representation on the NH Works Consortium, the Interagency Business Team, the Professional Development Team and at regional quarterly WIOA Partner meetings.

The Bureau will continue to participate with other core WIOA partners in building a career pathway model that includes the services offered by each partner and identifies specific entry points for adult education students. A Bureau staff member regularly attends meetings of professional organizations representing the former sector-partnership initiatives such as the NH Hotel & Lodging Association and iBuildNH, The State Director is a contributing member of the Rural Health Care Advisory Committee. At the local level, adult education program directors support the goal of a comprehensive workforce system aligning adult education to workforce, economic development and other educational investments.

Collaborations with the Bureau of Career Development and the Community College System of New Hampshire as well as expansion of the Integrated Education & Training programming will increase access to adult education students to a wider variety of career pathways.

Establishment and operation of a high-quality professional development program

Professional development (PD) is provided predominantly with state funds through a Statewide Professional Development contract. Primary responsibility for all professional development activities is a collaboration between the Bureau administrator and the contractor. The PD system uses a variety of high quality efforts which have been developed over the years in New Hampshire including a train the trainer model; multiple delivery and communication modes;

projects that require practice and application and the dissemination of information about models and promising practices related to such programs; the maintenance of a strong Mentor Team of experienced educators in specific content areas; the continuation of the Disabilities Committee to ensure that local programs are successful in working with individuals with disabilities; and the Coordinators of Volunteers to guide the recruitment and training of a corps of volunteer tutors to provide services for those unable to attend structured classes due to work schedules or other barriers such as transportation. NH has successfully implemented multiple federal instructional initiatives including annual STAR certification training, Teaching the Skills that Matter and the Standards in Action's Curriculum Review.

In the next four years, the Bureau plans to use the Universal Design for Learning framework, the DRAW initiative, Advance IET and Enhancing Access for Refugees and New Americans to improve adult education services across the state.

Provision of technical assistance

In addition to the professional development services provided by the contractor, the Bureau staff also provides extensive technical assistance to eligible providers.

- The PD contractor develops and disseminates instructional practices based on the most rigorous or scientifically valid research available and appropriate in reading, writing, speaking, mathematics, English language acquisition programs and distance learning. The Bureau staff develops and disseminates programmatic practices based on research including promising practices and models from other states.
- The Bureau staff provides technical assistance on the role of eligible providers as one-stop partner to program directors. Directors are required to complete the NH Works New Hire Training, annual EO training and training on working with individuals with disabilities. An adult education representative is required to attend the quarterly local WIOA partner meetings in order to support a comprehensive workforce system, provide access to services across the system and promote co-enrollment. The Bureau has developed referral flow charts for various WIOA core partners to encourage access to employment, education and training services.
- Technical assistance for instructional practices and assistance in the use of technology is provided through the Statewide PD contract. All local programs are required to have a distance learning policy; are required to have a designated, trained staff person to facilitate distance learning for extended learning; and to use technology to assist individuals who need to stop-out temporarily; individuals waiting to start; and those in rural locations. The PD contractor provides training on the statewide Canvas instance used for professional development activities and learner instruction and to support the online publication of course catalogs on the statewide public-facing adult education website. The Bureau Administrator provides technical assistance related to the use of technologies to improve system efficiencies including the provision of statewide online learning software licenses to expand learning opportunities and provide activities for learners on center waiting lists as well as an online registration portal to facilitate the intake process.

Monitoring and evaluation of programs

The Bureau staff is responsible for monitoring and evaluation of the quality of, and the improvement in, adult education and literacy activities through quarterly data reports, semiannual individual desk audits and analysis of measurable skill gain and performance indicators. An annual risk assessment identifies programs that may be at risk of not making continuous improvement, not contributing to the statewide performance measures or non-compliance with program requirements. The monitoring process combined with the annual program improvement plan submission to assist with identifying areas needing improvement at the state and local level as well as the identification of promising practices and successful models. This information is used to inform additional technical assistance or professional development. Each year, the Bureau reviews the risk assessment and monitoring policy, the monitoring protocol and the program improvement plan to make any necessary updates based on updated research, changes in the National Reporting system or OCTAE guidance, a review of prior year data, implementation of new initiatives and feedback from local providers.

Since 2020, the Bureau has required each local provider to have staff responsible for specific roles including: Program Director, Intake & Assessment Specialist, Counselor, Data Entry Specialist, Coordinator of Volunteers and Distance Learning Facilitator. The Bureau staff meets with each role-specific group on a quarterly basis and conduct an annual all-day work session for each group. The topics addressed are solicited from local providers, identified through monitoring activities or may reflect national leadership activities. Work plans and calendars for each group are established at the beginning of each year. Canvas is used as a repository for recorded meetings and resources. During the meetings, promising practices are highlighted, technical assistance is provided and interactive activities used to practice new skills. It is anticipated that these meetings and their associated Canvas groups will continue to be highly effective in providing targeted and timely technical assistance across the entire system; ensuring continuity during staff turnover; creating opportunity for sharing and learning across programs; and answering or addressing common programs. Each year, the system becomes more and more robust and the result is continuous improvements of NH's adult education system.

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

NH State Leadership and state funds are used to support several permissible activities under Section 223.

- NH is an active member of the New England Literacy Resource Center with four representatives on the advisory board (State Director, Professional Development Contract and two local program directors).
- The PD contractor in collaboration with the Bureau staff developed and implemented a technology application, statewide Canvas instance, to support the use of instructional technology. Canvas is used for the professional development system as a communication tool, a learning management system and a resource repository. Role specific staff have their own groups including all adult education practitioners, program directors, intake &

assessment specialists, data entry specialists, counselors, coordinators of volunteers. All meetings and trainings are recorded and posted in the appropriate groups to allow for staff flexibility if they are unable to attend activities. Online, asynchronous courses are provided to increase accessibility for practitioners. Topics include Canvas training, Introduction to the College and Career Readiness Standards for Adult Education, Career Navigator training, I-DEA training and New Staff Development. Training for software offered through statewide licenses including Aztec, Essential Education, Edmentum, Burlington English and North Star Digital Literacy is also posted. Canvas is also used by instructors to provide adult education and literacy activities.

- NH offers an Earn & Learn grant process to promote the development and dissemination of curricula by adult education practitioners.
- An initial cohort was developed to support the development of content and models for integrated education and training during the IET Design Boot Camp. A second cohort was trained through replication of the first. A third cohort will participate in Advance IET in 2024 and it will be replicated at the state level in 2025.
- Please see previous section for a description of activities related to identifying curriculum frameworks and aligning rigorous content standards.
- A NH team participated in the 2023 National Reporting System regional training and the targeted technical assistance project to develop strategies for improving teacher retention.

F. ASSESSING QUALITY

Describe how the eligible agency will assess the quality of providers of adult education and literacy activities under title II. Describe how the eligible agency will take actions to improve such quality, including providing the activities described in section 223(a)(1)(B) of WIOA. Describe how the eligible agency will use evaluations, data analysis, program monitoring, or other methods to improve the quality of adult education activities in the State.

Under Required State Leadership Activities above, the Bureau of Adult Education will utilize the results of local programs on the core performance levels required for WIOA partners and the additional measurable skill gain performance established by the Office of Career Technical and Adult Education to assess the quality of local program performance.

Program evaluation is conducted in multiple ways each program year including local provider quarterly reports, the risk assessment process described above, desk monitoring and on-site monitoring activities and the annual program improvement process. Data collected through the quarterly reports is checked for quality and accuracy against statewide reports and validated during on site monitoring or individually as needed. Data analysis activities are included in each quarterly Program Directors meeting and the Data Entry Specialist meetings. Anomalies are identified and examined to determine cause. Causes are addressed through individualized technical assistance, changes to the data policy or recommended revisions to the data system.

Professional development activities, described in detail above, include activities to improve instruction as well as training on data collection, validation and using data to improve program

quality. The Bureau staff and the PD Contractor identify common areas needing improvement and provide targeted training across the state on an annual basis. The needs are identified through multiple methods including but not limited to practitioner surveys; feedback from program directors and mentors; program improvement plans; statewide and local data analysis activities including National Reporting System trainings, LINCS webinars, COABE, NELRC and OCTAE meetings; and requests from the NH Adult Education Directors Alliance.

As an example, NH provided intensive Counselor training over the program year 2022-2023 on understanding and developing strategies for the measurable skill gain entering postsecondary education after exit but before the end of the program year. Graphic explanations, data review, brainstorming sessions were used to identify best practices. Additional support for transitioning participants into postsecondary education opportunities was provided through guest speakers and shared resources. As a result, the number of individuals reported on Table 4A as earning an MSG by transitioning into postsecondary education/training increased from 24 participants to 45 participants between PY21 and PY22.

ADULT EDUCATION AND FAMILY LITERACY ACT PROGRAM CERTIFICATIONS

States must provide written and signed certifications that:

The State Plan must include	Include
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; and	Yes
8. The plan is the basis for State operation and administration of the program;	Yes

ADULT EDUCATION AND FAMILY LITERACY ACT PROGRAM ASSURANCES

The State Plan must include assurances that:

The State Plan must include	Include
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 the supplement-not-supplant requirement);	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. 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
5. 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

AUTHORIZING OR CERTIFYING REPRESENTATIVE

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.

Please download and sign the forms below. Please scan and return the forms to wioa@ed.gov at the same time you submit your State Plan via the portal.

1. SF424B - Assurances – Non-Construction Programs
(<http://www2.ed.gov/fund/grant/apply/appforms/appforms.html>)
2. Grants.gov - Certification Regarding Lobbying
(<http://www2.ed.gov/fund/grant/apply/appforms/appforms.html>)
3. SF LLL Form – Disclosure of Lobbying Activities (required, only if applicable)
(<http://www2.ed.gov/fund/grant/apply/appforms/appforms.html>)

APPLICANT'S ORGANIZATION	Enter information in this column
Applicant's Organization	NH Department of Education

APPLICANT'S ORGANIZATION	Enter information in this column
PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	Enter information in this column
First Name	Sarah
Last Name	Wheeler
Title	Administrator
Email	Sarah.L.Wheeler@doe.nh.gov

SECTION 427 OF THE GENERAL EDUCATION PROVISIONS ACT (GEPA)

EQUITY FOR STUDENTS, EDUCATORS, AND OTHER PROGRAM BENEFICIARIES

OMB Control Number 1894-0005 Expiration 02/28/2026

Section 427 of the General Education Provisions Act (GEPA) (20 U.S.C. 1228a) applies to a State applicant submitting a state plan for a formula grant from the US Department of Education. The State applicant is responsible for completing the GEPA Section 427 form that provides a description of the steps the State proposes to take to ensure all program beneficiaries have equitable access to, and participation in, its Federally funded, State-level project or activity. The State applicant is also responsible for ensuring that its subrecipient applicants complete the GEPA Section 427 form or a State developed form that sufficiently meets the GEPA Section 427 requirement for any local-level-project and activity and maintains the subrecipients' responses in the State office.

GEPA Section 427 Form Instructions for State Applicants

State applicants must respond to the following four questions:

1. Describe how your entity's existing mission, policies, or commitments ensure equitable access to, and equitable participation in, the proposed project or activity.
2. Based on your proposed project or activity, what barriers may impede equitable access and participation of students, educators, or other beneficiaries?
3. Based on the barriers identified, what steps will you take to address such barriers to equitable access and participation in the proposed project or activity?
4. What is your timeline, including targeted milestones, for addressing these identified barriers?

- Applicants identify any barriers that may impede equitable access and participation in the proposed project or activity, including, but not limited to, barriers based on economic disadvantage, gender, race, ethnicity, color, national origin, disability, age, language, migrant status, rural status, homeless status or housing insecurity, pregnancy, parenting, or caregiving status, and sexual orientation.
- Applicants use the associated text box to respond to each question. However, applicants might have already included some or all this required information in the narrative sections of their

applications or their State Plans. In responding to this requirement, for each question, applicants may provide a cross-reference to the section(s) in their State Plans that includes the information responsive to that question on this form or may restate that information on this form.

- Applicants are not required to have mission statements or policies that align with equity to apply.
- Applicants that have already undertaken steps to address barriers must still provide an explanation and/or description of the steps already taken in each text box, as appropriate, to satisfy the GEPA Section 427 requirement.
- Applicants that believe no barriers exist must still provide an explanation and/or description to each question to validate that perception, as appropriate, to satisfy the GEPA Section 427 requirement.

GEPA Section 427 Instructions to State Applicants for their Subrecipient Applicants

The State grantee provides a subrecipient applicant seeking Federal assistance instructions and guidance for how it must comply with the GEPA Section 427 requirement. The State grantee determines the form and content of the information a subrecipient applicant must include in its application regarding the steps it proposes to take to ensure equitable access to, and equitable participation in, its local-level project or activity. For example:

- The State grantee may require its subrecipient applicant to use and submit the GEPA Section 427 form that it is required to submit to the Department; or
- The State grantee may use a State-developed form that is sufficient to meet the GEPA Section 427 requirement.
- The State grantee maintains the subrecipient applicants' responses in the State office.

Please refer to GEPA 427 - Form Instructions for AEFLA Application Package

1. DESCRIBE HOW YOUR ENTITY'S EXISTING MISSION, POLICIES, OR COMMITMENTS ENSURE EQUITABLE ACCESS TO, AND EQUITABLE PARTICIPATION IN, THE PROPOSED PROJECT OR ACTIVITY.

Section 427 of the General Education Provisions Act (GEPA) (20 U.S.C. 1228a) applies to a State applicant submitting a state plan for a formula grant from the US Department of Education. The State applicant is responsible for completing the GEPA Section 427 form that provides a description of the steps the State proposes to take to ensure all program beneficiaries have equitable access to, and participation in, its Federally funded, State-level project or activity. The State applicant is also responsible for ensuring that its subrecipient applicants complete the GEPA Section 427 form or a State developed form that sufficiently meets the GEPA Section 427 requirement for any local-level-project and activity and maintains the subrecipients' responses in the State office.

GEPA 427 - Form Instructions for AEFLA Application Package

State applicants must respond to four questions.

The first of four questions is:

Describe how your entity's existing mission, policies, or commitments ensure equitable access to, and equitable participation in, the proposed project or activity.

The NH Department of Education is committed to helping students, parents, and educators meet the educational needs of each student.

At the State level, the majority of State Leadership funds are used to support state office staff. The State of New Hampshire hiring policies prohibit discrimination on the basis of race, color, religion, sex, national origin, age, disability, genetics, political affiliation or belief.

At the local level, providers are required to ensure equitable access to and participation in adult education activities as outlined in their original proposal, their annual program improvement plan and their annual GEPA Attestation.

2. BASED ON YOUR PROPOSED PROJECT OR ACTIVITY, WHAT BARRIERS MAY IMPEDE EQUITABLE ACCESS AND PARTICIPATION OF STUDENTS, EDUCATORS, OR OTHER BENEFICIARIES?

Section 427 of the General Education Provisions Act (GEPA) (20 U.S.C. 1228a) applies to a State applicant submitting a state plan for a formula grant from the US Department of Education. The State applicant is responsible for completing the GEPA Section 427 form that provides a description of the steps the State proposes to take to ensure all program beneficiaries have equitable access to, and participation in, its Federally funded, State-level project or activity. The State applicant is also responsible for ensuring that its subrecipient applicants complete the GEPA Section 427 form or a State developed form that sufficiently meets the GEPA Section 427 requirement for any local-level-project and activity and maintains the subrecipients' responses in the State office.

GEPA 427 - Form Instructions for AEFLA Application Package

State applicants must respond to four questions.

The second of four questions is:

Based on your proposed project or activity, what barriers may impede equitable access and participation of students, educators, or other beneficiaries?

Barriers that may impede equitable access and participation of students, educators and other beneficiaries include, but are not limited to: race, color, religion, sex, national origin, age, disability, genetics, political affiliation or belief.

3. BASED ON THE BARRIERS IDENTIFIED, WHAT STEPS WILL YOU TAKE TO ADDRESS SUCH BARRIERS TO EQUITABLE ACCESS AND PARTICIPATION IN THE PROPOSED PROJECT OR ACTIVITY?

Section 427 of the General Education Provisions Act (GEPA) (20 U.S.C. 1228a) applies to a State applicant submitting a state plan for a formula grant from the US Department of Education. The State applicant is responsible for completing the GEPA Section 427 form that provides a description of the steps the State proposes to take to ensure all program beneficiaries have equitable access to, and participation in, its Federally funded, State-level project or activity. The State applicant is also responsible for ensuring that its subrecipient applicants complete the GEPA Section 427 form or a State developed form that sufficiently meets the GEPA

Section 427 requirement for any local-level-project and activity and maintains the subrecipients' responses in the State office.

GEPA 427 - Form Instructions for AEFLA Application Package

State applicants must respond to four questions.

The third of four questions is:

Based on the barriers identified, what steps will you take to address such barriers to equitable access and participation in the proposed project or activity?

The Bureau of Adult Education will continue to ensure equitable access to meetings, training and resources through multiple ways including but not limited to: physical accessibility, availability of formats and time; different delivery methods including onlines, in-person and recordings with transcripts.

All applicants for funding from the Bureau of Adult Education are required to submit a GEPA attestation as an attachment to their response to the state competition for WIOA Adult Education funding. This is updated on an annual basis.

Additionally, each applicant is required to address how it will recruit and engage individuals with barriers to equitable participation in multiple sections of the application. All contracts with local providers incorporate the original proposal as well as program assurances that require compliance with the GEPA. The Bureau of Adult Education, in coordination with the NH Department of Education, Bureau of Federal Compliance, will monitor the implementation of GEPA as an integral part of the monitoring process.

4. WHAT IS YOUR TIMELINE, INCLUDING TARGETED MILESTONES, FOR ADDRESSING THESE IDENTIFIED BARRIERS?

Section 427 of the General Education Provisions Act (GEPA) (20 U.S.C. 1228a) applies to a State applicant submitting a state plan for a formula grant from the US Department of Education. The State applicant is responsible for completing the GEPA Section 427 form that provides a description of the steps the State proposes to take to ensure all program beneficiaries have equitable access to, and participation in, its Federally funded, State-level project or activity. The State applicant is also responsible for ensuring that its subrecipient applicants complete the GEPA Section 427 form or a State developed form that sufficiently meets the GEPA Section 427 requirement for any local-level-project and activity and maintains the subrecipients' responses in the State office.

GEPA 427 - Form Instructions for AEFLA Application Package

State applicants must respond to four questions.

The final of four questions is:

What is your timeline, including targeted milestones, for addressing these identified barriers?

The Bureau of Adult Education will take the following steps to address identified barriers:

- Continue to provide multiple PD delivery systems that include in-person, online and recorded sessions with transcripts.

- Continue to require annual GEPA Attestations from local providers on an annual basis in order to receive new grant awards by July 1, 2024.
- 100% of local leadership will attend annual EO training in the fall of 2024.
- By September 1, 2024, the public-facing NH Adult Education website will include improved accessibility features such as a translator, text alternatives and captioning.
- Equitable access, including physical access, will continue to be evaluated during on site monitoring visits at least once every four years.
- Technical assistance/Professional development will be provided for local providers on ensuring accessibility for all students and teacher through the Statewide Disabilities Coordinator (under the PD contract) and other State Staff as needed.

ADULT EDUCATION AND LITERACY PROGRAM PERFORMANCE INDICATORS

Performance Goals for the Core Programs

Each state submitting a Unified or Combined State Plan is required to identify expected levels of performance for each of the primary indicators of performance for the first 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-negotiated levels of performance for the indicators for each of the first two years of the plan.

For Program Year (PY) 2016-2019 plans, the Departments used the transition authority under section 503(a) of WIOA to designate certain primary indicators of performance as “baseline” indicators to ensure an orderly transition from the requirements of the Workforce Investment Act of 1998 to those under WIOA. A “baseline” indicator was one for which states did not propose an expected level of performance and did not come to agreement with the Departments on negotiated levels of performance because sufficient data was not available to establish such performance levels. As a result, “baseline” indicators were not used in the end of the year adjustment of performance levels and were not used to determine failure to meet adjusted levels of performance for purposes of sanctions. The Departments designated indicators as “baseline” based on the likelihood of a State having insufficient data with which to make a reasonable determination of an expected level of performance.

For PYs 2020-2023 Plans, Title I programs (Adult, Dislocated Worker, and Youth) and the Title II program (Adult Education and Family Literacy Act) will have two full years of data available to make reasonable determinations of expected levels of performance for the following indicators for PY 2020 and PY 2021:

- Employment (Second Quarter after Exit);
- Employment (Fourth Quarter after Exit);
- Median Earnings (Second Quarter after Exit);
- Credential Attainment Rate; and
- Measurable Skill Gains

The Wagner-Peyser Act Employment Service program, authorized under the Wagner-Peyser Act, as amended by title III of WIOA, will have two full years of data available to make a reasonable determination of expected levels of performance for the following indicators for PY 2020 and PY 2021:

- Employment (Second Quarter after Exit);
- Employment (Fourth Quarter after Exit); and
- Median Earnings (Second Quarter after Exit)

The Credential Attainment Rate and Measurable Skill Gains indicators do not apply to the Wagner-Peyser Act Employment Service program; therefore, this program will not submit expected levels of performance for these indicators.

For the first two years of PYs 2020-2023 Plans, the Vocational Rehabilitation (VR) program, authorized under title I of the Rehabilitation Act of 1973, as amended by title IV of WIOA, will have two full years of data available for the Measurable Skill Gains indicator only. Therefore, the Departments will designate the following indicators as “baseline” for the VR program for PY 2020 and PY 2021:

- Employment (Second Quarter after Exit);
- Employment (Fourth Quarter after Exit);
- Median Earnings (Second Quarter after Exit); and
- Credential Attainment Rate

VR agencies must continue to collect and report on all indicators, including those that have been designated as “baseline, pursuant to section 116(d) of WIOA.” The actual performance data reported by these programs for indicators designated as “baseline” for PY 2020 and PY 2021 will serve as baseline data in future years. The Departments will require VR agencies to submit expected levels of performance for these indicators for PY 2022 and PY 2023.

The Departments determined that the Effectiveness in Serving Employers indicator will be measured as a shared outcome across all six core programs within each state to ensure a holistic approach to serving employers. The Departments will continue piloting approaches for measuring this indicator for the first two years of PY 2020-2023 plans. Therefore, states are not required to submit an expected level of performance for the Effectiveness in Serving Employers indicator for PY 2020 and PY 2021. However, core programs are expected to collect data and report on this indicator for PY 2020 and PY 2021 as they did for PYs 2016-2019 plans.

Each core program must submit an expected level of performance for all of the other indicators, as applicable, with the exception of the four indicators designated as “baseline” for the VR program in PY 2020 and PY 2021. The Departments will work with states during the negotiation process to establish negotiated levels of performance for each of the primary indicators for the core programs not listed as “baseline.” Each state must update its plan to include the agreed-upon negotiated levels of performance before the Departments approve a state’s plan.

States may identify additional indicators in the 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.

Performance Indicators	PY 2024 Expected Level	PY 2024 Negotiated Level	PY 2025 Expected Level	PY 2025 Negotiated Level
Employment (Second Quarter After Exit)	20.0%	33.0%	21.0%	33.5%
Employment (Fourth Quarter After Exit)	22.0%	32.0%	23.0%	32.5%
Median Earnings (Second Quarter After Exit)	\$6,700	\$6,770	\$6,900	\$7,000
Credential Attainment Rate	16.5%	23.5%	17.0%	24.0%
Measurable Skill Gains	30.5%	30.5%	31.0%	31.0%
Effectiveness in Serving Employers	Not Applicable ¹	Not Applicable ¹	Not Applicable ¹	Not Applicable ¹

¹

The Departments have not issued the final rule defining Effectiveness in Serving Employers. As a result, states will not submit expected levels of performance for this indicator and the Departments will not establish negotiated levels of performance for PYs 2024 and 2025.

PROGRAM-SPECIFIC REQUIREMENTS FOR STATE VOCATIONAL REHABILITATION (COMBINED OR GENERAL)

The Vocational Rehabilitation (VR) Services Portion of the Unified or Combined State Plan must include the following descriptions and estimates, as required by sections 101(a) and 606 of the Rehabilitation Act of 1973, as amended by title IV of WIOA.

A. STATE REHABILITATION COUNCIL.

1. ALL VR AGENCIES, EXCEPT FOR THOSE THAT HAVE AN INDEPENDENT CONSUMER-CONTROLLED COMMISSION, MUST HAVE A STATE REHABILITATION COUNCIL (COUNCIL OR SRC) THAT MEETS THE CRITERIA IN SECTION 105 OF THE REHABILITATION ACT. THE DESIGNATED STATE AGENCY OR DESIGNATED STATE UNIT, AS APPLICABLE, HAS:

Select A or B:

(A) is an independent State commission

(B) has established a State Rehabilitation Council

(B) has established a State Rehabilitation Council

2. IN ACCORDANCE WITH ASSURANCE (A)(1)(B), IF SELECTED, PLEASE PROVIDE INFORMATION ON THE CURRENT COMPOSITION OF THE COUNCIL BY REPRESENTATIVE TYPE, INCLUDING THE TERM NUMBER OF THE REPRESENTATIVE, AS APPLICABLE, AND ANY VACANCIES, AS WELL AS THE BEGINNING DATES OF EACH REPRESENTATIVE'S TERM.

Select 'Edit' to edit the narrative.

Note, please do not edit the table header or formatting. Only edit the table contents.

If you accidentally edit the table headers and structure, open this link to the blank table. You can copy and paste the table into the narrative field, and start over if needed.

Council Representative	Current Term Number/Vacant	Beginning Date of Term Mo./Yr.
Statewide Independent Living Council (SILC)	2	5/2023
Parent Training and Information Center	1	7/2022
Client Assistance Program	x	Ongoing
Qualified Vocational Rehabilitation (VR) Counselor (Ex Officio if Employed by the VR Agency)	1	12/2021
Community Rehabilitation Program Service Provider	2	12/2021
Business, Industry, and Labor	1	7/2022
Business, Industry, and Labor	2	8/2023
Business, Industry, and Labor	Vacant	---
Business, Industry, and Labor	Vacant	---
Disability Advocacy Groups	2	4/2023
Current or Former Applicants for, or Recipients of, VR services	Vacant	---
Section 121 Project Directors in the State (as applicable)	N/A	---
State Educational Agency Responsible for Students with Disabilities Eligible to Receive Services under Part B of the	1	4/2021

Council Representative	Current Term Number/Vacant	Beginning Date of Term Mo./Yr.
Individuals with Disabilities Education Act (IDEA)		
State Workforce Development Board	2	4/2024
VR Agency Director (Ex Officio)	1	1/2024

3. IF THE SRC IS NOT MEETING THE COMPOSITION REQUIREMENTS IN SECTION 105(B) OF THE REHABILITATION ACT AND/OR IS NOT MEETING QUARTERLY AS REQUIRED IN SECTION 105(F) OF THE REHABILITATION ACT, PROVIDE THE STEPS THAT THE VR AGENCY IS TAKING TO ENSURE IT MEETS THOSE REQUIREMENTS.

Over the past years, the SRC has experienced challenges in scheduling and membership. The Council started the past year (calendar year 2023) with vacancies in the chair and vice chair roles. These positions remained vacant until they could be filled in late spring/early summer; the SRC has experienced and continues to have, several vacant positions on the Council.

The SRC membership subcommittee is not currently fully staffed. Once this is resolved, increased recruitment efforts can resume to address current and upcoming vacancies. Having the VR Director seat filled will also help in all category recruitments.

The Bureau anticipates that the Membership Committee will be fully staffed by September 2024. Once the Membership Committee is fully staffed, the committee will undertake several key steps to meet the composition requirements in Section 105(b). Firstly, the Membership Committee will engage in targeted outreach efforts to solicit applications from individuals representing business, industry, and labor sectors. Secondly, the committee will review applications thoroughly, considering qualifications, experience, and alignment with our mission and objectives. Lastly, we will actively reach out to current or former applicants for, or recipients of, vocational rehabilitation services to encourage their participation, utilizing collaboration with vocational rehabilitation counselors and targeted communication campaigns. We are committed to assembling a diverse and dedicated committee that effectively represents the interests of all stakeholders involved.

The Council regularly meets the annual quarterly meeting requirement.

4. IN ACCORDANCE WITH THE REQUIREMENTS IN SECTION 101(A)(21)(A)(II)(III) OF THE REHABILITATION ACT, INCLUDE A SUMMARY OF THE COUNCIL'S INPUT (INCLUDING HOW IT WAS OBTAINED) INTO THE STATE PLAN AND ANY STATE PLAN REVISIONS, INCLUDING RECOMMENDATIONS FROM THE COUNCIL'S ANNUAL REPORTS, THE REVIEW AND ANALYSIS OF CONSUMER SATISFACTION AND OTHER COUNCIL REPORTS.

No formal Council recommendations were made during the past year.

The SRC was involved in developing the agency's strategic plan, including drafting language. As the plan was being developed, one SRC member shared feedback on plan goal 3, specifically item 7.4.3.3, 'Strengthen VRNH's Presence and Services in the Deaf or Hard of Hearing Community'. She noted that 'I am grateful that VRNH has included the Deaf and Hard of Hearing community in the plan; the only disability to have its own dedicated goal in the plan.' She also noted that the draft plan relative to Item #2 in that section said, "**Establish** a DHOH advisory committee comprised of DHOH community members," even though a NH Advisory Committee to the Program for the Deaf and Hard of Hearing at Vocational Rehabilitation had been established in 1981 and remains constituted after more than 41 years. She further stated that item #3 said "meet with the DHOH advisory committee to **establish the committees' goals, guidelines, and elect officers,**" even though the Advisory Committee already has established bylaws and officers. This SRC member also noted that 'VR's 2022 Mid Cycle Update to the Strategic Plan states: "*KIIs noted that there is a need to enhance services available to participants who are deaf or hard of hearing. They stressed the need for easier access to American Sign Language (ASL) interpreters across all regions of the state and more counselors and CRPs trained in ASL.*" Since these remain unmet goals, the SRC member noted that including this in any future strategic plan would make sense. It was further asked to move the goal 7.4.3.3. to year 1 instead of year 3. Additionally identified were some activities that could be used to support this strategy including the use of survey and demographic data to establish and hire the number of ASL interpreters to fulfill unmet needs; use of the survey and demographic data to establish and hire the needed number of counselors fluent in ASL, hearing loss and Deaf-Blind needs; analyze the pay rates of surrounding states to ensure competitive rates. (State Coordinator Beth Keller is looking into this.); develop a training toolbox for VR counselors and implement mandatory training for all VR counselors in Deaf culture and hearing assistive technology used in the workplace; and develop materials for audiologists and their clients on the VR process, policies, and resources available.

In previous years, the SRC has been involved with comprehensive statewide needs assessment and customer satisfaction survey projects. In the summer of 2023, the agency engaged in a strategic planning process to develop a 4-year strategic plan (2024 – 2027). The agency worked with a contractor, BerryDunn, on this project. SRC members reviewed and provided input into the early plan development. Their ideas were included in the further finalization of the plan.

Throughout the year, the agency kept the Council apprised of the difficulty of recruiting new counselors. One Council member encouraged the agency to include outreach to Assumption University and other educational institutions for recruitment purposes, as the Bureau advertises to fill counselor vacancies.

The Client Assistance Program (CAP) regularly provides information regarding the issues escalating to CAP involvement. It was noted that most of the questions and issues raised were due to expectations held by the participants. They recommended that the agency work to be clear and concise in meetings with participants about what the agency can and cannot do during the process.

5. PROVIDE THE VR AGENCY'S RESPONSE TO THE COUNCIL'S INPUT AND RECOMMENDATIONS, INCLUDING AN EXPLANATION FOR THE REJECTION OF ANY INPUT AND RECOMMENDATIONS.

List each recommendation/input followed by the VR agency response

No formal Council recommendations were made.

Agency Response regarding input into developing the strategic plan: Strategic plan Goal 3 Strategy 3 was updated. 1) The action step to *establish* a DHOH advisory committee was updated to 'continue and strengthen as needed, DHOH advisory committee comprised of DHOH community members.'; 2) The action step 'Meet with the DHOH advisory committee to establish the committees' goals, guidelines, and elect officers.' was updated to 'DHOH advisory should establish and/or revisit current goals.'; 3) The Strategy 3 time frame was updated to start 1/2/2024. The DHOH advisory committee was advised to incorporate additional specific activities identified in the committee's goals and work plans.

In response to the suggestion of one of the SRC members, the Bureau of Vocational Rehabilitation is proactively enhancing its recruitment efforts by initiating dialogue with educational institutions. Recognizing the importance of fostering strong connections with academic partners, we will contact the University of Southern Maine, University of Massachusetts-Boston, Assumption College, Salve Regina, and Springfield College. We aim to establish improved lines of communication to ensure that these institutions are aware of vacancies within the New Hampshire Bureau of Vocational Rehabilitation. By fostering collaborative relationships with these programs, we seek to facilitate the circulation of job openings to students interested in contributing to our mission. This proactive approach aligns with our commitment to fostering a diverse and talented workforce while enhancing opportunities for individuals seeking meaningful careers in vocational rehabilitation. It is worth noting that the New Hampshire Bureau of Vocational Rehabilitation's Training Coordinator participates as a member of the UMass Boston graduate program advisory committee. We will seek to leverage relationships like this to foster strong connections with academic partners.

B. COMPREHENSIVE STATEWIDE NEEDS ASSESSMENT (CSNA).

Section 101(a)(15), (17), and (23) of the Rehabilitation Act require VR agencies to provide an assessment of:

1. THE VR SERVICES NEEDS OF INDIVIDUALS WITH DISABILITIES RESIDING WITHIN THE STATE, INCLUDING:

A. INDIVIDUALS WITH THE MOST SIGNIFICANT DISABILITIES AND THEIR NEED FOR SUPPORTED EMPLOYMENT;

The agency last completed a Comprehensive Statewide Needs Assessment (CSNA) in 2022 with the assistance of the Institute of Community Inclusion. Data resources included input from VR agency and community rehabilitation provider staff; key information with lived experience of disability; workforce partners; and business partners.

The assessment identified an increase in NH's disability population along with continuing economic inequality for NH residents with disabilities. This points to the likelihood for continued and increasing demand for VR services in the future.

The needs assessment gathered many comments about the life changing value of getting a paid job with the support of the agency. Suggestions made on how to improve services overall included: timeliness of services; improving communication with counseling and frontline staff; support for resolving transportation, childcare and complex health care needs; and more

understanding of how to address financial pressures. Key findings and recommendations centered around three main areas: awareness, accessibility, and quality of services.

The assessment highlighted need for additional and continuing services for individuals with the most significant disabilities including specific need for progressive employment, customized employment, pre-placement activities, and supported employment. It was noted that one of the specific challenges, particularly for supported employment, is staffing.

The needs assessment can be viewed online at:

<https://www.education.nh.gov/sites/g/files/ehbemt326/files/inline-documents/sonh/comprehensive-statewide-needs-assessment-2022-a.pdf>

B. INDIVIDUALS WITH DISABILITIES WHO ARE MINORITIES AND INDIVIDUALS WITH DISABILITIES WHO HAVE BEEN UNSERVED OR UNDERSERVED BY THE VR PROGRAM;

Throughout the assessment there was identified a lack of awareness of the availability of VR services within the state. This is particularly true for populations who are minorities and individuals who have been identified as unserved or underserved by the VR program. Potential action steps to improve awareness in these communities included consideration of intentional marketing and awareness strategies either embedded in the current branding initiative or in partnership with other public systems for specific population.

Within the assessment most frequently identified barriers for individuals with disabilities who are minorities, including New Americans/Refugees included: Access to cultural/ interpreter/ translation services; Lack of consumer awareness of services; Access to transportation. Service needs identified included: Customized employment, career planning and exploration, pre-placement activities, disability-related skills training, supported employment, occupational or vocational training, pre-employment transition services, transition, rehab tech (assistive technology), on-the-job training, benefits counseling, postsecondary education, or “other” services

Recommendation to address barriers included: Invest in counseling staff and CRP staff to enhance communication skills, such as motivational interviewing and supporting new populations. • Identify counselors with expertise in underserved and unserved communities and create opportunities for peer-to-peer support across regional units. • Examine CRP capacity and competency by region and identify which providers have capacity for underserved and unserved communities.

C. INDIVIDUALS WITH DISABILITIES SERVED THROUGH OTHER COMPONENTS OF THE WORKFORCE DEVELOPMENT SYSTEM; AND

To meet the needs of individuals served through other components of the Workforce Development System, the New Hampshire Bureau of Vocational Rehabilitation continues its efforts to collaborate with a diverse slate of community and state partners to reduce unemployment of individuals with disabilities and to provide effective services to employers throughout the state. Further, the Bureau seeks collaborative opportunities including projects and grants to assist individuals with disabilities across New Hampshire in obtaining competitive employment. Based on the most recent CSNA, specific needs of individuals with disabilities served through other components of the workforce development system include digital equity, transportation, and the need to prepare the next generation of workers, including those not in

the labor force, for future employment. The CSNA also indicated the need for a coordinated and integrated approach to meeting business needs and helping businesses hire and retain workers with disabilities and greater engagement of workers who experience a change in abilities to perform some job functions due to age or acquired disability and the role VR New Hampshire could play in supporting workers to seek accommodations, change job tasks or roles, or change careers.

Outside of the New Hampshire Bureau of Vocational Rehabilitation, individuals with disabilities are served within the partnering education and workforce agencies as part of the general population of service recipients. Entities providing education and training (e.g., High Schools, Adult Education, Career and Technical Education, and the Community College System) serve individuals with disabilities as students and learners, focusing on providing reasonable accommodations. Partnering agencies in employment security and workforce development also serve individuals with disabilities and businesses or employers to promote economic development statewide.

The New Hampshire Bureau of Vocational Rehabilitation will continue to increase its presence at educational institutions (i.e., high schools and colleges). Regional offices in New Hampshire and key pre-ETS leadership within the Bureau have been tasked with strengthening its relationship with high schools and the university system. Additionally, the Director of the New Hampshire Bureau of Vocational Rehabilitation serves on the State Workforce Investment Board (SWIB) and will seek greater opportunities to partner with state agencies capable of advancing the vocational rehabilitation mission and addressing needs identified in the CSNA.

Workforce partners were specifically included among those providing input in the CSNA. Their perspectives were considered in the review, discussions, and recommendations arising from the CSNA. Potential strategies identified included creating or accessing cross-agency referral mechanisms and identifying gaps or barriers to rapid coordination between agencies.

D. YOUTH WITH DISABILITIES, INCLUDING STUDENTS WITH DISABILITIES AND THEIR NEED FOR PRE-EMPLOYMENT TRANSITION SERVICES. 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 IDEA.

The assessment findings underscore a trend: a rise in the prevalence of disability among transition-age youth in New Hampshire. Concurrently, there has been a notable increase in the proportion of youth served by the agency. These statistics emphasize the ongoing necessity for transition services tailored to the needs of youth and students with disabilities. Specifically, pre-employment services are crucial in bridging the gap between individuals' interests and employers' expectations. Such services are pivotal in equipping youth with the necessary skills and understanding to navigate the workforce successfully.

In the same vein, the Bureau of Vocational Rehabilitation maintains a collaborative agreement with the New Hampshire Education Department's Bureau of Special Education Support to address these needs effectively. This agreement enables Vocational Rehabilitation to engage with schools directly, collaborate with Individualized Education Program (IEP) teams to review plans and coordinate the delivery of vocational rehabilitation services. By fostering this partnership, both entities can provide comprehensive support to transition-age youth, ensuring

they receive the tailored services and assistance required to transition smoothly into the workforce.

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

Within the assessment it was identified that community rehabilitation program capacity was a universal concern across respondents. It was noted that as there is already a concern for capacity, as applicants increase it will likely put additional strain on service delivery. This was identified as an area that needs additional work and demonstrated a need to establish, develop and improve community rehabilitation program services to meet the needs of VRNH current and future participants.

C. GOALS, PRIORITIES, AND STRATEGIES

Section 101(a)(15) and (23) of the Rehabilitation Act require VR agencies to describe the goals and priorities of the State in carrying out the VR and Supported Employment programs. The goals and priorities are based on (1) the most recent CSNA, including any updates; (2) the State's performance under the performance accountability measures of Section 116 of WIOA; and (3) other available information on the operation and effectiveness of the VR program, including any reports received from the SRC and findings and recommendations from monitoring activities conducted under Section 107 of the Rehabilitation Act. VR agencies must—

1. DESCRIBE HOW THE SRC AND THE VR AGENCY JOINTLY DEVELOPED AND AGREED TO THE GOALS AND PRIORITIES AND ANY REVISIONS; AND

The State goals and priorities were jointly developed and agreed to by the State Rehabilitation Council as part of the strategic planning and state plan development process. Each year the SRC reviews goals and priorities as well as status of activities as part of the state plan planning and review process.

In the summer of 2023, the agency conducted a comprehensive strategic planning process to help define the future of the agency's work in 1) assisting individuals with disabilities to obtain and maintain competitive, integrated employment, and 2) assisting business partners with services to meet their workforce needs. The planning team engaged members of the State Rehabilitation council to review draft work and to gain their input.

The agency leveraged the following resources as source documentation for the strategic plan: 2022 Comprehensive Statewide Needs Assessment (CSNA); 2020 and 2021 Customer Satisfaction Survey results; VRNH Transition Services Strategic Plan; Transitions Services Strategic Plan Status Report; 2022 VRNH Leadership and All Staff Pulse Survey results; Transition Communication Plan; Total Quality Assurance Plan – Draft; Workforce Assessment Observations; Governance Communications Plan; the current WIOA Combined State Plan and the 2023 Strengths, Weaknesses, Opportunities, and Threats (SWOT) Survey results of agency staff, customers and business partners.

2. IDENTIFY MEASURABLE GOALS AND PRIORITIES IN CARRYING OUT THE VR AND SUPPORTED EMPLOYMENT PROGRAMS AND THE BASIS FOR SELECTING THE GOALS AND PRIORITIES (E.G., CSNA, PERFORMANCE ACCOUNTABILITY MEASURES, SRC RECOMMENDATIONS, MONITORING, OTHER INFORMATION). AS REQUIRED IN SECTION

101(A)(15)(D), (18), AND (23), DESCRIBE UNDER EACH GOAL OR PRIORITY, THE STRATEGIES OR METHODS USED TO ACHIEVE THE GOAL OR PRIORITY, INCLUDING AS APPLICABLE, DESCRIPTION OF STRATEGIES OR METHODS THAT—

A. SUPPORT INNOVATION AND EXPANSION ACTIVITIES;

B. OVERCOME BARRIERS TO ACCESSING VR AND SUPPORTED EMPLOYMENT SERVICES;

C. 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, POST-SECONDARY EDUCATION, EMPLOYMENT, AND PRE-EMPLOYMENT TRANSITION SERVICES); AND

D. IMPROVE THE PERFORMANCE OF THE VR AND SUPPORTED EMPLOYMENT PROGRAMS IN ASSISTING INDIVIDUALS WITH DISABILITIES TO ACHIEVE QUALITY EMPLOYMENT OUTCOMES.

List and number each goal/priority, noting the basis, and under each goal/priority, list and number the strategies to achieve the goal/priority

Through the strategic planning efforts, the agency identified four strategic priority areas around a balanced scorecard model: 1) Financial Governance; 2) Customer Focus; 3) Staff Learning and Growth, and 4) Internal Processes. Utilizing these, the agency plans to improve various internal business functions toward impacting resulting outcomes. The overall intention of setting these priorities is to move VR New Hampshire to be an agile organization able to adapt more quickly to changes – internally and externally. This will allow the agency to respond more rapidly and flexibly to participant needs. Through this plan the agency strives to lead change in a productive, cost-effective way without compromising quality.

Priority: Financial Governance

Basis: Office of Legislative Budget Assistant Performance Audit Report

Utilizing comprehensive financial monitoring tools and reports to make informed financial decisions is crucial for enhancing forecasting and long-term budgeting within vocational rehabilitation (VR) and supported employment programs. By having access to detailed financial data and reports, program administrators can better allocate resources, identify areas for cost-saving measures, and strategically plan for innovation and expansion activities. This approach ensures fiscal responsibility and enables programs to adapt to changing needs and opportunities.

Furthermore, leveraging financial resources to develop strategic partnerships can be instrumental in overcoming barriers to accessing VR and supported employment services. Collaborating with external organizations, such as educational institutions, employers, and community agencies, can broaden the scope of services offered and improve the overall support system for individuals with disabilities. These partnerships can lead to innovative service delivery models, increased job placement opportunities, and enhanced access to specialized resources, ultimately strengthening the effectiveness of VR programs.

Moreover, improving and expanding VR services for students with disabilities requires coordinated efforts to facilitate their transition from school to postsecondary life. This includes providing pre-employment transition services, post-secondary education support, and employment assistance tailored to individual needs. By integrating financial monitoring tools into this process, VR agencies can better track outcomes, evaluate services' effectiveness, and identify areas for improvement. This data-driven approach enhances accountability, ensures that resources are effectively utilized, and ultimately improves the performance of VR and supported employment programs in assisting individuals with disabilities to achieve quality employment outcomes.

Goal 1: Utilize comprehensive financial monitoring tools and reports to make financial decisions.

This goal is designed to improve agency access to comprehensive and accurate financial information to enable the agency to make budgeting and expenditure decisions more readily.

Strategy: Modernize Budget-to-Actual and Variance Dashboard/Reporting Tools encompassing personnel, indirect, programmatic, client services, and contract budgets.

Key Performance Indicators (KPI):

Measuring success for each goal involves tracking specific key performance indicators (KPIs) that align with the intended outcomes. Here are the KPIs for Goal 1:

KPIs:

Increase in the accuracy and completeness of financial data.

Reduction in the time taken to generate financial reports.

Improvement in budgeting accuracy, as evidenced by fewer budget variances.

Enhanced transparency and accessibility of financial information.

Measurement methods:

Conduct regular audits of financial data accuracy and completeness.

Track the time taken to generate financial reports before and after implementing the modernized tools.

Monitor budget variances and analyze the reasons behind them.

Gather feedback from staff on the ease of accessing and understanding financial reports.

Regularly assessing progress against these KPIs will provide insights into the effectiveness of the strategies implemented to achieve each goal and help determine whether adjustments or refinements are needed to improve outcomes further.

Goal 2: Enhance forecasting and long-term budgeting.

This goal is designed to improve forecasting efficiency to ensure continued effective management of grant funds.

Strategy: Modernize long-term budgeting and forecasting tools/reports.

Key Performance Indicators (KPI):

Measuring success for each goal involves tracking specific key performance indicators (KPIs) that align with the intended outcomes. Here are the KPIs for Goal 2:

KPIs:

Increase in the accuracy of financial forecasts.

Improvement in the alignment between forecasted and actual expenditure.

Reduction in budgeting errors and adjustments.

Measurement methods:

Compare forecasted financial data with actual expenditure regularly.

Analyze the accuracy of long-term budgeting by comparing projected budgets with actual spending over time.

Monitor the frequency and magnitude of budget adjustments made throughout the fiscal year.

Goal 3: Leverage financial resources to develop strategic partnerships.

This goal is designed to promote enhanced cross-agency collaboration and support for co-enrolled participants.

Strategy: Assess existing agreements and outreach to potential partner organizations to discuss mutual employment services/needs and develop/execute shared funding agreements.

Key Performance Indicators (KPI):

Measuring success for each goal involves tracking specific key performance indicators (KPIs) that align with the intended outcomes. Here are the KPIs for Goal 3:

KPIs:

Number of new strategic partnerships formed.

Increase in funding secured through shared agreements with partner organizations.

Expansion of services and support available to co-enrolled participants.

Measurement methods:

Keep track of the number of new partnerships established within a given timeframe.

Evaluate the breadth and depth of services offered to co-enrolled participants in collaboration with partner organizations.

Priority: Customer Focus

Basis: Comprehensive Statewide Needs Assessment

Enriching customer engagement, maximizing workforce partnerships, modernizing services for individuals with disabilities, and increasing successful employment outcomes are key strategies that can significantly enhance vocational rehabilitation (VR) and supported employment

programs. By focusing on these areas, programs can drive innovation and expansion activities while overcoming barriers to accessing services.

Firstly, enriching customer engagement involves actively involving individuals with disabilities in the design and delivery of services. By incorporating their feedback and preferences, VR programs can tailor their offerings to meet the needs of their clientele better, ultimately improving satisfaction and outcomes. This approach also fosters a sense of empowerment and ownership among participants, leading to increased engagement and better results.

Maximizing workforce partnerships is another critical component for success. VR programs can tap into a broader range of job opportunities and support services by collaborating with employers, industry associations, and workforce development agencies. These partnerships can help match individuals with disabilities to suitable employment opportunities, provide on-the-job training and accommodations, and foster a supportive work environment conducive to success.

Additionally, modernizing services for individuals with disabilities involves leveraging technology and innovative approaches to service delivery. This may include implementing online job search and skill development platforms, offering virtual counseling and coaching sessions, and utilizing assistive technologies to enhance accessibility. By embracing these advancements, VR programs can reach a wider audience, increase efficiency, and provide more personalized support to clients.

Increasing successful employment outcomes is the ultimate goal of VR and supported employment programs. By focusing on enhancing customer engagement, workforce partnerships, and service modernization, programs can better equip individuals with disabilities with the skills, resources, and support needed to secure and maintain quality employment. This, in turn, improves overall program performance and contributes to the achievement of meaningful employment outcomes for individuals with disabilities, ultimately fostering greater independence and economic self-sufficiency.

Goal 1: Enrich customer engagement.

This goal is designed to enhance and expand agency services and capacity as well as to improve participant access to services.

Strategy 1: Field Services will develop and sustain cultural norms and standards regarding communication and customer-centric service.

Strategy 2: Create and execute a marketing plan to help inform, educate, and engage constituents about VRNH services, responsibilities, and results.

Strategy 3: Demonstrate to workforce system entities the value of collaborative efforts and expand mutually beneficial partnerships.

Strategy 4: Support staff and service delivery by clarifying job role expectations, strengthening communication, and leveraging recognition.

Key Performance Indicators (KPI):

Measuring success for each goal involves tracking specific key performance indicators (KPIs) that align with the intended outcomes. Here are the KPIs for Goal 1:

KPIs:

Increase in participant satisfaction scores based on surveys or feedback mechanisms.

Growth in the number of participants accessing VRNH services.

Improvement in the clarity and effectiveness of communication between staff and participants.

Measurement methods:

Conduct regular participant satisfaction surveys to gather feedback on their experience with VRNH services.

Track the number of participants accessing services over time.

Monitor communication channels (e.g., phone calls, emails, in-person interactions) and evaluate their effectiveness in meeting participants' needs.

Goal 2: Maximize workforce partnerships.

This goal is designed to increase employment outcomes and to support employer workforce needs.

Strategy: Identify solutions to increase the number of individuals with disabilities who leverage co-enrollment services across multiple workforce programs to maximize personal support.

Key Performance Indicators (KPI):

Measuring success for each goal involves tracking specific key performance indicators (KPIs) that align with the intended outcomes. Here are the KPIs for Goal 2:

KPIs:

Increase in the number of individuals with disabilities accessing co-enrollment services across multiple workforce programs.

Growth in the number of partnerships established with employers and workforce entities.

Measurement methods:

Track the number of individuals with disabilities accessing co-enrollment services and participating in multiple workforce programs.

Keep a record of new partnerships formed with employers and workforce entities, including the scope of collaboration and outcomes achieved.

Goal 3: Modernize services for individuals with disabilities.

This goal is designed to modernize services and service delivery to individuals with disabilities.

Strategy: Contract to develop and implement a formal workforce expectations computer literacy skills training and evaluation program.

Key Performance Indicators (KPI):

Measuring success for each goal involves tracking specific key performance indicators (KPIs) that align with the intended outcomes. Here are the KPIs for Goal 3:

KPIs:

Completion rate of the computer literacy skills training and evaluation program.

Improvement in participants' computer literacy skills and confidence.

Measurement methods:

Monitor the progress of the computer literacy skills training program, including participant enrollment and completion rates.

Assess participants' computer literacy skills and confidence levels before and after completing the training program through evaluations or assessments.

Goal 4: Increase successful employment outcomes.

This goal directly supports quality workforce placements for individuals with disabilities.

Strategy 1: Increase competitive, integrated employment opportunities and successful outcomes for adults and youth with disabilities.

Strategy 2: Strengthen supported employment programming by continuing to prioritize quality competitive, integrated employment outcomes.

Key Performance Indicators (KPI):

Measuring success for each goal involves tracking specific key performance indicators (KPIs) that align with the intended outcomes. Here are the KPIs for Goal 4:

KPIs:

Increase in the number of individuals with disabilities placed in competitive, integrated employment.

Improvement in retention rates and job satisfaction among participants.

Measurement methods:

Track the number of participants placed in competitive, integrated employment positions over time.

Conduct follow-up surveys or interviews with employed participants to assess job retention and satisfaction levels.

Priority: Staff Learning and Growth

Basis: Employee Pulse Survey

Fostering a culture of engagement and understanding within vocational rehabilitation (VR) and supported employment programs is fundamental to overcoming barriers to accessing services and improving outcomes for individuals with disabilities. By promoting open communication, empathy, and collaboration among staff, clients, and stakeholders, programs can create a supportive environment where individuals feel valued and empowered to seek assistance and pursue their goals. This culture of engagement encourages active participation, enhances trust, and fosters meaningful relationships, ultimately breaking down barriers to accessing services and fostering a sense of belonging and inclusion.

Ensuring adequate staffing resource availability is essential for effectively delivering VR and supported employment services and accomplishing the mission of VRNH. Sufficient staffing levels enable programs to provide timely and personalized assistance to individuals with disabilities, address their diverse needs, and navigate complex transition processes. By investing in staff training, professional development, and retention strategies, programs can cultivate a skilled and dedicated workforce capable of delivering high-quality services that meet clients' evolving needs. Adequate staffing resource availability enhances service delivery and improves program efficiency, effectiveness, and client satisfaction.

Operationalizing the 2024 training plan is critical for enhancing VR services for students with disabilities and improving program performance. This plan outlines targeted training initiatives aimed at equipping staff with the knowledge, skills, and tools necessary to support individuals through the transition from school to postsecondary life. By providing comprehensive training on topics such as disability rights, transition planning, and employment strategies, programs can enhance staff competency, increase service coordination, and ensure continuity of support for clients. Operationalizing the training plan also demonstrates a commitment to continuous improvement and innovation, positioning VR and supported employment programs to meet the needs of individuals with disabilities better and achieve quality employment outcomes.

Goal 1: Foster a culture of engagement and understanding.

This goal is designed to strengthen agency staff satisfaction, performance and retention.

Strategy 1: Operationalize its service promise and values comprehensively through its people, places, processes, products, and price.

Strategy 2: Further revise, implement, and monitor a communication strategy that helps to assure clear, consistent, and specific messaging about best practice operational approaches that VRNH will conduct.

Strategy 3: Establish and implement a Staff Recognition Program.

Key Performance Indicators (KPI):

Measuring success for each goal involves tracking specific key performance indicators (KPIs) that align with the intended outcomes. Here are the KPIs for Goal 1:

KPIs:

Improvement in staff satisfaction scores based on surveys or feedback mechanisms.

Increase in staff retention rates.

Growth in the implementation of the agency's service promise and values across all aspects of operations.

Measurement methods:

Conduct regular staff satisfaction surveys to assess morale and engagement levels.

Track staff turnover rates over time to measure retention efforts' effectiveness.

Assess the extent to which the agency's service promise and values are integrated into daily operations through audits or assessments.

Goal 2: Ensure adequate staffing resource availability to assist with accomplishing VRNH's mission.

This goal is designed to support and maintain the continuity and quality of agency programs and services as well as to enable future expansion of services to meet current and predicted future needs.

Strategy 1: Develop and implement a recruitment plan to build short- and long-term staffing.

Strategy 2: Develop and implement a retention plan to increase short- and long-term staffing.

Strategy 3: Develop and implement a succession plan to build leadership and ongoing staff development as measured by career path success and increased retention.

Key Performance Indicators (KPI):

Measuring success for each goal involves tracking specific key performance indicators (KPIs) that align with the intended outcomes. Here are the KPIs for Goal 2:

KPIs:

Increase in the number of staff recruited and retained.

Succession planning effectiveness is measured by career path progression and retention rates.

Measurement methods:

Monitor the number of staff recruited and retained compared to the targeted goals outlined in the recruitment and retention plans.

Assess career path progression and retention rates among staff to evaluate the effectiveness of succession planning efforts.

Goal 3: Operationalize the 2024 training plan.

This goal is designed to 1) promote staff competency and confidence as they perform their job roles, 2) support staff succession planning and retention, and 3) ensure quality interactions with agency customers.

Strategy 1: Create and maintain a centralized resource repository for VRNH staff to access that contains work processes and program documentation.

Strategy 2: Modernize the 2023 training plan to create the 2024 training plan focused on customer experience, updates to VRNH's operations, and an understanding of the workforce system post-pandemic.

Key Performance Indicators (KPI):

Measuring success for each goal involves tracking specific key performance indicators (KPIs) that align with the intended outcomes. Here are the KPIs for Goal 3:

KPIs:

Completion rate of training modules by staff.

Improvement in staff competency and confidence levels.

Enhanced customer experience as reported by service recipients.

Measurement methods:

Track staff participation and completion rates for training modules through a learning management system or similar platform.

Conduct pre and post-training assessments to measure changes in staff competency and confidence levels.

Gather feedback from service recipients through surveys or interviews to assess the impact of improved staff training on their experience.

Priority: Internal Processes

Basis: Office of Legislative Budget Assistant Performance Audit Report and Comprehensive Statewide Needs Assessment

Developing a staff vacancy/contingency plan is crucial for ensuring the continuity and quality of vocational rehabilitation (VR) and supported employment services, especially during times of staff turnover or vacancy. This plan outlines strategies for quickly filling vacant positions, such as recruitment efforts, temporary staffing solutions, and virtual vocational rehabilitation counselors. By proactively addressing staffing challenges, programs can minimize disruptions to service delivery, maintain client engagement, and uphold program integrity, ultimately improving outcomes for individuals with disabilities.

Increasing access to and the availability of transportation options for customers is essential for overcoming barriers to accessing VR and supported employment services. Lack of reliable transportation can pose significant challenges for individuals with disabilities, limiting their ability to attend appointments, access job opportunities, and participate in training programs. By expanding transportation options, such as providing transportation vouchers, partnering with ride-sharing services, or coordinating with public transit agencies, programs can enhance mobility, increase service accessibility, and empower clients to engage in their vocational goals actively.

Developing and executing a plan to increase assistive technology services available to participants is critical for meeting the diverse needs of individuals with disabilities and facilitating their success in vocational endeavors. Assistive technology plays a vital role in enhancing accessibility, independence, and productivity for individuals with disabilities, enabling them to overcome barriers in the workplace and access a wider range of employment opportunities. By investing in assistive technology resources, training, and support services, VR programs can empower participants to leverage technology effectively, maximize their potential, and achieve sustainable employment outcomes.

Strengthening VRNH's presence and services in the Deaf and Hard of Hearing (DHOH) community is essential for addressing the unique needs and challenges faced by individuals with hearing impairments. This may involve hiring staff with expertise in DHOH services, providing specialized training on communication techniques and accessibility accommodations, and establishing partnerships with DHOH organizations and advocacy groups. By enhancing outreach, awareness, and support for the DHOH community, VR programs can ensure that

individuals with hearing impairments have equal access to services, opportunities, and resources, ultimately promoting inclusion and equity in the workforce.

Establishing and promoting workforce process standardization across VRNH is key to streamlining service delivery, improving efficiency, and ensuring consistency in program operations. Standardizing processes for intake, assessment, service planning, and case management helps minimize errors, reduce duplication of efforts, and enhance transparency for both staff and clients. By implementing clear and consistent guidelines, protocols, and performance metrics, VR programs can optimize resource allocation, maximize productivity, and deliver high-quality services that effectively support individuals with disabilities in achieving their vocational goals.

Goal 1: Strengthen workforce agility.

This goal is designed to help the agency ensure resource availability and optimization.

Strategy 1: Execute the 2022 Workforce Assessment recommendations.

Strategy 2: Develop a staff vacancy/contingency plan to help ensure adequate staffing during times of vacancy.

Key Performance Indicators (KPI):

Measuring success for each goal involves tracking specific key performance indicators (KPIs) that align with the intended outcomes. Here are the KPIs for Goal 1:

KPIs:

Completion rate of the 2022 Workforce Assessment recommendations.

Effectiveness of the staff vacancy/contingency plan in maintaining service continuity during staff vacancies.

Measurement methods:

Track the implementation progress of the recommendations outlined in the 2022 Workforce Assessment.

Monitor the timeliness and effectiveness of the staff vacancy/contingency plan during periods of staff turnover or vacancies.

Goal 2: Enhance program process quality.

This goal is designed to ensure we are meeting measurable performance expectations.

Strategy 1: Implement process improvements for operating procedures that do not meet federal reporting requirements.

Key Performance Indicators (KPI):

Measuring success for each goal involves tracking specific key performance indicators (KPIs) that align with the intended outcomes. Here are the KPIs for Goal 2:

KPIs:

Number of operating procedures brought into compliance with federal reporting requirements.

Measurement methods:

Conduct an assessment to identify operating procedures that do not meet federal reporting requirements.

Implement process improvements for identified procedures and track the number of procedures brought into compliance.

Goal 3: Enhance support services and access.

This goal is designed to increase access to additional services to support agency programs.

Strategy 1: Increase access to and the availability of transportation options for customers to and from service appointments and work requirements.

Strategy 2: Develop and execute a plan to increase assistive technology services available to participants.

Strategy 3: Strengthen VRNH's presence and services in the Deaf and Hard of Hearing (DHOH) community.

Key Performance Indicators (KPI):

Measuring success for each goal involves tracking specific key performance indicators (KPIs) that align with the intended outcomes. Here are the KPIs for Goal 3:

KPIs:

Increase in the number of transportation options available for customers.

Expansion of assistive technology services available to participants.

Improvement in the accessibility and quality of services provided to the Deaf and Hard of Hearing (DHOH) community.

Measurement methods:

Monitor the addition of new transportation options and assess their availability and accessibility for customers.

Track the development and implementation of new assistive technology services for participants.

Evaluate the effectiveness of outreach efforts and service enhancements in the DHOH community through feedback mechanisms and participation metrics.

Goal 4: Operationalize an internal governance plan.

This goal is designed to enhance operational performance and to operationalize risk management activities.

Strategy 1: Establish and promote workforce process standardization across VRNH.

Strategy 2: Operationalize the VRNH risk management strategy presented to VRNH by The Stephen Group.

Strategy 3: Finalize and operationalize an internal controls plan.

Key Performance Indicators (KPI):

Measuring success for each goal involves tracking specific key performance indicators (KPIs) that align with the intended outcomes. Here are the KPIs for Goal 4:

KPIs:

Adoption rate of standardized workforce processes across VRNH.

Implementation progress of the risk management strategy presented by The Stephen Group.

Completion and effectiveness of the internal controls plan.

Measurement methods:

Assess the extent to which standardized workforce processes are adopted across VRNH through audits or evaluations.

Track the implementation progress of the risk management strategy presented by The Stephen Group and evaluate its effectiveness in mitigating risks.

Monitor the completion and effectiveness of the internal controls plan, including compliance assessments and audits.

D. EVALUATION AND REPORTS OF PROGRESS: VR AND SUPPORTED EMPLOYMENT GOALS

For the most recently completed program year, provide an evaluation and report of progress for the goals or priorities, including progress on the strategies under each goal or priority, applicable to that program year. Sections 101(a)(15) and 101(a)(23) of the Rehabilitation Act require VR agencies to describe—

1. PROGRESS IN ACHIEVING THE GOALS AND PRIORITIES IDENTIFIED FOR THE VR AND SUPPORTED EMPLOYMENT PROGRAMS;

List the goals/priorities and discuss the progress or completion of each goal/priority and related strategies

The agency reviewed our goals and priorities for the year ending PY 2022

Goal and Priority Area 1 : Quality competitive integrated employment outcomes for persons with disabilities in New Hampshire

Objective: Increase competitive integrated employment opportunities and outcomes for adults and youth with disabilities

- Target: Increase in number participants who achieve a successful rehabilitation outcome
 - The agency saw an increase in successful rehabilitation from PY 2020 in PY2021, however there was a decline in successful rehabilitations from PY 2021 to PY 2022.
 - Count:
 - PY 2020 321 rehabilitations

- PY 2021 331 rehabilitations (+10)
 - PY 2022 258 rehabilitations (-73)
- Target: Increase in number of participants who are students and youth with disabilities achieving an employment outcome (24 and Under)
 - Specific to youth, the agency saw an increase in successful rehabilitation from PY 2020 in PY2021, however there was a decline in successful rehabilitations from PY 2021 to PY 2022.
 - Count:
 - PY 2020 87 rehabilitations
 - PY 2021 98 rehabilitations (+11)
 - PY 2022 89 rehabilitations (-9)

Objective: Strengthen supported employment programing

- Target: Increase the number of participants who need supported employment as part of their employment achieving an employment outcome. Supported Employment Served
 - The agency saw a decrease in participants who need supported employment from PY 2020 in PY2021, and another decrease from PY 2021 to PY 2022.
 - Count of participants with supported employment individualized employment plans:
 - PY 2020 769 participants
 - PY 2021 700 participants (-69)
 - PY 2022 638 participants (-62)
- Target: "Total Supported Employment Rehabs Top looks at SEP Plans, Lower looks at coded SEP"
 - The agency saw an increase in successful supported employment rehabilitations from PY 2020 in PY2021, however there was a decline in successful rehabilitations from PY 2021 to PY 2022.
 - Count:
 - PY 2020 64 SEP rehabilitations
 - PY 2021 77 SEP rehabilitations (+13)
 - PY 2022 50 SEP rehabilitations (-27)
- Target: Development of memorandum of understanding with the NH Department of Health and Human Services, Divisions of Behavioral Health and Long Term Supports and Services

- Outstanding

Objective: Develop training programs directly with business

- Target: Increase number of business contacts
 - The agency saw an increase in business contacts from PY 2020 in PY2021, and another increase from PY 2021 to PY 2022.
 - Count:
 - PY 2020 81 business contacts
 - PY 2021 246 business contacts (+165)
 - PY 2022 342 business contacts (+96)
- Target: Increase number of businesses who receive training from the Business Engagement Unit
 - The agency saw an increase in business training provided from PY 2020 in PY2021, and another increase from PY 2021 to PY 2022.
 - Count:
 - PY 2020 4 business training provided.
 - PY 2021 35 business training provided (+31)
 - PY 2022 72 business training provided (+37)

Goal and Priority Area 2: Effective and efficient use of resources

Objective: Monitor fiscal management and strategies to ensure effective and efficient use of resources

- Target: Engage consultant to assist in assuring financial management and strategies are set to ensure effective and efficient use of resources once identified and implemented monitoring plan implemented
 - The agency engaged The Stephen Group to assist in review and development of strategies to impact our financial and governance strategies. From this the agency identified need for a Financial Administrator position, which was filled Fall 2023. In addition, work has been continuing to update financial processes.

Objective: Enhance/Strengthen relationship with CRP services and community to continuously improve employment outcomes

- Target: Develop and implement a vendor management system
 - The agency has tried several strategies to update how vendor management is directed within the agency, including seeking outside vendors to assist, and to date has not been successful in gathering outside resources to assist in making our vendor management more robust. Current efforts include exploring

whether internal staffing resources can be added to address vendor management.

- Target: Provide Training for CRP staff
 - The Association of Community Rehabilitation Educators - ACRE-approved training is offered by educators who are current ACRE organizational members. VRNH participates in this program by providing one trainer to ensure our Community Rehabilitation Program providers are educated and trained on business engagement strategies that align with the VRNH dual customer approach. The training was offered three times in 2023 but only one program was ultimately held due to lack of enrollment.

Goal and Priority Area 3: Focus on Career Pathways within NH Sectors

Objective: Support and continue to explore opportunities for sector-based and alternative education, employment, and training programs

- Target: "Increase the number of participants who successfully exit the program who have obtained a credential. Data is post-secondary credential while enrolled."
 - The agency saw an increase in participants exiting the program who obtained a post-secondary credential from PY 2020 in PY2021, and another increase from PY 2021 to PY 2022.
 - Count:
 - PY 2020 26 participants
 - PY 2021 36 participants (+10)
 - PY 2022 40 participants (+4)
- Target: "Credential Attainment (PY2022) Exits 1/1/21 - 12/31/21"
 - There was no negotiated rate for credential attainment in PY 2020 and PY 2021. The agency met and exceeded the negotiated performance for credential attainment for PY 2022. The PY 2022 negotiated level was set at 39%.
 - Count:
 - PY 2020 38.6%
 - PY 2021 44.3%
 - PY 2022 48.9%
- Target: "Measurable Skills Gain Rate"
 - There was no negotiated rate for measurable skill gains attainment in PY 2020. The agency met and exceeded the negotiated performance for credential attainment for PY 2021. The PY 2021 negotiated level was set at 24%. The agency did not meet the negotiated performance level for PY 2022 which was set at 61%.

- Count:
 - PY 2020 61.3%
 - PY 2021 59.9%
 - PY 2022 58.1%

Objective: Educate staff to provide career pathway information and opportunities to participants

- Target: At least two training opportunities to staff are made available in each of the following topic areas: Vocational assessment and use of assessment tools in career planning; Career pathways or Sector opportunities; and Labor market information
 - During PY 2022, the agency provided vocational assessment and labor market information training to all new counseling staff.
 - Specific trainings were held on assessment tools including CareerScope, AWATO and Pathful.
 - The agency contracted with the Institute for Community Inclusion to complete a year -long training series for all counseling staff of comprehensive assessment. The training is provided through multiple formats including asynchronous through a Canvas platform, virtual community of practice meetings, and three in person learning collaboratives. Throughout these sessions resources needed to complete a comprehensive assessment including various assessment tools and the use of labor market information will be provided and explored.

Goal and Priority Area 4: Promote an environment that supports the participant-counselor relationship.

Objective: Support the development and retention of qualified rehabilitation staff through a comprehensive system of personnel development

- Target: Develop a strategic training program that supports the development and retention of staff, including qualified rehabilitation counselors
 - - In December of 2022 the agency hired a Training Coordinator to assist in-service training efforts. A plan was developed to outline agency training to adopt a more strategic approach. During PY 2022 not all activities planned were able to be accomplished due to the number of new staff hires and training resources being dedicated to onboarding efforts.

Objective: Explore strategies to maximize participant engagement throughout the VR process

- Target: Design and implement strategies to maximize participant engagement

- The agency has highlighted participant engagement and supported training and participation in communities of practice that support investigating strategies for engagement and rapid engagement.
- The agency provided Motivational Interviewing training to counseling and supervisory staff.

Objective: Maintaining contact with participant continuously to enhance trust in the VR program

- Target: Explore methods to improve maintaining contact with participants
 - The agency engaged a consulting group to help the agency review, design and implement processes, procedures, internal controls and a comprehensive internal control and quality assurance system. Effectively engaging participants and strategic staff development planning were included this work.

Goal and Priority Area 5: Develop and implement marketing and outreach materials.

Objective: Develop tools that are easily understandable for participants and partners. Target populations defined as transition aged; business and employers; and adult participants.

- Target: Website updated to improve ease of navigation and updated materials
 - The website was updated with VR new logo and tagline along with the updated resources in previous PY. The agency continues to look for additional ways to improve navigation.
- Fact sheets addressing each of the targeted populations are created, published and disseminated.
 - This was completed for each of the targeted populations in previous years and the materials were used during PY2022 in outreach and marketing efforts.
- Rack cards addressing each of the targeted populations are created, published and disseminated.
 - This was completed for each of the targeted populations in previous years and the materials were used during PY2022 in outreach and marketing efforts.
- VR Facebook page created and updated to remain current.
 - Facebook page was maintained throughout PY 2022

Work also included the development and production of three (3) audience-focused videos, five (5) program-focused videos, and one (1) 30-second promotional video for use on the Vocational Rehabilitation New Hampshire (VRNH) website and/or distribution as a public service announcement (PSA).

The VR and Supported Employment Programs are revising their goals and priorities as part of an iterative process. As part of this process, goals that have been successfully achieved will transition from goal status to areas for sustainment status. Goals that experienced an initial improvement followed by a decline will persist into the next program year, as efforts continue towards sustained improvement. No goal is being retired at this time. These adjustments stem

from feedback received from the SRC, insights gleaned from the most recent CSNA, and findings outlined in a recent Performance Audit Report.

2. PERFORMANCE ON THE PERFORMANCE ACCOUNTABILITY INDICATORS UNDER SECTION 116 OF WIOA FOR THE MOST RECENTLY COMPLETED PROGRAM YEAR, REFLECTING ACTUAL AND NEGOTIATED LEVELS OF PERFORMANCE. EXPLAIN ANY DISCREPANCIES IN THE ACTUAL AND NEGOTIATED LEVELS; AND

Dates / Program Year	PY2022 (7/1/2022-6/30/2023)	PY2022 (7/1/2022-6/30/2023)	PY2021 (7/1/2021-6/30/2022)	PY2021 (7/1/2021-6/30/2022)
Level	Actual Performance	Negotiated	Actual Performance	Negotiated
Employment 2nd Quarter after Exit	61.8%	51.3%	56.9%	N/A
Median Earnings 2nd Quarter after Exit	\$4,199	\$4,101	\$5,100.13	N/A
Employment 4th Quarter after Exit	60.3%	53.6%	53.5%	N/A
Measurable Skill Gains*	58.1%	61.4%	59.9%	24.0%
Credential Attainment	48.9%	39.0%	44.3%	N/A

* The Departments have determined that the available baseline data are not sufficient to produce reliable estimates using the required statistical adjustment model for the remaining performance indicators. Therefore, the Departments have determined it is necessary to delay assessment of:

- Measurable Skill Gains Rate for the WIOA titles I and IV core programs;

3. THE USE OF FUNDS RESERVED FOR INNOVATION AND EXPANSION ACTIVITIES (SECTIONS 101(A)(18) AND 101(A)(23) OF THE REHABILITATION ACT) (E.G., SRC, SILC).

Funds reserved for innovation and expansion were spent in support of the State Rehabilitation Council and Statewide Independent Living Council's resource plans. A total of \$42,749 was spent in support of the Councils.

Vocational Rehabilitation intends to continue to support the SRC and SILC under innovation and expansion activities.

E. SUPPORTED EMPLOYMENT SERVICES, DISTRIBUTION OF TITLE VI FUNDS, AND ARRANGEMENTS AND COOPERATIVE AGREEMENTS FOR THE PROVISION OF SUPPORTED EMPLOYMENT SERVICES.

1. ACCEPTANCE OF TITLE VI FUNDS:

(A) VR agency requests to receive title VI funds.

2. IF THE VR AGENCY HAS ELECTED TO RECEIVE TITLE VI FUNDS, SECTION 606(B)(3) OF THE REHABILITATION ACT REQUIRES VR AGENCIES TO INCLUDE SPECIFIC GOALS AND PRIORITIES WITH RESPECT TO THE DISTRIBUTION OF TITLE VI FUNDS RECEIVED UNDER SECTION 603 OF THE REHABILITATION ACT FOR THE PROVISION OF SUPPORTED EMPLOYMENT SERVICES. DESCRIBE THE USE OF TITLE VI FUNDS AND HOW THEY WILL BE USED IN MEETING THE GOALS AND PRIORITIES OF THE SUPPORTED EMPLOYMENT PROGRAM.

In the coming years, the agency seeks to expand our supported employment resources through our partnerships with Area Agencies and Mental Health centers. VRNH will work to keep communications open and develop an MOU with the NH Department of Health and Human Services to expand on services once employed.

The agency works collaboratively with both the area agency system and the mental health system to utilize supported employment funds once job placement has occurred in alignment with a participant's individual plan for employment job goal. The funds will be deployed statewide, as needed, for individuals with disabilities eligible for Title VI-B funding until exhausted, then supplemented with Title I funds as appropriate.

The majority of these participants 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 support after vocational rehabilitation services are completed. The Agency will continue to seek alternative sources for long-term support, including using natural supports, as appropriate, for the individual.

The agency intends to prioritize the Title VI funds in PY 24, to provide allowable services to individuals and students with the most significant disabilities once job placement has occurred. Working closely with the mental health and area agencies will allow for more strategies in achieving employment for the individuals needing Supported Employment services. Extended services will be provided as needed. Extended services are provided for a period not to exceed four years, or at such time that a youth reaches age 25 and no longer meets the definition of a youth with a disability, whichever occurs first.

Additionally, funds will be used to advance the goal, objectives, and targets outlined below.

Goal and Priority Area: Generate quality competitive integrated employment outcomes for persons with disabilities in New Hampshire.

Objective: Increase competitive integrated employment opportunities and outcomes for adults and youth with disabilities

- Target: Increase the number of participants who achieve a successful rehabilitation outcome.

- The agency saw an increase in successful rehabilitation from PY 2020 in PY2021; however, successful rehabilitations declined from PY 2021 to PY 2022.
- Count:
 - PY 2020 321 rehabilitations
 - PY 2021 331 rehabilitations (+10)
 - PY 2022 258 rehabilitations (-73)
- Target: Increase the number of participants who are students and youth with disabilities achieving an employment outcome (24 and Under).
 - Specific to youth, the agency saw an increase in successful rehabilitation from PY 2020 in PY2021, however there was a decline in successful rehabilitations from PY 2021 to PY 2022.
 - Count:
 - PY 2020 87 rehabilitations
 - PY 2021 98 rehabilitations (+11)
 - PY 2022 89 rehabilitations (-9)

Objective: Strengthen supported employment programming.

- Target: Increase the number of participants who receive supported employment as part of their employment achieving an employment outcome.
 - The agency saw a decrease in participants who need supported employment from PY 2020 in PY2021, and another decrease from PY 2021 to PY 2022.
 - Count of participants with supported employment individualized employment plans:
 - PY 2020 769 participants
 - PY 2021 700 participants (-69)
 - PY 2022 638 participants (-62)
- Target: Total Supported Employment Rehabilitations.
 - The agency saw an increase in successfully supported employment rehabilitation from PY 2020 to PY 2021; however, there was a decline in successful rehabilitations from PY 2021 to PY 2022.
 - Count:
 - PY 2020 64 SEP rehabilitations
 - PY 2021 77 SEP rehabilitations (+13)
 - PY 2022 50 SEP rehabilitations (-27)

The provision of supported employment services for individuals with the most significant disabilities is an area of priority for VRNH as it provides opportunities for employment for individuals for whom competitive, integrated employment has not historically occurred, or for whom competitive integrated employment has been interrupted or intermittent as a result of a significant disability.

Quality of Supported Employment Services: The quality in the provision of VR services is evaluated to ensure it complies with the criteria and requirements of supported employment:

- Work is performed in an integrated setting that provides interactions with individuals who do not have disabilities, other than caregivers or program staff
- The individual is receiving wages commensurate with non-disabled workers doing the same work
- The ongoing support needs and source have been identified
- Supported employment services provided to individuals are for the maximum number of hours possible, based on the unique strengths, resources, priorities, concerns, abilities, capabilities, interests, and informed choice of the individual
- The individual and the employer are satisfied with the placement

Scope of Supported Employment Services: Supported employment services provided are the ongoing support services, including customized employment, and other appropriate services needed to support and maintain an individual with a most significant disability, including a youth with a most significant disability, in supported employment.

Extent of Supported Employment Services: Number of individuals who will receive services provided with funds under part B of Title VI of the Act: It is anticipated that VRNH will serve over 1,000 persons in supported employment during federal program years 2024-2027.

Goals are set to close 350 persons in successful supported employment during program years 2024-2027, approximately 85 each year.

3. SUPPORTED EMPLOYMENT SERVICES MAY BE PROVIDED WITH TITLE 1 OR TITLE VI FUNDS FOLLOWING PLACEMENT OF INDIVIDUALS WITH THE MOST SIGNIFICANT DISABILITIES IN EMPLOYMENT. IN ACCORDANCE WITH SECTION 101(A)(22) AND SECTION 606(B)(3) OF THE REHABILITATION ACT, DESCRIBE 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; AND THE TIMING OF TRANSITION TO EXTENDED SERVICES.

If a participant is in need of long-term supports and Medicaid services have not engaged, our agency has traditionally worked with Community Rehabilitation Programs to provide the necessary supports to maintain employment. These extended services would be provided for a period not to exceed four years or until the youth reaches the age of 25, whichever occurs first. Traditionally, extended services (supports) are provided by the Medicaid agency; however, VR will ensure, through the MOU, that VR can assist with extended services when necessary and appropriate when other funding is not available. This is anticipated to be included in the

completed agreement with the agencies for developmental services and mental health services in 2024.

The provision of supported employment services for individuals with the most significant disabilities is an area of priority for VRNH as it provides opportunities for employment for individuals for whom competitive, integrated employment has not historically occurred, or for whom competitive integrated employment has been interrupted or intermittent as a result of a significant disability.

Quality of Supported Employment Services: The quality of the provision of VR services is evaluated to ensure it complies with the criteria and requirements of supported employment:

- Work is performed in an integrated setting that provides interactions with individuals who do not have disabilities, other than caregivers or program staff
- The individual is receiving wages commensurate with non-disabled workers doing the same work
- The ongoing support needs and sources have been identified
- Supported employment services provided to individuals are for the maximum number of hours possible, based on the unique strengths, resources, priorities, concerns, abilities, capabilities, interests, and informed choice of the individual
- The individual and the employer are satisfied with the placement

Scope of Supported Employment Services: Supported employment services provided are the ongoing support services, including customized employment, and other appropriate services needed to support and maintain an individual with a most significant disability, including a youth with a most significant disability, in supported employment.

Extent of Supported Employment Services: Number of individuals who will receive services provided with funds under part B of Title VI of the Act: It is anticipated that VRNH will serve over 1,000 persons in supported employment during federal program years 2024-2027.

Goals are set to close 350 persons in successful supported employment during program years 2024-2027, approximately 85 each year.

In PY 2022, the agency served 638 individuals requiring supported employment services, with 50 achieving an employment outcome. Of those identified as supported employment, 382 of those served in PY 2022 were Youth with Disabilities (24 and under). Thirty-nine (39) of these youth achieved a successful employment outcome.

The majority of these participants 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 in terms of their resources over the last several years. The Agency does, and will continue to, seek alternative sources for long-term supports, including using 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. Before the transition, the counselor must ensure that the extended services are available and can be provided without a hiatus.

Supported Employment for youth with the most significant disabilities is provided as needed and includes 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 identified in the development of MOUs with the Bureau of Mental Health Services and the Bureau of Developmental Services.

VRNH staff are also working on expanding programs to enhance the provision of supported employment services, including customized employment. This will include additional training and support to counselors in the area of supported employment and customized employment.

Use of VR Funds: For all the above program collaborations, if VR funds are used, Title I funds are used for pre-placement activities, and Title VI or Title I funds for post-placement supported employment services.

Timing of transition: 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.

4. SECTIONS 101(A)(22) AND 606(B)(4) OF THE REHABILITATION ACT REQUIRE THE VR AGENCY TO DESCRIBE EFFORTS TO IDENTIFY AND ARRANGE, INCLUDING ENTERING INTO COOPERATIVE AGREEMENTS, WITH OTHER STATE AGENCIES AND OTHER APPROPRIATE ENTITIES IN ORDER TO PROVIDE SUPPORTED EMPLOYMENT SERVICES. THE DESCRIPTION MUST INCLUDE EXTENDED SERVICES, AS APPLICABLE, TO INDIVIDUALS WITH THE MOST SIGNIFICANT DISABILITIES, INCLUDING THE PROVISION OF EXTENDED SERVICES TO YOUTH WITH THE MOST SIGNIFICANT DISABILITIES IN ACCORDANCE WITH 34 C.F.R. § 363.4(A) AND 34 C.F.R. § 361.5(C)(19)(V).

The Agency will work with the Bureaus of Developmental Services, Mental Health Services, and other applicable agencies toward finding opportunities to provide extended services, as applicable, to individuals with the most significant disabilities, including the provision of extended services to youth with the most significant disabilities for a period not to exceed four years or until the youth reaches the age of 25, whichever occurs first (in accordance with 34 C.F.R. § 363.4(a) and 34 C.F.R. § 361.5(c)(19)(v)). Efforts to this end include coordination with the aforementioned bureaus and finalizing a memorandum of understanding currently being developed. Most of the participants 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 support after vocational rehabilitation services are completed. The Agency will continue to seek alternative sources for long-term support, including using natural supports, as appropriate, for the individual.

The Agency has developed relationships with the Bureau of Developmental Services and the Bureau of Mental Health Services within the Department of Health and Human Services in the State of NH. These 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 expect a finalized MOU with all the Medicaid agencies in 2024. The MOU focuses on five main objectives:

1. simplifying the VR process and flow of services for participants and partners,
2. sharing aggregate priority data elements,
3. strengthening transition plans for securing long-term Medicaid waiver services,
4. sharing of resources, and
5. streamlining paperwork and improving efficiencies.

Workgroups from the BDS Employment Leadership Committee have been integral in working on these areas to assist in a transparent MOU process.

Individuals with the most significant disabilities to be served under this partnership 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 long-term 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 collaborating with the two agencies regarding any necessary system changes to encourage and facilitate natural supports.

Additional collaborative efforts include contracts with local area agency and mental health centers to provide funding for them to bring on an individual to become a certified work incentive counselor. This will inform and educate customers and families on the impact of work on their benefits and will move more individuals to employment leading to increased self-sufficiency.

F. ANNUAL ESTIMATES

Sections 101(a)(15) and 101(a)(23) of the Rehabilitation Act require all VR agencies to annually conduct a full assessment of their resources and ability to serve all eligible individuals before the start of the Federal fiscal year. In accordance with 34 C.F.R. § 361.29(b), annual estimates must include the following projections:

1. ESTIMATES FOR NEXT FEDERAL FISCAL YEAR—

A. VR PROGRAM; AND

Select 'Edit' to edit the narrative.

Note, please do not edit the table header or formatting. Only edit the table contents.

If you accidentally edit the table headers and structure, open this link to the blank table. You can copy and paste the table into the narrative field, and start over if needed.

Priority Category (if applicable)	No. of Individuals Eligible for Services	No. of Eligible Individuals Expected to Receive Services under VR Program	Costs of Services using Title I Funds	No. of Eligible Individuals Not Receiving Services (if applicable)
Category 3 (LSD)	117	117	\$183,892	NA - VRNH does not have any categories closed
Category 2 (SD)	1,679	1,679	\$2,126,296	N/A
Category 1 (MSD)	2,215	2,215	\$2,838,613	N/A
Total			\$5,148,801	

B. SUPPORTED EMPLOYMENT PROGRAM.

Select 'Edit' to edit the narrative.

Note, please do not edit the table header or formatting. Only edit the table contents.

If you accidentally edit the table headers and structure, open this link to the blank table. You can copy and paste the table into the narrative field, and start over if needed.

Priority Category (if applicable)	No. of Individuals Eligible for Services	No. of Eligible Individuals Expected to Receive Services under Supported Employment Program	Costs of Services using Title I and Title VI Funds	No. of Eligible Individuals Not Receiving Services (if applicable)
Category 1 (MSD)	214	214	300,000	0

G. ORDER OF SELECTION

1. PURSUANT TO SECTION 101(A)(5) OF THE REHABILITATION ACT, THIS DESCRIPTION MUST BE AMENDED WHEN THE VR AGENCY DETERMINES, BASED ON THE ANNUAL ESTIMATES DESCRIBED IN DESCRIPTION (F), THAT VR SERVICES CANNOT BE PROVIDED TO ALL ELIGIBLE INDIVIDUALS WITH DISABILITIES IN THE STATE WHO APPLY FOR AND ARE DETERMINED ELIGIBLE FOR SERVICES.

* VR agencies may maintain an order of selection policy and priority of eligible individuals without implementing or continuing to implement an order of selection.

The VR agency is not implementing an order of selection and all eligible individuals will be served.

2. FOR VR AGENCIES THAT HAVE DEFINED PRIORITY CATEGORIES DESCRIBE—

A. THE JUSTIFICATION FOR THE ORDER

N/A

B. THE ORDER (PRIORITY CATEGORIES) TO BE FOLLOWED IN SELECTING ELIGIBLE INDIVIDUALS TO BE PROVIDED VR SERVICES ENSURING THAT INDIVIDUALS WITH THE MOST SIGNIFICANT DISABILITIES ARE SELECTED FOR SERVICES BEFORE ALL OTHER INDIVIDUALS WITH DISABILITIES; AND

At this time the Agency has all categories open and is serving all eligible individuals. It is anticipated that VRNH will continue to have resources available to serve all eligible individuals throughout the next two years. The Agency will be continually monitor and assess costs and numbers of individual served to determine if there are continued adequate resources available.

While VRNH is not in an order, the agency does maintain policies and procedures in the event the need to implement an order of selection arises.

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 uses these criteria to assign eligible customers to one of three priority categories.

Priority categories ensure that VRNH services are prioritized for individuals with the most significant disabilities.

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 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;
- The customer requires two or more vocational rehabilitation services;
- 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 (LSD). 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, VRNH 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, VRNH 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, VRNH 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, VRNH 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, VRNH 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).

C. THE VR AGENCY'S GOALS FOR SERVING INDIVIDUALS IN EACH PRIORITY CATEGORY, INCLUDING HOW THE AGENCY WILL ASSIST ELIGIBLE INDIVIDUALS ASSIGNED TO CLOSED PRIORITY CATEGORIES WITH INFORMATION AND REFERRAL, THE METHOD IN WHICH THE VR AGENCY WILL MANAGE WAITING LISTS, AND THE PROJECTED TIMELINES FOR OPENING PRIORITY CATEGORIES. NOTE: PRIORITY CATEGORIES ARE CONSIDERED OPEN WHEN ALL INDIVIDUALS IN THE PRIORITY CATEGORY MAY BE SERVED.

N/A

3. HAS THE VR AGENCY ELECTED TO SERVE ELIGIBLE INDIVIDUALS OUTSIDE OF THE ORDER OF SELECTION WHO REQUIRE SPECIFIC SERVICES OR EQUIPMENT TO MAINTAIN EMPLOYMENT?

Yes.

H. WAIVER OF STATEWIDENESS.

The State plan shall be in effect in all political subdivisions of the State, however, the Commissioner of the Rehabilitation Services Administration (Commissioner) may waive compliance with this requirement in accordance with Section 101(a)(4) of the Rehabilitation Act and the implementing regulations in 34 C.F.R. § 361.26. If the VR agency is requesting a waiver of statewideness or has a previously approved waiver of statewideness, describe the types of services and the local entities providing such services under the waiver of statewideness and how the agency has complied with the requirements in 34 C.F.R. § 361.26. If the VR agency is not requesting or does not have an approved waiver of statewideness, please indicate “not applicable.”

Not Applicable. The agency has not requested a waiver of statewideness

I. COMPREHENSIVE SYSTEM OF PERSONNEL DEVELOPMENT.

In accordance with the requirements in Section 101(a)(7) of the Rehabilitation Act, the VR agency must develop and maintain annually a description (consistent with the purposes of the Rehabilitation Act) of the VR agency’s comprehensive system of personnel development, which shall include a description of the procedures and activities the State VR agency will undertake to ensure it has an adequate supply of qualified State rehabilitation professionals and paraprofessionals that provides the following:

1. ANALYSIS OF CURRENT PERSONNEL AND PROJECTED PERSONNEL NEEDS INCLUDING—

A. THE NUMBER OF PERSONNEL CURRENTLY NEEDED BY THE VR AGENCY TO PROVIDE VR SERVICES, BROKEN DOWN BY PERSONNEL CATEGORY; AND

B. THE NUMBER AND TYPE OF PERSONNEL THAT ARE EMPLOYED BY THE VR AGENCY IN THE PROVISION OF VOCATIONAL REHABILITATION SERVICES, INCLUDING RATIOS OF QUALIFIED VOCATIONAL REHABILITATION COUNSELORS TO CLIENTS;

C. PROJECTIONS OF THE NUMBER OF PERSONNEL, BROKEN DOWN BY PERSONNEL CATEGORY, WHO WILL BE NEEDED BY THE VR 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.

Select 'Edit' to edit the narrative.

Note, please do not edit the table header or formatting. Only edit the table contents.

If you accidentally edit the table headers and structure, open this link to the blank table. You can copy and paste the table into the narrative field, and start over if needed.

Personnel Category	No. of Personnel Employed	No. of Personnel Currently Needed	Projected No. of Personnel Needed in 5 Years
Administrative Staff	19	22	23
Counselor Staff	35	42	45
Other Staff	3	4	4

Personnel Category	No. of Personnel Employed	No. of Personnel Currently Needed	Projected No. of Personnel Needed in 5 Years
Supervisory Staff	7	7	7
Support Staff	10	17	19
Total	74	92	98

D. RATIO OF QUALIFIED VR COUNSELORS TO CLIENTS:

1:103

E. PROJECTED NUMBER OF INDIVIDUALS TO BE SERVED IN 5 YEARS:

The projected number of individuals to be served in 5 years (FFY 2028) is 4,000.

2. DATA AND INFORMATION ON PERSONNEL PREPARATION AND DEVELOPMENT, RECRUITMENT AND RETENTION, AND STAFF DEVELOPMENT, INCLUDING THE FOLLOWING:

A. A LIST OF THE INSTITUTIONS OF HIGHER EDUCATION IN THE STATE THAT ARE PREPARING VR PROFESSIONALS, BY TYPE OF PROGRAM; THE NUMBER OF STUDENTS ENROLLED AT EACH OF THOSE INSTITUTIONS, BROKEN DOWN BY TYPE OF PROGRAM; AND 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.

Select 'Edit' to edit the narrative.

Note, please do not edit the table header or formatting. Only edit the table contents.

If you accidentally edit the table headers and structure, open this link to the blank table. You can copy and paste the table into the narrative field, and start over if needed.

Institute of Higher Education	Type of Program	No. of Students Enrolled	No. of Prior Year Graduates
None in the State			
University of Mass - Boston	Grad Programs (MS, Certificate) in Rehabilitation Counseling	47	7

B. THE VR AGENCY'S PLAN FOR RECRUITMENT, PREPARATION AND RETENTION OF QUALIFIED PERSONNEL, WHICH ADDRESSES THE CURRENT AND PROJECTED NEEDS FOR QUALIFIED PERSONNEL; AND THE COORDINATION AND FACILITATION OF EFFORTS BETWEEN THE VR AGENCY 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.

Currently, the Agency-wide caseload is 2,801 customers. The Agency currently has 29 caseload-carrying counselor positions. The ratio of Rehabilitation Counselors to customers served is 103 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. At this time, the current staffing levels are adequate to meet the needs of the Agency's customers; however, staff turnover has interfered with stable staffing and coverage over the past few years. In addition, the Agency seeks to provide outreach and services to an existing population of students with disabilities transitioning from school to post-secondary activities. These trends will be monitored to see if staffing changes are required to meet these needs. In addition, the Agency has five non-caseload carrying Counselor positions that provide pre-employment transition services to eligible and potentially eligible students with disabilities.

Staff projections for the next two 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. It is also noted that since the Agency entered an order of selection, referrals have remained low. As all categories opened, there does appear to be an increase in referrals to the Agency. This trend will be monitored to ensure that the Agency has adequate staff and resources to service customers. Another factor the Agency has identified is the COVID pandemic has impacted referrals and participant activity within caseloads.

The Agency is targeting outreach activities to increase individuals involved in services. It is predicted that with these increased efforts the caseloads will grow over the next two years. Based on the number 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 two-year period.

Before the Agency entered an Order of Selection in 2018, NH had traditionally seen a fairly low turnover of counseling staff (5%). Turnover has since increased (primarily due to aging staff retiring) to 9%. VRNH has not reached a period of stable staffing since entering into the order. Hiring and retaining staff has also been impacted by the employment environment following the COVID pandemic and national health emergency.

While the Agency has anticipated a more stable staffing trend, this did not occur during PY 2022.

Personnel Transactions for PY 2022:

Administrative:

1 Part-Time Administrative staff was hired.

1 Full-Time Counselor was promoted to an Administrative position for staff training.

1 Full-Time Administrator resigned.

1 Supervisory staff member transferred into an Administrative position for Quality Assurance.

Counselor:

10 Full-Time Counselors and 5 Part-Time/Seasonal Counselors were hired.

1 Full-Time Counselor was promoted to an RCIII.

9 Full-Time and 1 Part-Time Counselor resigned.

1 Part-Time Employment Specialist resigned.

1 Full-Time Counselor retired.

1 Full-Time Counselor transferred from one office to another, and

1 Full-Time Counselor transferred from an RCI/II to an STS Counselor position.

Other Staff:

1 Other Staff retired, and 1 replacement was hired.

Supervisor:

2 internal Full-Time Counselors were promoted to Supervisor positions.

Support Staff:

1 Full-Time and 1 Part-Time Support Staff members were hired.

1 Full-Time Support Staff was promoted to another Support Staff position. (Secretary to an RT).

3 Full-Time Support Staff resigned.

VRNH continues to explore ways to encourage recruitment and retention.

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, University of Massachusetts, Springfield College, and the University of Southern Maine.

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 have received Master's degrees from George Washington University, the University of Southern Maine, the 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, ten counseling staff currently are certified rehabilitation counselors (CRC).

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).

Further activities toward recruitment and retention of qualified personnel are identified within the Personnel Standards and Staff Development.

In addition to the communication and recruitment efforts with the colleges and universities in the region, VRNH uses the Recruitment Center for State Vocational Rehabilitation Counselors Rehabilitation Counseling Professionals group in Facebook in recruitment efforts.

C. DESCRIPTION OF STAFF DEVELOPMENT POLICIES, PROCEDURES, AND ACTIVITIES THAT ENSURE ALL PERSONNEL EMPLOYED BY THE VR AGENCY RECEIVE APPROPRIATE AND ADEQUATE TRAINING AND CONTINUING EDUCATION FOR PROFESSIONALS AND PARAPROFESSIONALS:

I. 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

II. PROCEDURES FOR THE ACQUISITION AND DISSEMINATION OF SIGNIFICANT KNOWLEDGE FROM RESEARCH AND OTHER SOURCES TO VR AGENCY PROFESSIONALS AND PARAPROFESSIONALS AND FOR PROVIDING TRAINING REGARDING THE AMENDMENTS TO THE REHABILITATION ACT MADE BY THE WORKFORCE INNOVATION AND OPPORTUNITY ACT.

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 in locating, training for, engaging in, and maintaining employment. In-service training is designed to ensure that Agency staff have the knowledge, skills, and resources to assist persons with significant disabilities in achieving their employment goals.

VRNH promotes a culture of continuous learning and professional development. Training and education initiatives are designed to ensure the growth and effectiveness of all personnel serving individuals with disabilities. At the core of our mission is the steadfast commitment to equipping our staff with the necessary skills and knowledge to provide exceptional services.

Continuous learning and professional development begin with a comprehensive orientation for new staff. From there, ongoing training opportunities exist for staff at all levels of the organization. The Training and Policy Unit manages a system to evaluate the effectiveness of the training efforts. Training needs are met through attending classes, workshops, and seminars in the state. Support staff, counselors, and management staff are encouraged, and sometimes required, to attend training.

Yearly, VRNH conducts an assessment of training needs, drawing insights from staff input, supervisor observations, client feedback, legislative changes, and emerging trends in vocational

rehabilitation. This thorough examination informs the development of training plans tailored to the specific requirements of professional and paraprofessional staff members. Supervisors collaborate closely with their team members to refine these plans, ensuring alignment with personal career goals and agency objectives.

With a diverse array of training programs, ranging from in-service sessions to external workshops and online courses, VRNH addresses the multifaceted needs of its staff members. The agency allocates ample resources to support staff participation in these opportunities, including time and funding.

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

Regular evaluations of training effectiveness provide valuable insights for ongoing improvement. Feedback from participants, supervisors, and clients informs adjustments to future training plans, ensuring they remain dynamic and responsive to evolving needs.

VRNH is dedicated to staying at the forefront of knowledge in the field of vocational rehabilitation. We have established mechanisms for acquiring and disseminating significant research findings and insights. Through subscriptions, partnerships, and collaborations with academic institutions and research organizations, we remain informed of the latest developments, disseminating this knowledge through various channels within the agency including Email and Microsoft Teams. Additionally, VRNH maintains access to YESLMS, and is in the process of incorporating Canvas (Learning Management System) into the training and dissemination cycle. The Agency also regularly reviews and shares with staff the research and training opportunities and materials from various sources, including, Explore VR, NTACTION, and the NCTRM.

Key to our commitment is ensuring all staff members are well-versed in the amendments to the Rehabilitation Act introduced by the Workforce Innovation and Opportunity Act (WIOA) and changes to the CFR. Where deemed necessary, more comprehensive training sessions cover the nuances of these amendments, empowering our team to adapt seamlessly to evolving program requirements and regulations.

The Agency also gathers and uses information obtained through research and collaboration with other agencies to enhance and further develop the skills and capabilities of rehabilitation staff.

Compliance and accountability mechanisms are in place, ensuring adherence to training policies and procedures. Staff members are incentivized to engage in professional development, with compliance forming a part of performance evaluations.

Regular reviews and revisions ensure our policies remain relevant, effective, and compliant with regulatory standards. As we navigate the ever-changing landscape of vocational rehabilitation, VRNH remains steadfast in its commitment to fostering a culture of learning and growth, empowering our staff to achieve excellence in service delivery.

At the direction of the new Director of the Bureau of Vocational Rehabilitation, VRNH's policies, procedures, and activities ensuring that all professional and paraprofessional personnel

employed by the agency receive appropriate and adequate training in terms of a system of staff development are under review during the calendar year 2024 to modernize delivery, incorporate monthly training modules and refreshers, improve the system for tracking progress and ensuring uniform information across the bureau.

3. DESCRIPTION OF VR AGENCY POLICIES AND PROCEDURES FOR THE ESTABLISHMENT AND MAINTENANCE OF PERSONNEL STANDARDS CONSISTENT WITH SECTION 101(A)(7)(B) TO ENSURE THAT VR AGENCY 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

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.

VRNH 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), VRNH has established the following personnel standard:

- i. Masters in Rehabilitation Counseling; or
- ii. Master's in Counseling* and 4 core courses
 1. One course on Assessment
 2. One course on Occupational Information or Job Placement
 3. One course on Medical or Psychosocial and Cultural Aspects of Disabilities
 4. 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

iii. 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 VRNH 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. VRNH 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's 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, VRNH conducts outreach activities to reach potential candidates. VRNH 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. The Training Officer continues to seek alternative educational opportunities for staff through emerging long distance learning opportunities, including RSA-funded training opportunities.

VRNH 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 Coordinator 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.

VRNH 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, 16 Rehabilitation Counseling staff meet the personnel standard while 23 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. There are currently four Rehabilitation Counselor vacancies.

4. METHOD(S) THE VR AGENCY USES TO ENSURE THAT PERSONNEL 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 Bureau of Vocational Rehabilitation in New Hampshire (VRNH) ensures accessibility for all individuals seeking its services. At the top of its webpage, VRNH prominently displays an accessibility banner, offering features such as Change Text Size, Change Site Language (powered by Google Translate), and Accessibility options. Moreover, VRNH prioritizes inclusivity by utilizing the services of ASL interpreters through NDHHS for individuals who are deaf or hard of hearing.

For language interpretation services and cultural information, VRNH relies on the Language Bank. This comprehensive approach underscores VRNH's commitment to meeting the diverse communication needs of applicants and service recipients. Through a combination of staff expertise and external services, VRNH ensures effective communication in native languages or preferred modes of communication.

VRNH has implemented strategies to establish and uphold minimum standards, guaranteeing the availability of personnel trained to communicate in participants' native languages or preferred modes. The agency actively engages interpreters proficient in the languages of applicants and eligible individuals and supports counselors in securing qualified interpreters.

In addition to language proficiency, VRNH ensures accessibility for individuals utilizing manual communication, tactile, oral, and non-verbal communication devices. Maintaining a roster of state/nationally certified interpreters for the deaf or hard of hearing further enhances accessibility. Moreover, VRNH stands ready to provide materials in large print, recorded formats, computer disk formats, and assistive listening devices as needed, ensuring that each individual's unique needs are met with care and respect.

5. 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.

As part of the intra-agency agreement and work with the Bureau of Special Education Support

- VRNH offers professional development opportunities to special educators and related service professionals regarding the benefits and positive impacts that vocational rehabilitation services can have on individuals with disabilities. Intended outcomes of these events include providing local-level special educators and service providers with a greater understanding of vocational rehabilitation services, increased referrals to the agency, and further opportunities to enhance communication between the agency, schools, and service providers to strengthen transition outcomes for students with disabilities.
- VRNH staff will participate in training provided by the Bureau of Special Education Support of school staff as it relates to Indicator 13 to demonstrate how vocational rehabilitation services can help to support the transition goals and services within a student's transition plan of their IEP.

J. COORDINATION WITH EDUCATION OFFICIALS.

In accordance with the requirements in Section 101(a)(11)(D) of the Rehabilitation Act—

1. DESCRIBE PLANS, POLICIES, AND PROCEDURES FOR COORDINATION BETWEEN THE DESIGNATED STATE AGENCY AND EDUCATION OFFICIALS RESPONSIBLE FOR THE PUBLIC EDUCATION OF STUDENTS WITH DISABILITIES, THAT ARE DESIGNED TO FACILITATE THE TRANSITION OF THE STUDENTS WITH DISABILITIES FROM THE RECEIPT OF EDUCATIONAL SERVICES IN SCHOOL TO THE RECEIPT OF VOCATIONAL REHABILITATION SERVICES, INCLUDING PRE-EMPLOYMENT TRANSITION SERVICES.

Organized within the New Hampshire Education Department, VRNH participates in the State's transition initiatives. In August 2022, VRNH developed a transition service strategic plan with key stakeholders. This plan identified various strategies to advance student with disabilities employment and education outcomes statewide. A Transition Service Advisory Committee was established comprised of various stakeholders with the goal to ensure students and youth with disabilities are positioned to successfully transition from school to post-secondary options in NH. The purpose of the Advisory group is to: Leverage VRNH 's community partner relationships which support the successful transitions to the world of work for students and youth with disabilities. This will be achieved by fostering cooperation, collaboration, and the development of best practices among cross stakeholders to improve and strengthen transition and pre -employment transition services (Pre-ETS) outcomes for students with disabilities.

(Refer to Transition Service Strategic Plan 2022-2026; Transition Advisory Committee Charter 2/2023).

The VRNH School Transition Services Strategic Plan was established in collaboration with a team comprised of internal and external key stakeholders. VRNH conducted several planning sessions facilitated by NTACT representatives. VRNH leadership and staff reviewed the following performance measures and customer service survey results (i.e., survey results; federally mandated metrics; VRNH staff survey needs analysis) to establish a strategic direction and focus for the upcoming years. The Strategic Plan will provide a roadmap for VRNH leaders and staff to follow.

Strategic Priorities

Strategic Priority #1: Build Awareness And Effective Communication to brand VRNH services which defines the value proposition to students, families, schools, and community partners.

Strategic Priority #2: Advance Partnerships And Collaboration. Bring together the skills and resources of identified stakeholders and build alliance to improve student transition service outcomes to advance innovative service delivery practices.

Strategic Priority #3: Invest In Our Staff, Pre-Ets Vendors, And Community Partners. Develop a system of professional development using evidence-based strategies.

Strategic Priority #4: Focus On Student Outcomes And Create Service Value. Focus on statewide innovative and evidence-based services which are student and youth driven and result oriented by aligning operations which are malleable and seize opportunities in response to the ever changing social and economic climate.

Strategic Priority #5: Sound Fiscal Management. Implement sound fiscal management that aligns with federal and state regulations for accurate, consistent reporting for timely decision making on programmatic operations.

Strategic Priority # 6: Exceptional Customer Service And Continuous Quality Improvement. Establish and maintain a systematic and proactive continuous quality improvement process that promotes quality service delivery outcomes, and customer and stakeholder satisfaction.

VRNH 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.

VRNH 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 updated agreement fully executed in August 2023. (Refer to detailed description below: Intra-agency Agreement with NHSES).

Pre-Employment Transition Services (Pre-ETS) have re-shaped transition and the collaboration with schools. The agency provides Pre-ETS in three main methods which may be provided individually or in group settings within the community:

1. Workshops provided by VRNH Student Transition Specialists (STS),
2. Contracted pre-ETS services provided by IMPACCT Academy(s); VABIR, and Big Brother Big Sister Mentoring program, and
3. Pre-ETS services provided to individual students by VR Counselors or by a Community Rehabilitation Program.

Over the last year, VRNH notes the following program improvements:

- stronger partnership between Pre-ETS (IMPACCT and Community Rehabilitation Provider) program staff and vocational rehabilitation counselors
- enhanced efforts to engage potentially eligible students in individualized vocational rehabilitation services.
- stronger partnership with NHSES through the development of joint activities outlined in the Intra -agency agreement.
- educating schools on how the STS workshops can be written into a student's transition plan within their Individualized Education Program and meet requirements for Indicator 13
- exploration of certain STS workshops being offered to students for course credit through an Extended Learning Opportunity (ELO)
- co- hosting joint collaborative college and career events with NH community college system for students and engaging local employers.
- conducted a number of cross agency professional development and outreach opportunities for families.
- refined transition and pre its policy and procedures
- Increased options for service provision utilizing Community Rehabilitation Programs to ensure delivery of 5 Pre-ETS services. Expanded the accessibility and availability for statewide pre- ETS services.

Within the Department's Dropout Plan, VRNH works with its partners via the Earn and Learn Opportunities Program and Second Start Alternative school summer 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.

VRNH 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, continuing to promote the use of successful transition practices and resources from a state and national perspective. As a result, the CoP now offers a six-month professional development series aimed at educating professionals, educators, and families on a variety of services, programs and practices that can enhance and support stronger transition outcomes for students with disabilities.

The Agency continues to be involved in the provision of sector-based employment opportunities through Project SEARCH. This program focuses on the healthcare industry. In 2023, Project Search National conducted fidelity reviews of all the 5 project search sites to increase the quality of employment opportunities offered and financial sustainability . VRNH is currently working in collaboration with the project site advisory committee and staff to implement recommended strategies. .

VRNH employs a full time Transition Service Administrator and Transition coordinator and has five full-time Student Transition Specialists to work statewide to improve services to students and youth with disabilities. In addition, the agency's 29 VR Counselors work with students in their regions. The Administrator and Coordinator strives to ensure that changes implemented by WIOA are achieved. The activities these positions cover include:

- working with VRNH counselors to improve access and services provided to students and youth with disabilities.
- working with VRNH 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 VRNH 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.
- active participation on the State Advisory Committee on the Education of Children with Disabilities
- providing advocacy for students and youth with disabilities to a variety of constituents.
- improving connections between VRNH 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. through the communication plan and engagement action plan 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.

- developing 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 service programs for students and youth such as the Earn and Learn Opportunities program, VABIR, Major Choice, Big Brother Big Sister mentoring program, IMPACCT, Bridges/UNH4U, MY TURN, and Project SEARCH.

VRNH staff actively facilitates meetings with school staff, VRNH 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 regard 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. All Student Transition Specialist and counselors are assigned as the liaison for schools statewide.

In an effort to develop, strengthen and foster relationships with schools, the agency continues to collaborate with NHSES to provide online professional development opportunities to the schools, families and community partners. These opportunities will offer professional development hours for participants and will be offered throughout the school year. Such opportunities include but are not limited to educating LEAs on the intra-agency agreement between VRNH and NHSES. In addition, VRNH partners with the Parent Information Center to provide ongoing education about VRNH services. Education is provided to families through various strategies, such as VRNH attending the local school's family orientations. .

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 Agency 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. DESCRIBE THE CURRENT STATUS AND SCOPE OF THE FORMAL INTERAGENCY AGREEMENT BETWEEN THE VR AGENCY AND THE STATE EDUCATIONAL AGENCY. CONSISTENT WITH THE REQUIREMENTS OF THE FORMAL INTERAGENCY AGREEMENT PURSUANT TO 34 C.F.R. § 361.22(B), PROVIDE, AT A MINIMUM, THE FOLLOWING INFORMATION ABOUT THE AGREEMENT:

A. CONSULTATION AND TECHNICAL ASSISTANCE, WHICH MAY BE PROVIDED USING ALTERNATIVE MEANS FOR MEETING PARTICIPATION (SUCH AS VIDEO CONFERENCES AND CONFERENCE CALLS), TO ASSIST EDUCATIONAL AGENCIES IN PLANNING FOR THE TRANSITION OF STUDENTS WITH DISABILITIES FROM SCHOOL TO POST-SCHOOL ACTIVITIES, INCLUDING PRE-EMPLOYMENT TRANSITION SERVICES AND OTHER VOCATIONAL REHABILITATION SERVICES;

B. TRANSITION PLANNING BY PERSONNEL OF THE DESIGNATED STATE AGENCY AND EDUCATIONAL AGENCY PERSONNEL FOR STUDENTS WITH DISABILITIES THAT FACILITATES THE DEVELOPMENT AND IMPLEMENTATION OF THEIR INDIVIDUALIZED EDUCATION PROGRAMS (IEPS) UNDER SECTION 614(D) OF THE INDIVIDUALS WITH DISABILITIES EDUCATION ACT;

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

D. PROCEDURES FOR OUTREACH TO AND IDENTIFICATION OF STUDENTS WITH DISABILITIES WHO NEED TRANSITION SERVICES AND PRE-EMPLOYMENT TRANSITION SERVICES. OUTREACH TO THESE STUDENTS SHOULD OCCUR AS EARLY AS POSSIBLE DURING THE TRANSITION PLANNING PROCESS AND MUST INCLUDE, AT A MINIMUM, A DESCRIPTION OF THE PURPOSE OF THE VOCATIONAL REHABILITATION PROGRAM, ELIGIBILITY REQUIREMENTS, APPLICATION PROCEDURES, AND SCOPE OF SERVICES THAT MAY BE PROVIDED TO ELIGIBLE INDIVIDUALS;

E. COORDINATION NECESSARY TO SATISFY DOCUMENTATION REQUIREMENTS SET FORTH IN 34 C.F.R. PART 397 REGARDING STUDENTS AND YOUTH WITH DISABILITIES WHO ARE SEEKING SUBMINIMUM WAGE EMPLOYMENT; AND

F. ASSURANCE THAT, IN ACCORDANCE WITH 34 C.F.R. § 397.31, NEITHER THE SEA NOR THE LOCAL EDUCATIONAL AGENCY WILL ENTER INTO A CONTRACT OR OTHER ARRANGEMENT WITH AN ENTITY, AS DEFINED IN 34 C.F.R. § 397.5(D), FOR THE PURPOSE OF OPERATING A PROGRAM UNDER WHICH YOUTH WITH A DISABILITY IS ENGAGED IN WORK COMPENSATED AT A SUBMINIMUM WAGE.

The Agency continues to participate in an intra -agency agreement with the state educational agency with respect to transition planning- NH Special Education Support (NHSES.) The updated agreement was fully executed in August 2023. The intra-agency 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. In addition, the agreement outlines the provision of coordinated training opportunities between agencies to field staff, in order to enhance knowledge and understanding of how transition services are provided to students with disabilities through the vocational rehabilitation and special education processes. Additional outcomes of the coordinated trainings are intended to build and strengthen relationships between schools and vocational rehabilitation counselors. The Intra-agency agreement is posted on VRNH's website. In addition, the content of the agreement is being shared with the local educational agencies through various training forums.

Secondary Transition Intra-Agency Agreement New Hampshire Education Department, Agency of Special Education Support (NHSES) and New Hampshire Education Department, Agency of Vocational Rehabilitation (VRNH)

Consultation and technical assistance -

- Consultation and technical assistance are provided by the administrative, supervisory, and direct service delivery regional offices of VRNH and will occur formally and informally throughout the school year.
- VRNH will provide consultative and technical assistance services to assist educational agencies in planning for the transition of students with disabilities from school to post-school activities, including pre-employment transition services and other vocational rehabilitation services. The consultation and technical assistance provided to educational agencies by VRNH may be provided through alternative means, such as conference calls, video conferences as well as shared in-person training opportunities.
- Referrals to VRNH can be made by students, parents or legal guardians, educators, or other service providers.
- For potentially eligible students with disabilities requesting pre-employment transition services, VRNH will verify that the student meets the definition of a student with a disability and approve the pre-employment transition services needed by the student. Pre-employment transition services may begin once a student requests or is recommended for one or more pre-employment transition services.
- VRNH will accept VR applications for students who choose to apply for VR services and determine Vocational Rehabilitation program eligibility. Eligibility is based upon pertinent medical and/or psychological documentation, education information and related factors that may create a barrier to employment and the need for rehabilitation services. Such information will be obtained, with proper written consent from adult students or students' parents or legal guardians, from the school and other appropriate entities.

Transition planning- by personnel of the designated State agency and educational agency personnel for students with disabilities that facilitates the development and implementation of their individualized education programs (IEPs) under section 614(d) of the Individuals with Disabilities Education Act.

- Beginning no later than the IEP before the student turns 16 years old (earlier if appropriate), the IEP for each student must include a statement of the needed transition services, including, if appropriate, a statement of each LEAs and each participating agency's responsibilities and/or linkages. To this end, the LEA shall invite a representative of any agency that is likely to be responsible for providing and/or paying for transition services and, use a variety of strategies to ensure that appropriate linkages are made before the student leaves school. For eligible students, the IEP will be developed to coordinate with plans developed through other agencies, such as VRNH.
- In conjunction with the IEP which addresses transition, an Individualized Plan for Employment (IPE) will be developed for all individuals determined eligible by VRNH which will document their vocational goal and the course of action designed to enable the student to achieve the stated goal, as well as timelines. The development of the IPE requires active participation from the student and may involve participation and support from the parent and/or guardian. Participation from appropriate school personnel may also be encouraged in the development of this plan.
- The IPE must be developed, agreed to, and signed by the student, or the student's representative, and the VR counselor, as early as possible in the transition process, but no later than the time the eligible student leaves the school setting. In addition, the IPE will be completed within 90 days from eligibility determination. Section 101(a)(11)(D) of the Rehabilitation Act. The same applies for those able to be served if an Order of Selection is in effect. Section 101 (a)(9)(A) of the Rehabilitation Act; 34 CFR 361.22(a).
- VRNH and NHSES will work together to assure that each LEA will have IEPs and supporting planning documents that specify an array of curricular options and experiences designed to assist students to make smooth transitions from school to post-school activities. Services are based on the individual needs of the student and the desired post-school outcomes.
- VRNH will coordinate planning, assessment, training, and pre-employment transition or other transition services necessary for students to achieve his or her chosen employment outcome in coordination with the local LEA.
- VRNH's pre-employment transition services include the following activities: Instruction in self-advocacy and peer mentoring; Work based learning experiences; Counseling on opportunities for enrollment in comprehensive transition or postsecondary educational programs at institutions of higher education; Workplace readiness training; and Job exploration counseling.
- VRNH's pre-employment services can be delivered in a variety of ways to best meet the need of the individual. These may include but are not limited to: VRNH providing said services either individually or in groups in schools or community and or VR's qualified contracted vendor to deliver pre-employment transition services one on one or in groups.
- Vocational Rehabilitation services will be provided as outlined in the IPE.
- VRNH's collaboration with and assistance to the local school district teachers in transition planning for students with disabilities, to facilitate development and

completion of their IEPs as required under section 614(d) of IDEA. VRNH will inform the local school district teachers of community events, such as job fairs, transition fairs, and career days to introduce and expose students with disabilities to possible career goals and objectives.

- Introduction and guidance of students with disabilities to post-school alternatives which includes but is not limited to employment, post-secondary education, vocational training, and adult education, by local school district personnel and VRNH staff. Planning also includes coordination of social experiences for students with disabilities in work-based settings to improve competitive integrated employment outcomes.

Shared Responsibilities: Agency of Vocational Rehabilitation, New Hampshire (VRNH) and the New Hampshire Agency of Special Education Supports (NHSES) mutually agree to the following:

1. Facilitate intra-agency planning for implementation of educational programs and transition services for LEA students with disabilities from high school to post-high school services.
2. NHSES and VRNH will actively participate in the New Hampshire Transition Community of Practice which focus on collaboration with other parties interested in sharing transition resources and information. This includes an annual Transition Summit featuring high quality professional development in supporting youth with disabilities and their families with the transition to post-secondary education, employment, and independent living.
3. Provide and review shared key data to assist with decision making to advance the quality, efficiency, and effectiveness of coordinated transition services for students with disabilities, including pre-employment services.
4. Collaborative efforts will be made to provide common trainings and professional development opportunities to all interested parties as it relates to secondary transition.
5. Meet regularly to address systems, policy, practice, and funding issues that facilitate or negatively impact the transition of youth with disabilities from school to work or post-secondary education.
6. Work jointly on the development of transition program design and service delivery strategies between VRNH and LEAs.
7. Post this agreement on their respective websites.
8. Mutually develop and distribute notices, memorandums, and other information regarding transition to key stakeholders.
9. Provide a copy of this Agreement to the following key stakeholders: all LEA superintendents; all Directors of Special Education; the Agency of Intellectual Disabilities Services; the State Developmental Disabilities Council; all VRNH administrative staff; and other entities as identified.

VRNH Responsibilities: The responsibilities of VRNH are as follows:

1. VR staff will attend and participate in IEP meetings, either in-person or via alternative means, when invited, with appropriate consent.
2. Accept referral of students with disabilities during the transition planning process and provide pre-employment transition services and VR transition services.
3. Provide consultation to LEA staff on transition planning to prepare a student to move from school to work or post-secondary education in accordance with the student's unique needs as determined through the IEP process and provision of pre-employment transition services and VR transition services.
4. Assess, plan, develop and provide individualized vocational rehabilitation (VR) transition services for individuals with disabilities who have been referred and determined eligible for vocational rehabilitation services, consistent with their strengths, resources, priorities, concerns, abilities, capabilities, interests, and informed choice, so that such individuals may prepare for and engage in competitive, integrated employment.
5. Development and approval of an Individualized Plan for Employment (IPE) for eligible individuals, which is consistent with, and which takes into consideration the student's Individualized Education Plan (IEP), within 90 days of VR eligibility determination, unless an extension is approved. This will be completed as early as possible during the transition planning process and not later than the time a student with a disability is determined to be eligible for vocational rehabilitation services leaves the school setting or, if VRNH is operating under an order of selection before each eligible student with a disability is able to be served under the order leaves the school setting.
6. Purchase assistive technology (AT) for those eligible students with disabilities in accordance with their IPE. In assessing the appropriateness of purchase, VRNH on a case-by-case basis will consider the following factors: (a) vocational relevance of AT; (b) impediments to implementation of IPE without AT; (c) customization of AT; (d) remaining useful life of AT; (e) adequacy of AT in meeting client's prospective needs; (f) replacement cost of AT from alternate sources; and (g) availability and benefits of purchasing different or alternative AT.
7. Provide consultation to assist in the identification of eligible and potentially eligible students with disabilities and determination of their needs for pre-employment transition services.
8. Provide or arrange for the provision of individualized VR services required by the IPE goal, when the student has been determined eligible for VR and the services are specific to his/her employment outcome and are not services customarily provided to the student by the LEA under the Individuals with Disabilities Education Act (IDEA).
9. Provide information and informed choice to parents and/or guardian(s), student/clients regarding VR eligibility, vocational assessment for employment and post-secondary planning and Client Assistance Program (CAP).
10. Provide contact information for VRNH staff and flow charts setting forth the VR process to LEAs to improve communication around referrals and the provision of services.

11. Share information to NHSES and LEA's regarding policies, procedures, guidelines, programs, and services for the purpose of improving the access to, and availability of pre-employment transition services and transition services.
12. Provide brochures and materials about the VR process and services to the school districts for distribution to the students, parents, legal guardians, teachers, and others.

NHSES Responsibilities: The responsibilities of NHSES are as follows:

1. Work in partnership with VRNH to provide technical assistance, training and reference materials regarding WIOA to school districts and other stakeholders identified by the NHSES, including parents, families, guardians, and students relating to the provision of pre-employment transition services and other transition services.
2. NHSES will disseminate this contract to all appropriate NHSES staff who work with or make decisions about Special Education Services and ensure knowledge of joint responsibilities.
3. Promote and support the invitation of VRNH staff, with prior consent from adult students or parents or legal guardians, to attend and participate in IEP meetings for students who have been referred to VRNH for rehabilitation services, or earlier if appropriate.
4. Invite VRNH in NHSES Secondary Transition or Indicator 13 trainings to help facilitate a relationship between LEAs and VRNH. This includes disseminating VRNH materials and providing opportunity for VRNH to explain materials and answer LEA questions.
5. Assist in the facilitations of joint trainings between VRNH and appropriate school district personnel on new State or Federal requirements or initiatives that impact the provision of services by both entities.
6. Share VRNH upcoming trainings or materials with our LEA contacts to increase awareness and build relationships.
7. NHSES monitors each LEA annually for Indicator 13 to ensure compliance with the secondary transition requirements of IDEA for students with disabilities ages 16 and older.
8. Share the following data with VRNH: number of students with disabilities per LEA aged 14 and up; statewide census by disability; as available, the statewide census for students with disabilities who have 504 plans and other data as jointly determined.
9. Support LEAs in their efforts to write IEPs using an outcome-oriented focus and to coordinate transition activities for each IEP eligible student, beginning no later than the IEP before the student turns 16 years old (earlier if appropriate), and to address future student needs in the areas of post-secondary education, vocational training, employment and adult living and communication participation, including assistive technology.

Agency Financial Responsibilities:

LEAs are responsible for providing and paying for any transition service that is considered special education or related services necessary for ensuring a free appropriate public education (FAPE) as required under IDEA. Nothing under title I of the Rehabilitation Act shall be construed as reducing a LEA's obligation to provide the above-described services under IDEA (see section 101(c) of the Rehabilitation Act and §361.22(c) of the VR regulations).

Section 113 of the Rehabilitation Act, as amended by WIOA, requires VR to provide or arrange for the provision of pre-employment transition services in collaboration with local education agencies. Decisions as to who will be responsible for providing services that are both special education services are with the LEA's and vocational rehabilitation services at the state level, as part of this collaborative process.

1. The IEP team, and the VRNH, staff will utilize the transition planning process to determine services necessary for the student to reach his or her identified post-school outcome and outcome for employment as written in the IEP and IPE and will negotiate and identify, if any, programmatic and financial responsibility of each agency (VRNH or LEA). Specific criteria are used to determine which agency (VRNH or LEA) has primary responsibility for providing and paying for transition related services for students with disabilities. These criteria are:

- Purpose of the service. Determine if the service is associated with an employment outcome or educational attainment.
- Customary service. Which agency "customarily" provides the service to students?
- Eligibility for services. Is the student with a disability eligible for special education or related services under IDEA? Does the student have a 504 plan and/or are they an individual with a disability, for the purposes of section 504 of the Rehabilitation Act?

2. LEAs will purchase any assistive technology/equipment determined through the IEP process to be necessary for the education program of individual students who are enrolled in the district.

3. If a student with a disability, including potentially eligible students, require an auxiliary aid or service, e.g., deaf interpreter, reader services, or accessible informational materials, to access or participate in pre-employment transition services, VRNH may pay for the service, if not customarily provided by another entity, including local educational agencies. Auxiliary aides and services are those services necessary to ensure equal access to pre-employment transition services, as required by the Americans with Disabilities Act of 1990 (ADA), as revised by the ADA Amendments Act of 2008, and Section 504 of the Rehabilitation Act.

4. If a student with a disability requires additional VRNH services (e.g., clothing, transportation, or assistive technology, etc.) to participate in pre-employment transition services he or she will need to apply for VRNH services and be determined eligible and receive services in accordance with an approved IPE.

5. VRNH funding for assessment for eligibility and vocational needs, counseling and referral services, job placement services, rehabilitation technology and auxiliary aids and services are exempt from comparable benefit and the financial needs test.

Procedures for outreach to and identification of students with disabilities who need transition services and pre-employment transition services.

- VRNH has an established communication and engagement action plan (established 2/2023). VRNH initiates outreach and work with LEAs to identify potential students with disabilities who need pre-employment transition services and VR transition services. This involves informing the student, or when appropriate their parent or legal guardian, as early as possible about the vocational rehabilitation program, its purpose, eligibility criteria, application procedures and the scope of available VR services, to include pre-employment transition services.

Coordination and Documentation Requirements under Section 511 for Students Seeking Subminimum Wage-

Under Section 511 of the Rehabilitation Act, 14(c) businesses referred to as “employers” are prohibited from hiring any individual with a disability who is 24 years of age or younger at subminimum wage. Per NH SB 47 (2015), New Hampshire law prohibits businesses from paying sub-minimum wage.

Assurance that, in accordance with 34 CFR 397.31, neither the SEA nor the local educational agency will enter into a contract or other arrangement with an entity, as defined in 34 CFR 397.5(d), for the purpose of operating a program under which youth with a disability is engaged in work compensated at a subminimum wage-

Per 34 CFR 397.31 neither the New Hampshire State Department of Education nor a local education agency will enter into an arrangement with an entity holding a special wage certificate under section 14(c) of the Fair Labor Standards Act for the purpose of operating a program under which a youth with a disability is engaged in work at subminimum wage.

K. COORDINATION WITH EMPLOYERS

In accordance with the requirements in Section 101(a)(11)(E) of the Rehabilitation Act, describe how the VR agency will work with employers to identify competitive integrated employment and career exploration opportunities in order to facilitate the provision of VR services; and transition services for youth and students with disabilities, including pre-employment transition services for students with disabilities.

Vocational Rehabilitation New Hampshire 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.

Community Rehabilitation Program:

The Vocational Rehabilitation New Hampshire Community Rehabilitation Program (CRP) has a comprehensive menu of services, fee structure, and process. The CRP Committee continues to meet to evaluate the CRP Program process and expand services to match the needs of businesses and participants.

The CRP Committee has continued to work over the past year on drafting policies, procedures, and qualifications for the agency's CRP vendors. This draft of recommendations has been submitted for consideration and the implementation process is expected to begin in 2024.

Employment Leadership Awards:

The Agency has been coordinating, along with partners, the Employment Leadership Awards in NH for thirteen years. This event began with Medicaid Infrastructure Grant funding and has evolved over the last fourteen years to examine and recognize business partners that hire, train, retain, and promote talent with disabilities in their organizations. In October of 2024, we will hold our 15th Annual Employment Leadership Awards. Hiring 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. We had our largest attendance.

The VRNH business engagement team has taken over the leadership of this award program as of January 2023. This role allows for more engagement with our community rehabilitation partners and business partners and strengthens our relationship with Business NH Magazine.

In 2022, VRNH's contribution to the Employment Leadership Award expanded to include Drum Media (videographers) who capture highlight videos of the winning businesses that can be utilized as marketing materials to encourage employing individuals with disabilities.

National Technical Assistance Partnerships:

In 2021, VRNH applied for and was chosen to work on a two-year project with the Institute of Community Inclusion out of the University of Massachusetts-Boston to create and implement the employment strategy of "Progressive Employment". This made New Hampshire one of only eight states nationally providing this service for participants and businesses. The Agency has a strong relationship with the Institute on Community Inclusion from the University of Massachusetts-Boston. In this relationship, they provided us with intensive technical assistance to enhance the internal agency's capacity for business engagement strategies. Progressive Employment was successfully piloted in three VRNH offices in July of 2022. The program continues to promote successful outcomes for VRNH participants in work-based learning activities and is expanding our menu of services to businesses. This model greatly expands VRNH participants' opportunities for paid work experiences within business settings. This initiative aims to expand to the remaining VRNH offices by 2025.

The Business Engagement Affinity Group (BRAG): The VRNH team was asked to join this group led by ICI. The BRAG is a national business engagement meeting in which strategies are shared for best practices in working with business partners.

The Scale-Up Progressive Employment TA grant was approved for another five years in September 2023. VRNH will remain on the technical assistance grant to receive guidance with expanding services in New Hampshire and serve as a mentoring state for future implementation iterations.

Services to Business:

The VRNH Business Engagement Unit (BEU) fosters competitive integrated employment opportunities for individuals with disabilities by collaborating closely with businesses. BEU's approach encompasses various strategies to maximize inclusivity and productivity within the workforce. The BEU actively works with businesses to help them recruit individuals with disabilities to fill open positions, offering support to offset training costs and ensure the retention of employees with disabilities. Customized training tailored to specific business needs is also provided, enhancing employee skill sets and organizational efficiency. Moreover, the BEU

facilitates the creation of internships and paid work experiences, enabling employers to engage with program participants directly. With targeted and generalized outreach efforts spanning New Hampshire, the BEU aims to cultivate a diverse and inclusive employment landscape statewide.

Additionally, BEU is working to create plans to increase business engagement in each regional office.

VRNH currently has four internal trainers for the Windmills program. The Windmills disability awareness training program equips business leaders with the knowledge, skills, and tools to create an inclusive workplace where all employees can thrive. This program includes 12 employer-focused modules/training on disability views to the VRNH service menu for business partners. This training was made available virtually in 2021, and the expansion of more in-person training is a priority for 2024. In 2023, VRNH offered five virtual Windmills training and one in-person training. Business Engagement staff also provide training to businesses on Disability Etiquette and the ADA (Americans with Disabilities Act) and assist businesses with the recruitment of individuals with disabilities in the Vocational Rehabilitation program.

Internship Programs:

Over the past four years, the agency has created a robust internship program with CVS Health. We currently run an 8-week work-from-home internship, abilities in abundance externship, and a high school exploration program. The work-from-home internship has completed three iterations with great success. In 2024, we plan to add another 8-week work-from-home opportunity so that we can double the amount of VR participants taking advantage of this skill-building experience. This work-from-home program is the first of its kind in the nation for CVS Health and offers VRNH participants an opportunity to build their skills in a professional work-from-home job.

VRNH has also partnered with Win Waste Innovations for the past two years for an internship program in their HR department. The program will expand in 2024 to other areas of this company.

The VRNH business team plans to promote these internship opportunities to other businesses in 2024 heavily.

The agency currently has one full-time Employment Specialist to cover the Claremont and Lebanon area for job development and business service needs. The agency is recruiting for two additional part-time positions in Keene and Nashua.

In 2023 the agency contracted with VABIR, a Vermont-based community rehabilitation provider, to provide services for the Berlin Regional Office. This will greatly expand the business outreach for our north country and increase services available for VRNH participants.

State Agency Partnership:

The agency works closely with our national and state partners to support workforce development activities within New Hampshire. Our business engagement team partners with NH Employment Security for regional and virtual job fairs and partner meetings. Our business relations consultant serves as the NH Rapid Response and inter-agency business teams' agency representatives. The business engagement team is on the advisory committee for the

community college apprenticeship program and hopes to work with that program throughout 2024 to help make apprenticeships more accessible to people with disabilities.

The business engagement team collaborates with the Department of Health and Human Services and attends a regularly scheduled meeting to discuss the employment needs of people with developmental disabilities.

The VRNH business engagement team worked with NHTI in 2022 to offer a student transition job fair, which our business partners attended. There are plans in place for a second student event in 2024.

Workforce Coalition:

VRNH Business Engagement Unit supports a monthly statewide workforce coalition. This coalition meets on the first Wednesday of the month. Members include representation from CRP providers, area agencies, mental health, community colleges, nonprofits, apprenticeships, housing, etc. This coalition provides training, resources, and support for those in the field of workforce development. NH businesses are often invited to speak about their job opportunities and learn about workforce resources. The coalition is dedicated to having a single source of contact for all our business partners, which minimizes the confusion and frustration of working with several agencies simultaneously.

ACRE Training:

The Association of Community Rehabilitation Educators - ACRE-approved training is offered by educators who are current ACRE organizational members. VRNH participates in this program by providing one trainer to ensure our Community Rehabilitation Program providers are educated and trained on business engagement strategies that align with the VRNH dual customer approach.

The training was offered three times in 2023, but only one program was held due to insufficient enrollment. The future of this training program is uncertain for 2024 as enrollment has decreased and there is currently a lack of available credentialed facilitators in New Hampshire.

The National Employment Team:

VRNH is a part of the National Employment Team. The Council of State Administrators of Vocational Rehabilitation employs this program. The VRNH Business Relations Consultant is the New Hampshire NET contact. The NET gives VRNH the ability to assist New Hampshire businesses on a national level.

Employer Engagement Training 2024

The VRNH business engagement team will be attending the winter 2024 train the trainer of the IGREET employer engagement (RSA) training. This will allow our internal BE team to train VR Counselors, CRPs, and other field staff on employer engagement.

L. INTERAGENCY COOPERATION WITH OTHER AGENCIES

In accordance with the requirements in Section 101(a)(11)(C) and (K), 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 to develop opportunities for community-based employment in integrated settings, to the greatest extent practicable for the following:

1. STATE PROGRAMS (DESIGNATE LEAD AGENCY(IES) AND IMPLEMENTING ENTITY(IES))
CARRIED OUT UNDER SECTION 4 OF THE ASSISTIVE TECHNOLOGY ACT OF 1998;

The Institute on Disability is the lead agency for New Hampshire's statewide Assistive Technology Act Program: Assistive Technology in New Hampshire, or ATinNH. The program has two major activity areas:

- 1) Training, Education, and Outreach: AT Trainings, Classes, and Workshops and AT Policy and
- 2) Assistive Technology Services: Equipment Demonstrations, Loans and Refurbishing/Reuse. These services are offered through agreements with many partners including: Governor's Commission on Disability, Crotched Mountain Refurbished Equipment Marketplace, COA - Chapin Senior Center, Grafton County Senior Citizens Council Inc., Future in Sight, Hearing, Speech, & Vision Specialist at the Office of Health Equity, Northeast Deaf and Hard of Hearing Services, Northeast Passage and ServiceLink - Aging and Disability Resource Centers located across the state with all offices having devices for demonstration purposes.

2. PROGRAMS CARRIED OUT BY THE UNDER SECRETARY FOR RURAL DEVELOPMENT OF THE
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.

3. NON-EDUCATIONAL AGENCIES SERVING OUT-OF-SCHOOL YOUTH;

VRNH 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. VRNH staff are also a part of national Community of Practice surrounding students and youth with disabilities.

4. STATE USE CONTRACTING PROGRAMS;

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

5. STATE AGENCY RESPONSIBLE FOR ADMINISTERING THE STATE MEDICAID PLAN UNDER
TITLE XIX OF THE SOCIAL SECURITY ACT (42 U.S.C. 1396 ET SEQ.);

The agency plans to finalize and enact a Memorandum of Understanding with the NH Department of Health and Human Services during the calendar year 2024 including partners (mental health, developmental services, adult and elderly services) that can assist in providing services for mutual customers.

The agency continues to have ongoing coordination and collaboration with DHHS through projects including:

- New Hampshire (NH) has five Project SEARCH sites that have continued across the state since 2009 when the first was established. Locations include Nashua, Concord, Keene, Lebanon, and Portsmouth. The Lebanon Project Search site is shared with the Vermont VR program.
- The Regional Workforce Coalitions with all the partners collaborating and working together to assist our mutual customers in achieving employment success.

6. STATE AGENCY RESPONSIBLE FOR PROVIDING SERVICES FOR INDIVIDUALS WITH DEVELOPMENTAL DISABILITIES;

The State agency responsible for providing services for individuals with developmental disabilities; and Vocational Rehabilitation New Hampshire has, in the past, developed and engaged in discussions to complete a Memorandum of Understanding with both the Agency of Developmental Services and the Agency of Mental Health Services. It is our goal to have a finalized MOU with Health and Human Services in 2024

The agency continues to partner with the Agency of Mental Health Services and the Agency of Developmental Services, within Health and Human Services HHS to ensure that employment needs are met with the relative populations. The agency has three staff (VR Director and two Program Specialists) that attend the Employment Leadership Committee. This committee has members of both HHS agencies attending and focuses on the employment of individuals in both populations.

7. STATE AGENCY RESPONSIBLE FOR PROVIDING MENTAL HEALTH SERVICES; AND

As identified above, the Agency has been working with the Agency of Mental Health Services toward developing a Memorandum of Understanding. The target is to finalize this work in 2024. The agency has had difficulty completing the agreement as the Department and the Agency of MH have experienced significant reorganization and staffing changes. This 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.

8. OTHER FEDERAL, STATE, AND LOCAL AGENCIES AND PROGRAMS OUTSIDE THE WORKFORCE DEVELOPMENT SYSTEM.

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:

- The Earn and Learn program with Granite State Independent Living continues with new students each semester and the local school district pays two-thirds the cost of the program. Students earn Extended Learning Opportunity Credits (ELO), high school credits) and have a work experience in addition to learning about all five of the Pre-Employment Transition Services while engaged in the Earn and Learn program.

- The IMPACCT program (Inspiring the Mastery of Post-Secondary Achievement in College, Careers and Training) has served 713 students since the fall of 2016. The program has three cohorts per year (fall, spring and summer) and provides all five Pre-ETS in a comprehensive 14-week program (5 weeks in the summer). Students have a work experience and earn high school credits. The program is growing this year with a new site being added in the Seacoast region of the state.
- The Agency continually seeks to work with community organizations with an interest in providing job placement and support services.
- The Agency continues to provide support (one trainer) to its partners to develop consistent standards and training for job developers through ACRE (Association of Community Rehabilitation Educators) training and APSE (Association of People Supporting Employment) certification.
- VRNH 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 job placement of a customer is made. We have an interpreter referral contract with NDHHS to ensure the proper coordination of interpreters for customers and staff of the agency. There is also a very individualized approach to providing Pre- Employment Transition Services to the deaf and hard of hearing population.
- VRNH collaborates with “Future in Sight,” the program that assists individuals who are blind or visually impaired reach their vocational goals. Several areas of collaboration are currently occurring: transition services, older independent blind, and evaluation services for assistive technology. We developed Silver Retreats to introduce and train older individuals on how to utilize technology to the fullest to maintain independence.
- VRNH is working with the national technical assistance center in several areas: career pathways, and transition services.
- VRNH collaborates with the Brain Injury Association of NH (BIANH). This past year we have worked on a special initiative to impact on the discharge planning for students who acquire a brain injury so their return to school support and outcome is successful.
- The agency collaborates with the Department of Business and Economic Affairs (BEA). This agency provides staff that assist with rapid response/layoffs, new business entering the state of NH, and overall workforce development strategies.
- The VR agency and other partners have held the “Employment Leadership Awards” the last twelve years and have recognized over 65 employers that hire, train, and retain individuals with disabilities in their workforce and go above and beyond.
- The agency has begun to develop stronger relationships with the Business and Industry Association in NH as well as local Chambers of Commerce.

9. OTHER PRIVATE NONPROFIT ORGANIZATIONS.

The agency has signed agreements with Community Rehabilitation Programs (CRPs) to provide specific vocational rehabilitation services.

Only CRPs who meet the qualification standards and have a signed agreement with VRNH are eligible to provide these services. The VRNH CRP Program Specialist is responsible for approving the agreements. Changes in key personnel and fees are reported to and negotiated with VRNH.

NH Vocational Rehabilitation works with Community Rehabilitation Program providers (CRPs) to provide pre-employment activities, job search, placement, and job analysis 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. VRNH 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 participants in a variety of settings and in 2022 implementation of the “progressive employment model.”

The process to determine the need for new, improved or expanded programs will be accomplished through:

1. identified need in the Comprehensive Statewide Needs Assessment;
2. meetings of Vocational Rehabilitation administrators and consultants; and
3. consultation with of the State Rehabilitation Council

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 is working on an effective tracking system 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 advised to attend ACRE training or similar training, prior to receiving referrals from VRNH, in order to meet the minimum requirements to work with people with disabilities. Additional professional development available to CRP’s is the Certified Employment Support Professional (CESP) credential, which would demonstrate a sufficient level of knowledge and skill to provide integrated employment supports to a variety of people with disabilities. In addition, the CRP Program Specialist will review their resume, experience, and qualifications to ensure they have the knowledge, skills, and abilities to work with our participants. Once a CRP is approved by the CRP Program

Specialist, the CRP will be scheduled to attend mandatory training on VRNH's CRP Program and referral process.

Additional training will be offered by VR counselors and Rehabilitation Technicians to ensure the CRP understands VRNH's referral and invoice process.

VRNH's case management system, AWARE, has the capacity to evaluate vendor success rate and information that documents the number of referrals for individual services, referrals for job placement, wages, and successful placement outcomes.

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, 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 VR agency must select the "Edit" button to review and agree to the VR State plan Assurances.

The State Plan must include
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 State 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:
3.a. the establishment of the designated State agency and designated State unit, as required by section 101(a)(2) of the Rehabilitation Act.
3.b. either a State independent commission or State Rehabilitation Council, as required by section 101(a)(21) of the Rehabilitation Act.
3.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.

The State Plan must include
3.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).
3.e. as applicable, 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.
3.f. as applicable, the shared funding and administration of joint programs, in accordance with section 101(a)(2)(A)(ii) of the Rehabilitation Act.
3.g. statewideness and waivers of statewideness requirements, as set forth in section 101(a)(4) of the Rehabilitation Act.
3.h. the requirements for cooperation, collaboration, and coordination, as required by sections 101(a)(11) and (24)(B); and 606(b) of the Rehabilitation Act.
3.i. all required methods of administration, as required by section 101(a)(6) of the Rehabilitation Act.
3.j. the requirements for the comprehensive system of personnel development, as set forth in section 101(a)(7) of the Rehabilitation Act.
3.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.
3.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 as set forth in section 101(a)(18)(A).
3.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:
4.a. comply with all requirements regarding information and referral services in accordance with sections 101(a)(5)(E) and (20) of the Rehabilitation Act.
4.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.
4.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 or, if implementing an order of selection, in accordance with criteria established by the State for the order of selection as set out in section 101(a)(5) of the Rehabilitation Act.
4.d. determine whether comparable services and benefits are available to the individual in accordance with section 101(a)(8) of the Rehabilitation Act.

The State Plan must include
4.e. comply with the requirements for the development of an individualized plan for employment in accordance with section 102(b) of the Rehabilitation Act.
4.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
4.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.
4.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 sections 101(a)(14) and 511 of the Rehabilitation Act.
4.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.
4.j. With respect to students with disabilities, the State,
4.j.i. has developed and will implement,
4.j.i.A. strategies to address the needs identified in the assessments; and
4.j.i.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
4.j.ii. has developed and will implement strategies to provide pre-employment transition services (sections 101(a)(15), 101(a)(25) and 113).
4.j.iii. shall reserve not less than 15 percent of the allocated funds for the provision of pre-employment transition services; such funds shall not be used to pay for the administrative costs of providing pre-employment transition services.
5. Program Administration for the Supported Employment Title VI Supplement to the State plan:
5.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.
5.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.

The State Plan must include
6. Financial Administration of the Supported Employment Program (Title VI):
6.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)(H) and (I) of the Rehabilitation Act.
6.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:
7.a. The designated State agency assures that it will provide supported employment services as defined in section 7(39) of the Rehabilitation Act.
7.b. The designated State agency assures that 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 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)(7)(C) and (E) of the Rehabilitation Act.

Do you attest that these assurances will be met?

Yes

VOCATIONAL REHABILITATION (COMBINED OR GENERAL) CERTIFICATIONS

States must provide written and signed certifications that:

1. THE (ENTER THE NAME OF DESIGNATED STATE AGENCY OR DESIGNATED STATE UNIT, AS APPROPRIATE,) 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 TITLE IV OF WIOA[1], AND ITS STATE PLAN SUPPLEMENT UNDER TITLE VI OF THE REHABILITATION ACT;

[1] Public Law 113-128.

ENTER THE NAME OF DESIGNATED STATE AGENCY OR DESIGNATED STATE UNIT, AS APPROPRIATE

New Hampshire Bureau of Vocational Rehabilitation (DSU)

2. IN THE EVENT THE DESIGNATED STATE AGENCY IS NOT PRIMARILY CONCERNED WITH VOCATIONAL AND OTHER REHABILITATION OF INDIVIDUALS WITH DISABILITIES, THE DESIGNATED STATE AGENCY MUST INCLUDE A DESIGNATED STATE UNIT FOR THE VR PROGRAM (SECTION 101(A)(2)(B)(II) OF THE REHABILITATION ACT). 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 OR THE DESIGNATED STATE UNIT WHEN THE DESIGNATED STATE AGENCY HAS A DESIGNATED STATE UNIT)[2] AGREES TO OPERATE AND IS RESPONSIBLE FOR THE ADMINISTRATION OF THE STATE VR SERVICES PROGRAM IN ACCORDANCE WITH THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN[3], THE REHABILITATION ACT, 34 CFR 361.13(B) AND (C), AND ALL APPLICABLE REGULATIONS[4], POLICIES, AND PROCEDURES ESTABLISHED BY THE SECRETARY OF EDUCATION. FUNDS MADE AVAILABLE TO STATES UNDER SECTION 111(A) 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;

[2] All references in this plan to "designated State agency" or to "the State agency" relate to the agency identified in this paragraph.

[3] No funds under title I 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.

[4] 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 3474; and the State VR Services program regulations at 34 C.F.R. part 361.

ENTER THE NAME OF DESIGNATED STATE AGENCY

New Hampshire Education Department (DSA)

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, OR THE DESIGNATED STATE UNIT WHEN THE DESIGNATED STATE AGENCY HAS A DESIGNATED STATE UNIT, AGREES TO OPERATE AND IS RESPONSIBLE FOR THE ADMINISTRATION OF THE STATE SUPPORTED EMPLOYMENT SERVICES PROGRAM IN ACCORDANCE WITH THE SUPPLEMENT TO THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN[5], THE REHABILITATION ACT, AND ALL APPLICABLE REGULATIONS[6], 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;

[5] No funds under title VI of the Rehabilitation Act may be awarded without an approved supported employment supplement to the VR services portion of the Unified or Combined State Plan in accordance with section 606(a) of the Rehabilitation Act.

[6] Applicable regulations, in part, include the citations in footnote 4, as well as Supported Employment program regulations at 34 C.F.R. part 363.

4. THE DESIGNATED STATE UNIT OR, IF NOT APPLICABLE, THE DESIGNATED STATE AGENCY 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 AND IS RESPONSIBLE FOR THE ADMINISTRATION OF THE VR PROGRAM IN ACCORDANCE WITH 34 CFR 361.13(B) AND (C);

5. THE STATE LEGALLY MAY CARRY OUT EACH PROVISION OF THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN AND ITS SUPPLEMENT.

6. ALL PROVISIONS OF THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN AND ITS SUPPLEMENT ARE CONSISTENT WITH STATE LAW.

7. THE (ENTER THE NAME OF AUTHORIZED REPRESENTATIVE BELOW) 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;

ENTER THE NAME OF AUTHORIZED REPRESENTATIVE BELOW

Richard K. Sala

8. THE (ENTER THE TITLE OF AUTHORIZED REPRESENTATIVE BELOW) HAS THE AUTHORITY TO SUBMIT THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN AND THE SUPPLEMENT FOR SUPPORTED EMPLOYMENT SERVICES;

ENTER THE TITLE OF AUTHORIZED REPRESENTATIVE BELOW

Director, VR New Hampshire

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.

FOOTNOTES

[1] Public Law 113-128.

[2] All references in this plan to "designated State agency" or to "the State agency" relate to the agency identified in this paragraph.

[3] No funds under title I 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.

[4] 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 3474; and the State VR Services program regulations at 34 C.F.R. part 361.

[5] No funds under title VI of the Rehabilitation Act may be awarded without an approved supported employment supplement to the VR services portion of the Unified or Combined State Plan in accordance with section 606(a) of the Rehabilitation Act.

[6] Applicable regulations, in part, include the citations in footnote 4, as well as Supported Employment program regulations at 34 C.F.R. part 363.

CERTIFICATION SIGNATURE

To review and complete the Certification section of the VR portion of the State plan, please select the “Edit” button.

Note, please do not edit the table header or formatting. Only edit the table contents.

If you accidentally edit the table headers and structure, open this link to the blank table. You can copy and paste the table into the narrative field, and start over if needed.

Signatory information	Enter Signatory information in this column
Name of Signatory	Richard K. Sala
Title of Signatory	Director, Bureau of Vocational Rehabilitation New Hampshire
Date Signed	3/1/2024

VOCATIONAL REHABILITATION PROGRAM PERFORMANCE INDICATORS

Each State VR program must submit expected levels of performance in its Unified or Combined State Plan and in the two-year modification of that plan. Expected levels of performance for the first two years of a state plan must be submitted in the initial submission of the Unified or Combined State Plan and in the initial submission of the two-year modification of that Plan, for years three and four, as described in 34 CFR § 361.170(a). Expected levels of performance must be stated to the nearest tenth of a percent (XX.X %) or to the nearest whole dollar for median earnings. State VR programs are reminded that the expected levels of performance must be published for public comment prior to plan submission in accordance with state law, regulation, and policy.

After the Unified or Combined State Plan submission, each State VR program must reach agreement with RSA on the negotiated levels of performance for the indicators for each of the first two years of the Unified or Combined State Plan (or for the third and fourth years of the Unified or Combined State Plan during the required two-year modification process) in accordance with WIOA section 116(b)(3)(A)(iv).

RSA will use its statistical adjustment model to derive pre-program year estimated levels of performance for each indicator. Each State VR program and RSA will consider the negotiation factors outlined in WIOA section 116(b)(3)(A)(v) during the negotiation process. Once negotiated levels of performance are agreed upon, each State VR program must incorporate the negotiated levels of performance into the Unified or Combined State Plan and the two-year modification of that plan prior to the plan’s approval (section 116(b)(3)(A)(iv) of WIOA).

Effectiveness in Serving Employers

In the final rule implementing WIOA, the Departments indicated that they would initially implement this indicator in the form of a pilot to test the feasibility and rigor of three proposed approaches. During Program Year (PY) 2022, the Departments initiated the rulemaking process to establish a standard definition of Effectiveness in Serving Employers. States will continue to report two of three proposed approaches until the Departments issue the final rule and implement the indicator.

Performance Indicators	PY 2024 Expected Level	PY 2024 Negotiated Level	PY 2025 Expected Level	PY 2025 Negotiated Level
Employment (Second Quarter After Exit)	62.0%	62.0%	65.0%	65.0%
Employment (Fourth Quarter After Exit)	60.0%	61.0%	62.0%	62.0%
Median Earnings (Second Quarter After Exit)	\$4,200	\$4,200	\$4,500	\$4,600
Credential Attainment Rate	58.0%	58.0%	59.0%	59.0%
Measurable Skill Gains	49.0%	59.0%	50.0%	60.0%
Effectiveness in Serving Employers	Not Applicable ¹	Not Applicable ¹	Not Applicable ¹	Not Applicable ¹

1

The Departments have not issued the final rule defining Effectiveness in Serving Employers. As a result, states will not submit expected levels of performance for this indicator and the Departments will not establish negotiated levels of performance for PYs 2024 and 2025.

GEPA 427 FORM INSTRUCTIONS FOR APPLICATION PACKAGE - VOCATIONAL REHABILITATION

EQUITY FOR STUDENTS, EDUCATORS, AND OTHER PROGRAM BENEFICIARIES

OMB Control Number 1894-0005 Expiration 02/28/2026

Section 427 of the General Education Provisions Act (GEPA) (20 U.S.C. 1228a) applies to a State applicant submitting a state plan for a formula grant from the US Department of Education. The State applicant is responsible for completing the GEPA Section 427 form that provides a description of the steps the State proposes to take to ensure all program beneficiaries have equitable access to, and participation in, its Federally funded, State-level project or activity.

GEPA Section 427 Form Instructions for State Applicants

State applicants must respond to the following four questions:

1. Describe how your entity's existing mission, policies, or commitments ensure equitable access to, and equitable participation in, the proposed project or activity.
2. Based on your proposed project or activity, what barriers may impede equitable access and participation of students, educators, or other beneficiaries?

3. Based on the barriers identified, what steps will you take to address such barriers to equitable access and participation in the proposed project or activity?

4. What is your timeline, including targeted milestones, for addressing these identified barriers?

- Applicants identify any barriers that may impede equitable access and participation in the proposed project or activity, including, but not limited to, barriers based on economic disadvantage, gender, race, ethnicity, color, national origin, disability, age, language, migrant status, rural status, homeless status or housing insecurity, pregnancy, parenting, or caregiving status, and sexual orientation.
- Applicants use the associated text box to respond to each question. However, applicants might have already included some or all this required information in the narrative sections of their applications or their State Plans. In responding to this requirement, for each question, applicants may provide a cross-reference to the section(s) in their State Plans that includes the information responsive to that question on this form or may restate that information on this form.
- Applicants are not required to have mission statements or policies that align with equity to apply.
- Applicants that have already undertaken steps to address barriers must still provide an explanation and/or description of the steps already taken in each text box, as appropriate, to satisfy the GEPA Section 427 requirement.
- Applicants that believe no barriers exist must still provide an explanation and/or description to each question to validate that perception, as appropriate, to satisfy the GEPA Section 427 requirement.

Please refer to GEPA 427 - Form Instructions for Application Package

1. DESCRIBE HOW YOUR ENTITY'S EXISTING MISSION, POLICIES, OR COMMITMENTS ENSURE EQUITABLE ACCESS TO, AND EQUITABLE PARTICIPATION IN, THE PROPOSED PROJECT OR ACTIVITY.

Section 427 of the General Education Provisions Act (GEPA) (20 U.S.C. 1228a) applies to a State applicant submitting a state plan for a formula grant from the US Department of Education. The State applicant is responsible for completing the GEPA Section 427 form that provides a description of the steps the State proposes to take to ensure all program beneficiaries have equitable access to, and participation in, its Federally funded, State-level project or activity.

GEPA 427 - Form Instructions for Application Package

State applicants must respond to four questions.

The first of four questions is:

Describe how your entity's existing mission, policies, or commitments ensure equitable access to, and equitable participation in, the proposed project or activity.

Vocational Rehabilitation New Hampshire (VRNH) recognizes the importance of equitable access to, and participation in the programs and services. The purpose of the VR program addresses one of the barriers specifically – disability. Our mission is to partner and collaborate with individuals and businesses to maximize the employment and career opportunities, self-sufficiency, and workforce potential of people with disabilities.

Within our policy 301. Strategic Direction we embrace a philosophy that seeks full integration of persons with disability; principles support informed choice; respect for privacy, rights, and equal access; inclusion, integration, and full participation of individuals with disabilities and we identify that we value respect, integrity, equity, responsiveness, and resourcefulness as we perform our work.

Other policies that ensure equitable access and participation include:

Policy 303. Program Access The Agency does not discriminate based on gender, race, creed, color, age, national origin, marital status, sexual orientation, or disability in its programs, activities, and employment practices. Within this policy we address equal access and provision of communications including the provision of information and materials to applicants, eligible individuals, representatives of applicants or individuals, service providers, other cooperating agencies, and organizations, and interested parties through appropriate modes of communication, i.e., in the language or method of communication understandable to the individual or, as appropriate, the individual's representative.

Policies relating to service provision, including provision of transition services for eligible and potentially eligible students with disabilities. 519 Transition and 520 Pre-Employment Transition Services.

2. BASED ON YOUR PROPOSED PROJECT OR ACTIVITY, WHAT BARRIERS MAY IMPEDE
EQUITABLE ACCESS AND PARTICIPATION OF STUDENTS, EDUCATORS, OR OTHER
BENEFICIARIES?

Section 427 of the General Education Provisions Act (GEPA) (20 U.S.C. 1228a) applies to a State applicant submitting a state plan for a formula grant from the US Department of Education. The State applicant is responsible for completing the GEPA Section 427 form that provides a description of the steps the State proposes to take to ensure all program beneficiaries have equitable access to, and participation in, its Federally funded, State-level project or activity.

GEPA 427 - Form Instructions for Application Package

State applicants must respond to four questions.

The second of four questions is:

Based on your proposed project or activity, what barriers may impede equitable access and participation of students, educators, or other beneficiaries?

Gender, race, color, national origin, disability, and age as well as conditions of economic disadvantage, language, rural status, homeless status, or housing insecurity.

3. BASED ON THE BARRIERS IDENTIFIED, WHAT STEPS WILL YOU TAKE TO ADDRESS SUCH
BARRIERS TO EQUITABLE ACCESS AND PARTICIPATION IN THE PROPOSED PROJECT OR
ACTIVITY?

Section 427 of the General Education Provisions Act (GEPA) (20 U.S.C. 1228a) applies to a State applicant submitting a state plan for a formula grant from the US Department of Education. The State applicant is responsible for completing the GEPA Section 427 form that provides a description of the steps the State proposes to take to ensure all program beneficiaries have equitable access to, and participation in, its Federally funded, State-level project or activity.

GEPA 427 - Form Instructions for Application Package

State applicants must respond to four questions.

The third of four questions is:

Based on the barriers identified, what steps will you take to address such barriers to equitable access and participation in the proposed project or activity?

VRNH identified the following barriers that may impede equitable access and participation of students, educators, or other beneficiaries in the Vocational Rehabilitation program as national origin, disability, and age as well as conditions of economic disadvantage, language, rural status, homeless status, or housing insecurity.

VRNH recognizes and provides equitable access through multiple ways including, but not limited to: physical accessibility; availability of formats and times; different delivery methods including in-person and virtual; offering interpretation services for language and communication which can include ASL interpretation, language interpretation and translation; utilization of assistive technology tools and resources which may include no-to low-to-high tech options; providing professional development activities in accordance with the Americans with Disabilities Act (ADA), and the Rehabilitation act of 1973, as amended; establishing, as applicable, developing or improving community rehabilitation programs within the state; and provision of necessary services to ensure and enhance participation.

VRNH programs play a crucial role in removing barriers to employment and independence for individuals facing various challenges. Here are steps that VRNH will take to address barriers arising out of national origin, disability, age, economic disadvantage, language, rural status, homeless status, or housing insecurity.

Outreach and Education: Develop targeted outreach programs to reach underserved communities, including those from diverse national origins, disabilities, ages, economic backgrounds, and linguistic communities. Offer informational sessions in accessible formats, and through various community channels to raise awareness about available services and eligibility criteria.

Of particular interest is: 1. Ensuring that people understand that national origin is not a bar to receiving vocational rehabilitation services; and 2. Increasing VRNH's presence, availability, and reach in rural areas (i.e., Coös, Carroll, Grafton Counties, etc.).

Cultural Competency Training: Provide comprehensive training for staff members to enhance cultural competency and sensitivity. This includes understanding the unique needs, perspectives, and barriers faced by individuals from different cultural backgrounds, age groups, and economic circumstances.

Accessibility Enhancements: Continuously evaluate and improve accessibility features in program facilities, materials, and communication channels. Ensure that physical spaces are wheelchair accessible, offer assistive technology, provide materials in alternative formats, and maintain websites that are compatible with screen readers and other assistive devices.

Partnerships and Collaborations: Forge partnerships with community organizations, advocacy groups, educational institutions, and other stakeholders to expand outreach efforts and enhance service delivery. Collaborate with organizations specializing in housing support, healthcare, language interpretation, and other relevant areas to provide comprehensive support to participants.

Flexible Service Delivery Models: Offer flexible service delivery options to accommodate the diverse needs of participants. This may include remote counseling sessions, virtual job training programs, mobile outreach services to rural areas, and flexible scheduling to accommodate individuals experiencing housing instability or homelessness.

Of particular interest is partnering with agencies and organizations working on issues surrounding homeless status and housing insecurity (i.e., NH Coalition to End Homelessness (NHCEH), NH Housing Finance Authority, etc.).

Financial Assistance and Resources: Continue to provide financial assistance, scholarships, or stipends to cover expenses related to vocational training, transportation, childcare, and other barriers faced by economically disadvantaged individuals. Connect participants with financial literacy resources, public benefits, and community support services to address their immediate and long-term needs.

Case Management and Wraparound Services: Implement a holistic approach to case management that addresses the complex needs of participants. Continue to foster inter-agency and community partnerships that enhance wraparound services such as mental health counseling, substance abuse treatment, housing assistance, transportation assistance, and life skills training to support participants in achieving their vocational goals.

By implementing these steps, VRNH can create more inclusive and equitable programs that effectively support individuals from diverse backgrounds in overcoming barriers to employment and achieving their vocational goals.

4. WHAT IS YOUR TIMELINE, INCLUDING TARGETED MILESTONES, FOR ADDRESSING THESE IDENTIFIED BARRIERS?

Section 427 of the General Education Provisions Act (GEPA) (20 U.S.C. 1228a) applies to a State applicant submitting a state plan for a formula grant from the US Department of Education. The State applicant is responsible for completing the GEPA Section 427 form that provides a description of the steps the State proposes to take to ensure all program beneficiaries have equitable access to, and participation in, its Federally funded, State-level project or activity.

GEPA 427 - Form Instructions for Application Package

State applicants must respond to four questions.

The final of four questions is:

What is your timeline, including targeted milestones, for addressing these identified barriers?

Timeline with targeted milestones for addressing the identified barriers starting in August 2024 and completing by January 2026:

August 2024 - December 2024: Planning and Preparation

Form a task force or working group to develop strategies for outreach, cultural competency training, accessibility enhancements, partnerships, flexible service delivery models, financial assistance, and wraparound services.

Conduct a needs assessment to identify specific barriers faced by underserved communities, focusing on national origin, rural areas, disabilities, age, economic status, and housing insecurity.

Begin initial discussions with potential partners, including community organizations, advocacy groups, educational institutions, and government agencies, to explore collaboration opportunities.

January 2025 - June 2025: Implementation of Outreach and Education Initiatives

Develop targeted outreach programs to reach underserved communities, emphasizing that national origin is not a barrier to receiving vocational rehabilitation services.

Offer informational sessions in accessible formats and through various community channels to raise awareness about available services and eligibility criteria.

Increase VRNH's presence, availability, and reach in rural areas by establishing satellite offices, mobile outreach units, or virtual counseling options tailored to Coös, Carroll, Grafton Counties, and other rural regions.

July 2025 - October 2025: Cultural Competency Training and Accessibility Enhancements

Provide comprehensive cultural competency training for all staff members to enhance understanding and sensitivity to the needs of individuals from diverse backgrounds.

Continuously evaluate and improve accessibility features in program facilities, materials, and communication channels to ensure inclusivity for all participants.

Ensure physical spaces are wheelchair accessible, offer assistive technology, provide materials in alternative formats, and maintain websites compatible with screen readers and other assistive devices.

November 2025 - January 2026: Partnerships, Flexible Service Delivery, Financial Assistance, and Wraparound Services

Forge partnerships with community organizations, advocacy groups, and relevant agencies to expand outreach efforts and enhance service delivery, particularly focusing on issues surrounding homeless status and housing insecurity.

Implement flexible service delivery models, such as remote counseling sessions, virtual job training programs, and mobile outreach services, to accommodate diverse participant needs.

Continue sourcing financial assistance, scholarships, and resources to address barriers faced by economically disadvantaged individuals, while connecting participants with financial literacy resources, public benefits, and community support services.

Continue to improve VRNH's holistic approach to case management and reinforce integration of wraparound services, including mental health counseling, substance abuse treatment, housing assistance, transportation assistance, and life skills training.

By following this timeline and achieving the targeted milestones, VRNH can make significant progress in addressing barriers to participation and enhancing access to vocational rehabilitation services by January 2026.

GEPA 427 FORM INSTRUCTIONS FOR APPLICATION PACKAGE - SUPPORTED EMPLOYMENT
EQUITY FOR STUDENTS, EDUCATORS, AND OTHER PROGRAM BENEFICIARIES

OMB Control Number 1894-0005 Expiration 02/28/2026

Section 427 of the General Education Provisions Act (GEPA) (20 U.S.C. 1228a) applies to a State applicant submitting a state plan for a formula grant from the US Department of Education. The State applicant is responsible for completing the GEPA Section 427 form that provides a description of the steps the State proposes to take to ensure all program beneficiaries have equitable access to, and participation in, its Federally funded, State-level project or activity.

GEPA Section 427 Form Instructions for State Applicants

State applicants must respond to the following four questions:

1. Describe how your entity's existing mission, policies, or commitments ensure equitable access to, and equitable participation in, the proposed project or activity.
2. Based on your proposed project or activity, what barriers may impede equitable access and participation of students, educators, or other beneficiaries?
3. Based on the barriers identified, what steps will you take to address such barriers to equitable access and participation in the proposed project or activity?
4. What is your timeline, including targeted milestones, for addressing these identified barriers?

- Applicants identify any barriers that may impede equitable access and participation in the proposed project or activity, including, but not limited to, barriers based on economic disadvantage, gender, race, ethnicity, color, national origin, disability, age, language, migrant status, rural status, homeless status or housing insecurity, pregnancy, parenting, or caregiving status, and sexual orientation.
- Applicants use the associated text box to respond to each question. However, applicants might have already included some or all this required information in the narrative sections of their applications or their State Plans. In responding to this requirement, for each question, applicants may provide a cross-reference to the section(s) in their State Plans that includes the information responsive to that question on this form or may restate that information on this form.
- Applicants are not required to have mission statements or policies that align with equity to apply.

- Applicants that have already undertaken steps to address barriers must still provide an explanation and/or description of the steps already taken in each text box, as appropriate, to satisfy the GEPA Section 427 requirement.
- Applicants that believe no barriers exist must still provide an explanation and/or description to each question to validate that perception, as appropriate, to satisfy the GEPA Section 427 requirement.

Please refer to GEPA 427 - Form Instructions for Application Package

1. DESCRIBE HOW YOUR ENTITY'S EXISTING MISSION, POLICIES, OR COMMITMENTS ENSURE EQUITABLE ACCESS TO, AND EQUITABLE PARTICIPATION IN, THE PROPOSED PROJECT OR ACTIVITY.

Section 427 of the General Education Provisions Act (GEPA) (20 U.S.C. 1228a) applies to a State applicant submitting a state plan for a formula grant from the US Department of Education. The State applicant is responsible for completing the GEPA Section 427 form that provides a description of the steps the State proposes to take to ensure all program beneficiaries have equitable access to, and participation in, its Federally funded, State-level project or activity.

GEPA 427 - Form Instructions for Application Package

State applicants must respond to four questions.

The first of four questions is:

Describe how your entity's existing mission, policies, or commitments ensure equitable access to, and equitable participation in, the proposed project or activity.

Vocational Rehabilitation New Hampshire (VRNH) recognizes the importance of equitable access to, and participation in the programs and services. The purpose of the VR program addresses one of the barriers specifically – disability. Our mission is to partner and collaborate with individuals and businesses to maximize the employment and career opportunities, self-sufficiency, and workforce potential of people with disabilities.

Within our policy 301. Strategic Direction we embrace a philosophy that seeks full integration of persons with disability; principles support informed choice; respect for privacy, rights, and equal access; inclusion, integration, and full participation of individuals with disabilities and we identify that we value respect, integrity, equity, responsiveness, and resourcefulness as we perform our work.

Other policies that ensure equitable access and participation include:

Policy 303. Program Access The Agency does not discriminate based on gender, race, creed, color, age, national origin, marital status, sexual orientation, or disability in its programs, activities, and employment practices. Within this policy we address equal access and provision of communications including the provision of information and materials to applicants, eligible individuals, representatives of applicants or individuals, service providers, other cooperating agencies, and organizations, and interested parties through appropriate modes of communication, i.e., in the language or method of communication understandable to the individual or, as appropriate, the individual's representative.

Policies relating to service provision, including provision of transition services for eligible and potentially eligible students with disabilities. 519 Transition and 520 Pre-Employment Transition Services.

Policies related to the provision of supported employment services. 516 Supported Employment

2. BASED ON YOUR PROPOSED PROJECT OR ACTIVITY, WHAT BARRIERS MAY IMPEDE EQUITABLE ACCESS AND PARTICIPATION OF STUDENTS, EDUCATORS, OR OTHER BENEFICIARIES?

Section 427 of the General Education Provisions Act (GEPA) (20 U.S.C. 1228a) applies to a State applicant submitting a state plan for a formula grant from the US Department of Education. The State applicant is responsible for completing the GEPA Section 427 form that provides a description of the steps the State proposes to take to ensure all program beneficiaries have equitable access to, and participation in, its Federally funded, State-level project or activity.

GEPA 427 - Form Instructions for Application Package

State applicants must respond to four questions.

The second of four questions is:

Based on your proposed project or activity, what barriers may impede equitable access and participation of students, educators, or other beneficiaries?

Gender, race, color, national origin, disability, and age as well as conditions of economic disadvantage, language, rural status, homeless status, or housing insecurity.

3. BASED ON THE BARRIERS IDENTIFIED, WHAT STEPS WILL YOU TAKE TO ADDRESS SUCH BARRIERS TO EQUITABLE ACCESS AND PARTICIPATION IN THE PROPOSED PROJECT OR ACTIVITY?

Section 427 of the General Education Provisions Act (GEPA) (20 U.S.C. 1228a) applies to a State applicant submitting a state plan for a formula grant from the US Department of Education. The State applicant is responsible for completing the GEPA Section 427 form that provides a description of the steps the State proposes to take to ensure all program beneficiaries have equitable access to, and participation in, its Federally funded, State-level project or activity.

GEPA 427 - Form Instructions for Application Package

State applicants must respond to four questions.

The third of four questions is:

Based on the barriers identified, what steps will you take to address such barriers to equitable access and participation in the proposed project or activity?

Similar to the Vocational Rehabilitation program, VRNH identified the following barriers that may impede equitable access and participation of students, educators, or other beneficiaries in the Supported Employment program as national origin, disability, and age as well as conditions of economic disadvantage, language, rural status, homeless status, or housing insecurity. The

reasons for these barriers are substantially similar to barriers to the Vocational Rehabilitation program. Accordingly, the steps to address these barriers are substantially similar.

VRNH recognizes and provides equitable access through multiple ways including, but not limited to: physical accessibility; availability of formats and times; different delivery methods including in-person and virtual; offering interpretation services for language and communication which can include ASL interpretation, language interpretation and translation; utilization of assistive technology tools and resources which may include no-to low-to-high tech options; providing professional development activities in accordance with the Americans with Disabilities Act (ADA), and the Rehabilitation act of 1973, as amended; establishing, as applicable, developing or improving community rehabilitation programs within the state; and provision of necessary services to ensure and enhance participation.

VRNH plays a crucial role in removing barriers to employment and independence for individuals facing various challenges. Here are steps that VRNH will take to address barriers arising out of national origin, disability, age, economic disadvantage, language, rural status, homeless status, or housing insecurity.

Outreach and Education: Develop targeted outreach programs to reach underserved communities, including those from diverse national origins, disabilities, ages, economic backgrounds, and linguistic communities. Offer informational sessions in accessible formats, and through various community channels to raise awareness about available services and eligibility criteria.

Of particular interest is: 1. Ensuring that people understand that national origin is not a bar to receiving vocational rehabilitation services; and 2. Increasing VRNH's presence, availability, and reach in rural areas (i.e., Coös, Carroll, Grafton Counties, etc.).

Cultural Competency Training: Provide comprehensive training for staff members to enhance cultural competency and sensitivity. This includes understanding the unique needs, perspectives, and barriers faced by individuals from different cultural backgrounds, age groups, and economic circumstances.

Accessibility Enhancements: Continuously evaluate and improve accessibility features in program facilities, materials, and communication channels. Ensure that physical spaces are wheelchair accessible, offer assistive technology, provide materials in alternative formats, and maintain websites that are compatible with screen readers and other assistive devices.

Partnerships and Collaborations: Forge partnerships with community organizations, advocacy groups, educational institutions, and other stakeholders to expand outreach efforts and enhance service delivery. Collaborate with organizations specializing in housing support, healthcare, language interpretation, and other relevant areas to provide comprehensive support to participants.

Flexible Service Delivery Models: Offer flexible service delivery options to accommodate the diverse needs of participants. This may include remote counseling sessions, virtual job training programs, mobile outreach services to rural areas, and flexible scheduling to accommodate individuals experiencing housing instability or homelessness.

Of particular interest is partnering with agencies and organizations working on issues surrounding homeless status and housing insecurity (i.e., NH Coalition to End Homelessness (NHCEH), NH Housing Finance Authority, etc.).

Financial Assistance and Resources: Continue to provide financial assistance, scholarships, or stipends to cover expenses related to vocational training, transportation, childcare, and other barriers faced by economically disadvantaged individuals. Connect participants with financial literacy resources, public benefits, and community support services to address their immediate and long-term needs.

Case Management and Wraparound Services: Implement a holistic approach to case management that addresses the complex needs of participants. Continue to foster inter-agency and community partnerships that enhance wraparound services such as mental health counseling, substance abuse treatment, housing assistance, transportation assistance, and life skills training to support participants in achieving their vocational goals.

By implementing these steps, VRNH can create more inclusive and equitable programs that effectively support individuals from diverse backgrounds in overcoming barriers to employment and achieving their vocational goals.

4. WHAT IS YOUR TIMELINE, INCLUDING TARGETED MILESTONES, FOR ADDRESSING THESE IDENTIFIED BARRIERS?

Section 427 of the General Education Provisions Act (GEPA) (20 U.S.C. 1228a) applies to a State applicant submitting a state plan for a formula grant from the US Department of Education. The State applicant is responsible for completing the GEPA Section 427 form that provides a description of the steps the State proposes to take to ensure all program beneficiaries have equitable access to, and participation in, its Federally funded, State-level project or activity.

GEPA 427 - Form Instructions for Application Package

State applicants must respond to four questions.

The final of four questions is:

What is your timeline, including targeted milestones, for addressing these identified barriers?

Similar to the Vocational Rehabilitation program, VRNH identified the following barriers that may impede equitable access and participation of students, educators, or other beneficiaries in the Supported Employment program as national origin, disability, and age as well as conditions of economic disadvantage, language, rural status, homeless status, or housing insecurity. The reasons for these barriers are substantially similar to barriers to the Vocational Rehabilitation program. Accordingly, the timeline with targeted milestones for addressing the identified barriers is substantially similar, starting in August 2024 and completing by January 2026:

August 2024 - December 2024: Planning and Preparation

Form a task force or working group to develop strategies for outreach, cultural competency training, accessibility enhancements, partnerships, flexible service delivery models, financial assistance, and wraparound services.

Conduct a needs assessment to identify specific barriers faced by underserved communities, focusing on national origin, rural areas, disabilities, age, economic status, and housing insecurity.

Begin initial discussions with potential partners, including community organizations, advocacy groups, educational institutions, and government agencies, to explore collaboration opportunities.

January 2025 - June 2025: Implementation of Outreach and Education Initiatives

Develop targeted outreach programs to reach underserved communities, emphasizing that national origin is not a barrier to receiving vocational rehabilitation services.

Offer informational sessions in accessible formats and through various community channels to raise awareness about available services and eligibility criteria.

Increase VRNH's presence, availability, and reach in rural areas by establishing satellite offices, mobile outreach units, or virtual counseling options tailored to Coös, Carroll, Grafton Counties, and other rural regions.

July 2025 - October 2025: Cultural Competency Training and Accessibility Enhancements

Provide comprehensive cultural competency training for all staff members to enhance understanding and sensitivity to the needs of individuals from diverse backgrounds.

Continuously evaluate and improve accessibility features in program facilities, materials, and communication channels to ensure inclusivity for all participants.

Ensure physical spaces are wheelchair accessible, offer assistive technology, provide materials in alternative formats, and maintain websites compatible with screen readers and other assistive devices.

November 2025 - January 2026: Partnerships, Flexible Service Delivery, Financial Assistance, and Wraparound Services

Forge partnerships with community organizations, advocacy groups, and relevant agencies to expand outreach efforts and enhance service delivery, particularly focusing on issues surrounding homeless status and housing insecurity.

Implement flexible service delivery models, such as remote counseling sessions, virtual job training programs, and mobile outreach services, to accommodate diverse participant needs.

Continue sourcing financial assistance, scholarships, and resources to address barriers faced by economically disadvantaged individuals, while connecting participants with financial literacy resources, public benefits, and community support services.

Continue to improve VRNH's holistic approach to case management and reinforce integration of wraparound services, including mental health counseling, substance abuse treatment, housing assistance, transportation assistance, and life skills training.

By following this timeline and achieving the targeted milestones, VRNH can make significant progress in addressing barriers to Supported Employment services by January 2026.

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 elects to include 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. 24 If included, Combined State Plan partner programs are subject to the “common planning elements” in Sections II-IV of this document, where specified, as well as the program-specific requirements for that program.

[24] 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 would submit all other required elements of a complete State Plan for those programs directly to the Federal agency that administers the program.

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.

Has the state incorporated TAA into the sections indicated above?

JOBS FOR VETERANS' STATE GRANTS

(OMB Control Number: 1293-0017)

Components of the Jobs for Veterans State Grants State Plan

Jobs for Veterans State Grants (JVSG) recipients must provide a four-year state plan as a condition for the receipt of annual funding in accordance with 38 U.S.C. § 4102A(c). This plan must include responses to each of the components below.

A. DESCRIBE HOW THE STATE INTENDS TO PROVIDE EMPLOYMENT, TRAINING, AND JOB PLACEMENT SERVICES TO VETERANS AND ELIGIBLE PERSONS UNDER THE JVSG PROGRAM (I.E., VIRTUALLY AND IN-PERSON).

Twelve New Hampshire Employment Security (NHES) offices have been designated American Job Centers called NHWorks. This structure allows New Hampshire to have a DVOP specialist assigned to nine of our twelve American Job Centers to provide the delivery of individualized career services to targeted veterans. Many of the DVOP specialists report to more than one office to provide career services. For the other three American Job

Centers, the DVOP staff can utilize virtual platforms to provide services to targeted veterans in addition to services being provided by other AJC staff members to ensure services are provided timely and effectively. 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, consolidated position 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. All staff members within the NHWorks Offices understand the services and programs available to assist veterans and eligible persons as well as how to refer these individuals to the services and programs.

Upon contact with a NHWorks Office, customers are asked to self-identify as a veteran or an eligible spouse of a veteran through a series of questions that are asked of them by the staff member at the front desk in each AJC.

A Veterans and Other Eligible Intake Form is then utilized to identify a veteran or eligible person. During a review of this intake form, through an assessment process, by an AJC staff member with the individual, when veterans and other eligible persons are identified, they are informed of their priority of service status. If the individual is identified as an eligible veteran they are immediately referred to a DVOP specialist to provide individualized career services in the areas of employment, training and job placement. DVOP specialists will provide services to eligible veterans and eligible persons meeting the definition of an individual with an SBE as well as those ages of 18 and 24, Vietnam-era Veterans, or Eligible Transitioning Service members, Spouses and Caregivers and to any other populations of veterans identified by the Secretary of Labor. The list of eligible persons defined as having an SBE include those listed here based on VPL 3-14, and VPL 3-14 changes 1 and 2; a special disabled or disabled veteran, as those terms are defined in 38 U.S.C. 4211(1) and (3), a homeless person as defined in Sections 103 (a) and (b) of the McKinney-Vento Homeless Assistance Act, a recently separated service member, as defined in 38 U.S.C. 4211 (6), who has been unemployed for 27 or more weeks in the previous 12 months, an offender as defined by WIOA Section 3 (38) who is currently incarcerated or who has been released from incarceration, a veteran lacking a high school diploma or equivalent certificate, and a low income individual (as defined by WIOA section 3 (36)).

In a situation where a DVOP is not available, then another AJC staff member will provide services until the DVOP is available and able to provide these services moving forward. The DVOP will provide individualized career services including assessments of skill levels and needs, development of an individual employment plan, career guidance and planning and referrals to other services and programs, including training opportunities such as apprenticeships, WIOA programs and on-the-job training opportunities. Veterans that are identified through this process as not possessing a significant barrier to employment are provided services by an AJC staff member utilizing a priority of service basis. 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 services 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 ETA 9173 for Wagner-Peyser and DVOP staff.

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. The LVER staff attends outreach training provided to the Business Service Representatives as part of a deployment strategy by the state.

The education community is a partner in each of the American Job Centers. The NH Works 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 have access to
current demographic,
labor market and educational information for New Hampshire and their local area on their
desktop computers
at our NHWorks website, as do all veterans accessing the website. Access is also available to
both customers and
staff on information regarding training and education offered to New Hampshire residents. This
information is
available within the NH Works Job Match System. 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 NH Works 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 ETA 9173.

B. LIST THE POPULATIONS TO BE SERVED BY DISABLED VETERANS' OUTREACH PROGRAM (DVOP) AND CONSOLIDATED POSITION STAFF, INCLUDING THE ELIGIBILITY CRITERIA FOR REFERRAL FOR DVOP SERVICES.

The primary function of DVOP specialists is providing intensive services 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:

- Special disabled or disabled veteran, as those terms are defined in 38 U.S.C. 4211(1) and (3); Special

disabled and disabled veterans are those:

- Who are entitled to compensation (or those who would be entitled to compensation, yet are not

receiving it due to the receipt of military retired pay) under laws administered by the Secretary of

Veterans' Affairs; or

- Who were discharged or released from active duty because of service-connected disability;

- A homeless person, 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, as defined in 38 U.S.C. 4211(6), who has been unemployed for

27 or more weeks in the previous 12 months;

- An offender, as defined by WIOA Section 3 (38), who is currently incarcerated or who has been released from incarceration;

- A veteran lacking a high school diploma or equivalent certificate; o A low-income individual (as defined

by WIOA Section 3 (36);

- A veteran between the ages of 18 and 24 years old who possess limited civilian work history;

- A Vietnam-era veteran. Vietnam-era veterans are those: For which any part of their active military,

naval, or air service was during the Vietnam era (the period beginning February 28, 1961, and ending

May 7, 1975, in the case of a veteran who served in the Republic of Vietnam during that period, and

the period beginning August 5, 1964, and ending May 7, 1975, in all other cases)

- Eligible Transitioning Service Members, Spouses and Caregivers. In annual appropriations bills since

the consolidated Appropriations Act of 2014, Congress authorized JVSG grants to support services

described in VPL 07-14 to:

- o Transitioning members of the Armed Forces who have been identified as in need of individualized career services;

- o Members of the Armed Forces who are wounded, ill, or injured and receiving treatment in Military Treatment Facilities (MTFs) or Warrior Transition Units (WTUs); and

- o The spouses or other family caregivers of such wounded, ill, or injured members.

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.

The State has four HVRP Grantees, Harbor Homes, Veterans, Inc., ClearPath New England and Bridge Club of

Greater Lowell and the DVOP specialists in the Hillsborough County area do outreach on-site and participate in

Stand Down activity by Harbor Homes. Representatives from the HVRP grantees 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), 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.

C. DESCRIBE THE ROLES AND RESPONSIBILITIES ASSIGNED TO DISABLED VETERANS' OUTREACH PROGRAM (DVOP) SPECIALISTS, LOCAL VETERANS' EMPLOYMENT REPRESENTATIVE (LVER) STAFF, AND CONSOLIDATED DVOP/LVER POSITIONS BY THE STATE. THESE MUST BE CONSISTENT WITH 38 U.S.C. 4103A AND 4104.

The duties assigned to the DVOP specialists in New Hampshire are as specified in Veterans' Program Letter 03-

14, Change 1 and 2 or most current guidance. DVOP specialists provide Individualized Career 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 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 to eligible veterans and eligible persons meeting the definition of an

individual with an SBE as well as those ages of 18 and 24, Vietnam-era Veterans, or Eligible Transitioning Service members, Spouses and Caregivers and to any other populations of veterans identified by the Secretary of Labor. The list of eligible persons defined as having an SBE include those listed here based on VPL 3-14, and VPL 3-14 changes 1 and 2; a special disabled or disabled veteran, as those terms are defined in 38 U.S.C. 4211(1) and (3), a homeless person as defined in Sections 103 (a) and (b) of the McKinney-Vento Homeless Assistance Act, a recently separated service member, as defined in 38 U.S.C. 4211 (6), who has been unemployed for 27 or more weeks in the previous 12 months, an offender as defined by WIOA Section 3 (38) who is currently incarcerated or who has been released from incarceration, a veteran lacking a high school diploma or equivalent certificate, and a low income individual (as defined by WIOA section 3 (36)).

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 veteran's 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 services.

The duties assigned to the LVER staff in New Hampshire are as specified in Veterans' Program Letter 03-14, Change 1 and 2 or most current guidance.

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 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 job-seeking veterans and eligible persons.

The Consolidated Position in New Hampshire is fully integrated into the American Job Center system and all partners in the AJC are aware of the role and its responsibilities. The

Consolidated staff position in New Hampshire performs both the duties of a DVOP specialist and a LVER staff person.

D. DEMONSTRATE THE MANNER IN WHICH DVOP, LVER AND CONSOLIDATED DVOP/LVER STAFF ARE INTEGRATED INTO THE STATE'S EMPLOYMENT SERVICE DELIVERY SYSTEMS OR AMERICAN JOB CENTER (AJC). THIS DEMONSTRATION SHOULD SHOW ACTIVE ENGAGEMENT BETWEEN JVSG AND OTHER AJC STAFF, SUCH AS THROUGH PARTICIPATION IN STAFF MEETINGS AND CROSS-TRAINING OPPORTUNITIES.

The DVOP specialists and the LVER staff work in daily collaboration with other New Hampshire Employment

Security (NHES) staff, WIOA Title I, 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 and NH Works Partners meetings.

The DVOP specialists throughout the State work with the VAVR&E program to assist qualified veterans seeking

training. VAVR&E, in turn, refers 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 to assist veterans with problems or questions

regarding Federal or State benefits.

The State has four HVRP Grantees, Harbor Homes, Veterans, Inc., ClearPath New England, and Bridge Club of

Greater Lowell. The DVOP specialists in the Hillsborough County area do outreach on-site and participate in

Stand Down activity by Harbor Homes. Representatives from The HVRP Grantees 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 events 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 have access to current demographic, labor market and

educational information for New Hampshire and their local area on their desktop computers at our NHWorks

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.

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, Vietnam-era Veterans, or Eligible Transitioning Service members, Spouses and Caregivers, as

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 veteran's 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 to other services in the AJC, the partner agency is advised of the applicant's veteran status in order to ensure priority of service.

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.

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.

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.

E. DESCRIBE THE STATE'S PERFORMANCE INCENTIVE AWARD PROGRAM TO ENCOURAGE INDIVIDUALS AND/OR EMPLOYMENT SERVICE OFFICES TO IMPROVE AND/OR ACHIEVE EXCELLENCE IN THE PROVISION OF SERVICES TO VETERANS, INCLUDING:

1. THE NOMINATION AND SELECTION PROCESS FOR ALL PERFORMANCE INCENTIVE AWARDS TO INDIVIDUALS AND/OR OFFICES;

New Hampshire is prohibited from using these funds to provide performance and incentive awards due to restrictions in the Collective Bargaining Agreement and under New Hampshire state law and the statutory State Personnel system established under RSA 21-I:42 et seq.

2. THE APPROXIMATE NUMBER AND VALUE OF CASH AWARDS USING THE ONE PERCENT INCENTIVE AWARD ALLOCATION;

New Hampshire is prohibited from using these funds to provide performance and incentive awards due to restrictions in the Collective Bargaining Agreement and under New Hampshire state law and the statutory State Personnel system established under RSA 21-I:42 et seq.

3. THE GENERAL NATURE AND APPROXIMATE VALUE OF NON-CASH PERFORMANCE INCENTIVE AWARDS TO BE CHARGED TO THE BASE ALLOCATION; AND

New Hampshire is prohibited from using these funds to provide performance and incentive awards due to restrictions in the Collective Bargaining Agreement and under New Hampshire state law and the statutory State Personnel system established under RSA 21-I:42 et seq.

4. ANY CHALLENGES THE STATE MAY ANTICIPATE TO CARRYING OUT A PERFORMANCE INCENTIVE AWARD PROGRAM AS MANDATED BY 38 U.S.C. § 4102A(C). THIS SHOULD INCLUDE ANY STATE LAWS OR POLICIES THAT PROHIBIT SUCH AWARDS, IF APPLICABLE. DESCRIBE THE STATE'S EFFORTS IN OVERCOMING THOSE CHALLENGES.

New Hampshire is prohibited from using these funds to provide performance and incentive awards due to restrictions in the Collective Bargaining Agreement and under New Hampshire state law and the statutory State Personnel system established under RSA 21-I:42 et seq.

F. LIST THE PERFORMANCE TARGETS FOR DIRECT SERVICES TO VETERANS PROVIDED BY JVSG STAFF, AS MEASURED BY PARTICIPANTS':

- employment rate in the second quarter after exit from the program;
- employment rate in the fourth quarter after exit; and
- median earnings in the second quarter after exit.
- Employment rate in the second quarter after exit from the program - 55%

- Employment rate in the fourth quarter after exit - 51%
- Media earnings in the second quarter after exit - \$7,000.00

UNEMPLOYMENT INSURANCE (UI)

(OMB Control Number: 1205-0132)

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 15-19 for the FY 2020 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.

ADMINISTRATIVE OFFICE

45 SOUTH FRUIT STREET CONCORD, NH 03301-4857

GEORGE N. COPADIS, COMMISSIONER RICHARD J. LAVERS, DEPUTY COMMISSIONER

October 1, 2021

Jennifer Friedman

Regional Administrator

US Department of Labor

Boston Regional Office

JFK Federal Building

RM E-350

Boston, Ma 02203

Dear Ms. Friedman,

We are pleased to present New Hampshire's Unemployment Insurance Biennial State Quality Service Plan for FY 2023. We believe all areas identified in the ETA Handbook 336, 18th Edition, Change 4 and UIPL 17-22, as well as all listed DOL National Priorities 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 603-447-1463 with any questions, issues, or concerns.

Sincerely,

George N. Copadis, Commissioner

New Hampshire Department of Employment Security

NHES is a proud member of America's Workforce Network and NH Works. NHES is an Equal Opportunity Employer and complies with the Americans with Disabilities Act. Auxiliary Aids and Services are available on request of individuals with disabilities

Telephone (603) 224-3311 Fax (603) 228-4145 TDD/TTY Access: Relay 1-800-735-2964

Web site: www.nhes.nh.gov

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: 603-447-1463 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 16-19 * Title: UNEMPLOYMENT INSURANCE ADMINISTRATION BASE GRANT FY 2020 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: 10/01/2023 *b. End Date: 12/31/2024 18. Estimated Funding (\$): *a. Federal " b Applicant " c State * d Local * e Other * f Program Income *g. TOTAL \$11,095,556.00* 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: I' 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:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681- 1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U. S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. 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 sub-agreements. 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 10/29/2021

Standard Form 424B (Rev. 7-97) Back

3. THE STATE PLAN NARRATIVE

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).

Section removed as requested by the Office of Unemployment Insurance.

4. 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.

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.

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For fiscal year 2024, New Hampshire has Corrective Action Plans for the following items:

- First Pay Promptness - The largest contributing factor to not meeting timeliness is the introduction of ID verification at the onset of the claim filing process. New Hampshire has taken steps to minimize this through improved claimant messaging, staff training in the processing of ID verification issues, and issuing a denial of benefits in claims where the ID verification information is not provided timely. In hopes of further improvement to this process, New Hampshire is engaging with the DOL in their Login.gov initiative. As DOL is aware, this will provide for electronic ID verification as well as in person ID verification at most local US post offices. However, the USPS option provides the claimant a seven-day window to report and provide evidence of their identity. This seven-day window will minimally place us a week behind in meeting first payment timeliness. While the electronic ID verification process may save time, the USPS option will add to the time it takes to process the initial claim. This will likely have a negative impact on first payment that is beyond the states control. The Login.Gov initiative is expected to launch, pending final approval, in May of 2024. New Hampshire will continue to monitor for improvements in the ID verification process. Much remains

unknown with regard to how the implementation of Login.gov will impact the ID verification process. Electronic verification will provide a much faster ID verification solution.

- Non-Monetary Timeliness - New Hampshire's efforts at improving non-monetary timeliness have been successful. New Hampshire is passing non-monetary timeliness FY 2023 - 10/01/2022 - 9/30/2023 at 81.7%. New Hampshire will continue to monitor its non-monetary proactive report to ensure claims are addressed prior to their due date. Actions of the previous plan were successful in improving performance and in meeting timeliness standards. New Hampshire will continue its current efforts to maintain Non-monetary timeliness.
- Lower Authority Appeals Timeliness - Although the associated COVID-19 backlog was resolved as of 9/30/2022, the deficiencies are still related to the COVID-19 Pandemic. New Hampshire has a unique Commissioner's Reopen level which allows for a reopened appeal based on fraud, mistake, or newly discovered evidence. Many pandemic related appeals are being reopened. In addition, many claimants are able to show sufficient grounds for a late appeal for a pandemic related issue. Both of these have increased the workload in Appeals. Because the Appeal Tribunal Unit is assisting with the Commissioner reopen backlog, the number of pandemic related reopens should significantly diminish by q-1 2024. With that, staff allocated to the Legal section will return to the Appeal Tribunal. There has also been a marked reduction in the number of late appeal requests for pandemic related issues. All three of these will have a positive impact on the Unit's ability to conduct more hearings per week. The Unit has also been conducting regular training sessions, to improve the proficiency of the chairs, which will negate the negative impact the return to in-person hearings has had on the Unit's timeliness. The Unit has implemented built-in postponement and continuance days to ensure that each can be scheduled expeditiously (although minor, each of these has had a negative impact on timeliness). Lastly, the Unit is going to be adding an adjudicator to its staff to identify appeal requests that may not require a formal hearing (i.e. single party issues in which the denial resulted from the claimant not responding to a request for information). Reducing the number of unnecessary hearings will ensure that the chairs are utilized as efficiently as possible. New Hampshire believes the actions will be successful because the Appeal Tribunal Unit is taking a multi-faceted approach towards improving appeals timeliness. Although the positive impact any one of these actions will have may be apparent (increased staff and proficiency, decrease of unnecessary hearings, and a decrease in the scheduling time for postponements and continuances), the independence of each of these actions from one another will ensure that the Unit will still achieve successes regardless of whether there is an implementation delay for any one of the actions. The Appeal Tribunal Unit regularly reviews the weekly ETA 9055 report and each chair's pending grid to identify all appeals that fall outside of the timeliness requirements. By identifying the reason(s) for the delay, we will be able to determine whether our identified actions were ineffectual, or it may highlight other potential actions we need to implement. The Unit conducts regular staff professional development sessions, and we conduct focused quality reviews on specific issue types to ensure the chairs consistently meet quality and to identify potential training and/or performance issues as quickly as possible.

- Higher Authority Appeals Timeliness - New Hampshire's average age for HAA for the period ended 6/30/2023 was 66 days. New Hampshire's reopen process resolves the majority of claims prior to reaching the HAA level. This results in an extremely low volume of claims making it to the HAA level. New Hampshire fully expects to meet timeliness in this measure going forward. New Hampshire will continue to monitor for correct business process in the filing and tracking of HA Appeal and New Hampshire has provided additional training to the staff managing the HAA filing process. New Hampshire will continue to monitor this individual's performance.
- Tax Quality - New Hampshire failed Debits/Billing - Reimbursing as a result of an invalid sample draw. New Hampshire will have started reviewing all its data populations. We expect this to be a yearlong project. This is currently in the analysis stage. Development is expected to begin in the second quarter of 2024. New Hampshire expects to launch the corrected code by end of Q-4 2024.
- Effective Audit Measure - Field audits were limited through the first half of the year due to Department policies tied to the Pandemic. In addition, an increase in contributory employers equated to insufficient staffing to conduct the number of audits. Field audits are now completely in place. Additionally, one new Field Agent has been hired this year to increase the number of completed audits.
- Detection of Overpayments - This measure is out of range due to the enormous number of overpayments established by BPC, both Fraud and Non-Fraud, as they worked through the grids that contained many thousands of issues. This resulted in BPC detecting and establishing over 4 times as many overpayments as QC BAM Operations. Unreported work and earnings were the most popular cause during the Pandemic for most of the Non-Fraud overpayments that BPC established. Back logs in adjudication and appeals have been resolved. The backlog in BPC is expected to continue through Q3 2023. While SDNH and NDNH hits are expected to be completed by the end of the year, a backlog remains in BPC for those more involved fraud issues. New Hampshire has allocated a number of merit staff to assist with the BPC backlog.
- Overpayment Recovery Measure - New Hampshire had to suspend many of its collection activities throughout the pandemic as a result of pending appeals and/or waiver requests. New Hampshire law prohibits collection activities while an appeal or waiver request is pending. For much of 2020 and 2021, New Hampshire was delayed in entering appeals and waiver requests into our system, as the numbers were too great for our staff to handle. This resulted in our having to cease collection activities for all claimants. Once the backlog was completed, NHES resumed all collection activities. While the suspension of collection activities was the primary contributor to our overpayment recovery numbers, we have recognized a need to make some system improvements to our collection software, "collecticase". We have applied for funding through a recent SBR to allow for improvements to this system. We will be designing a more user-friendly dashboard as well as more automation in the sending of notices. The system will also track the progress of collection activities, providing reminders to staff when next steps are required. All of this is being designed to allow for staff to better manage a high workload. Collection activities have fully resumed in New Hampshire. System enhancements to collecticase will be made to provide for a more

efficient workflow. Project management will continue to ensure this project is completed prior to expiration of the grant funding allocated to complete this.

- Data Validation Benefits – NHES is currently investigating and will update with our quarterly SQSP submission as information becomes available. New Hampshire is aware of the failure of population 5 which has an adverse effect on other populations causing additional failures. New Hampshire does have a plan to rewrite its mass layoff program within its benefit payment system. Competing priorities due to the availability of funds for various other projects has placed the Mass Lay Off rewrite on hold. We expect to begin work on the mass layoff rewrite in early 2024.
- Data Validation Tax - Difficulties with the SUN system led to delays in submission of many of our DV samples. New Hampshire operates with a legacy tax system which had difficulties processing necessary changes during the pandemic period. Also, at the start of the pandemic the IT individuals responsible for the maintenance of our tax program retired. New Hampshire had significant difficulty in finding candidates that have the experience to work on such an antiquated system. We have since contracted with our benefit payment system vendor to take on this maintenance. We are also in plans to develop an entirely new tax system that will have full integration with our benefit payment system.
- Benefit Accuracy Measure - Case completion was delayed due to the fact that we were still dealing with Pandemic era issues such as difficulty obtaining wage and separation information and an increased number of cases referred to Benefit Payment Control for Fraud investigation. Failure to achieve the ALP in this instance was not a function of ineffective processes or procedures but rather the result of the Pandemic and the challenges that it presented. For every quarter following the close of the 2022 PY BAM timeliness has exceeded the 95% requirement.

The existence of multiple Corrective Action Plans following an event such as a Pandemic or Large Recession is common as states struggle with the extreme claims volume.

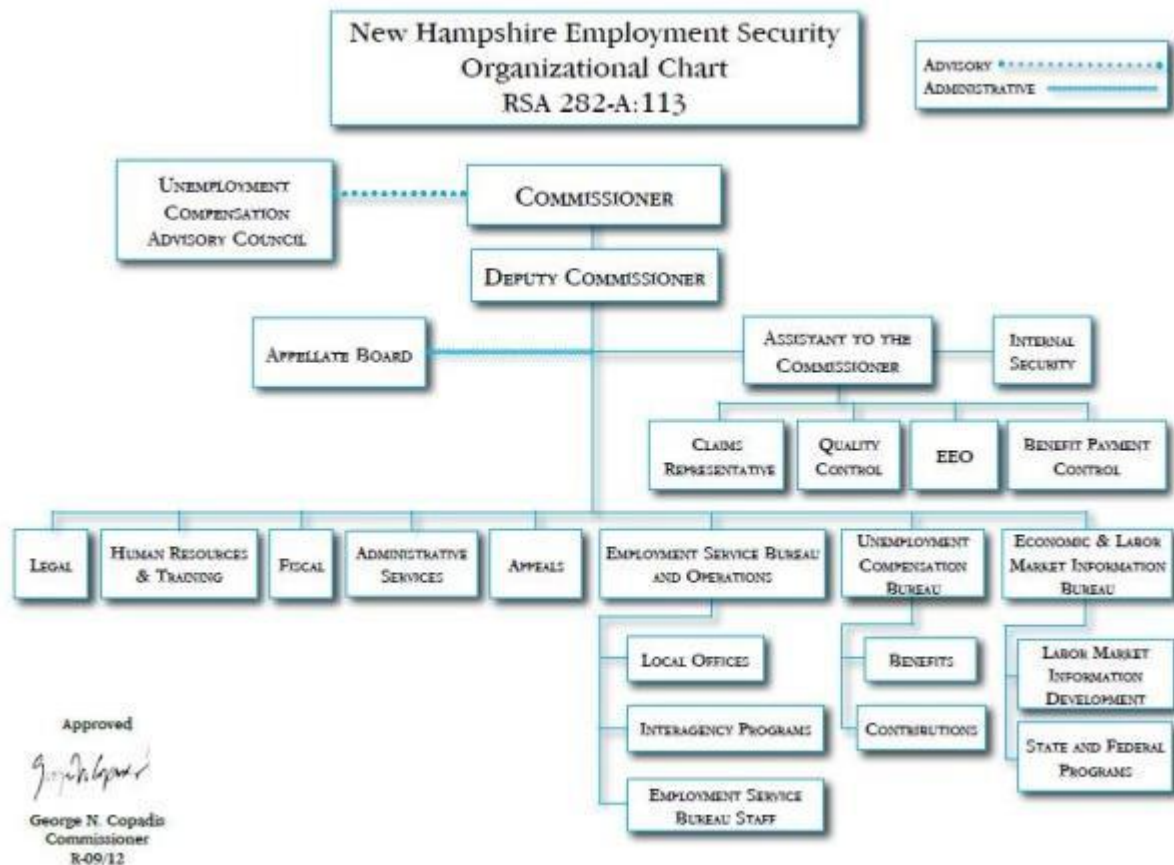
5. UI PROGRAM INTEGRITY ACTION PLAN (UI IAP)

The UI IAP outlines the strategies the State will undertake during the planning period regarding the prevention reduction and recovery of UI improper payments.

Section removed as requested by the Office of Unemployment Insurance.

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.



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.

Though a State needs to submit the complete SQSP package on a 2-year cycle, there are certain documents contained in the SQSP package which are required to be submitted by States annually as part of the off-year submission. The documents which are required to be submitted annually are considered a modification to the complete SQSP submitted the previous year. Since funds for State UI operations are appropriated each year, each State is required to annually submit the transmittal letter, budget worksheets, organizational chart and the signature page. The modification may also include CAPs for new identified performance deficiencies, and any required modifications to existing CAPs.

Since the UI program is a required one-stop partner, States have the option of including UI in the Combined State Plan authorized by WIOA sec. 103.

U.S. Department of Labor
 SQSP SIGNATURE PAGE
 OMB Control No.: 1205-0132 Expiration Date: 02/29/2024
 U.S. DEPARTMENT OF LABOR Employment
 and Training Administration
 FEDERAL FISCAL YEAR
 2024

STATE
NH
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 (NAME OF STATE AGENCY)

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 DATE
George N. Copadis

STATE ADMINISTRATOR (print name)
11/09/2023

DOL – REGIONAL OFFICE APPROVING
OFFICIAL (print name)

DOL – NATIONAL OFFICE APPROVING
OFFICIAL (print name)
(if required)
Gregg Weltz
11/13/2023

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, THE STATE IS REQUIRED TO SUBMIT THE MOST RECENTLY APPROVED COMPLETE SQSP PACKAGE. 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.

See previous sections.

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.

See previous sections.

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

See previous sections.

SENIOR COMMUNITY SERVICE EMPLOYMENT PROGRAM (SCSEP)

(OMB Control No. 1205-0040)

A. ECONOMIC PROJECTIONS AND IMPACT

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 long-term projections for jobs in industries and occupations in the State indicate a significant presence of older workers, particularly in sectors such as manufacturing and healthcare. The trend of an aging workforce is expected to continue, with the labor force participation rate of individuals aged 55 and older steadily increasing.

1. Health Care and Social Assistance: The sector is projected to experience a 5% increase in jobs from 2023 to 2028, adding nearly 5,000 jobs. With a significant percentage of workers aged 55 and older already employed in this sector (28.5%), the growth presents continued opportunities for older workers to contribute to roles such as physicians, nurses, and home health aides.
2. Retail Trade: Despite a slight decline of 3% in jobs from 2023 to 2028, the retail sector still employs a considerable number of older workers (26.6%). Opportunities exist for older workers with retail experience to contribute to customer service and store management roles.
3. Government: The government sector is projected to see a 1% decrease in jobs from 2023 to 2028. While this sector employs workers across various age groups, opportunities may still exist for older workers in administrative and support roles.

4. **Manufacturing:** Manufacturing is expected to experience a 3% increase in jobs from 2023 to 2028, adding over 2,000 jobs. With a high percentage of older workers (34.2%), this sector continues to provide opportunities for experienced individuals in manufacturing processes.
5. **Accommodation and Food Services:** The sector is projected to see a 3% increase in jobs from 2023 to 2028, adding over 1,800 jobs. While typically not heavily populated by older workers, opportunities may still exist for those interested in roles within hospitality and food services.
6. **Professional, Scientific, and Technical Services:** This sector is expected to see significant growth of 14% in jobs from 2023 to 2028, adding over 6,500 jobs. With over 30% of the workforce aged 55 and older in this sector, older workers with specialized skills and industry knowledge are in demand.
7. **Administrative and Support and Waste Management and Remediation Services:** The sector is projected to experience a 10% increase in jobs from 2023 to 2028, adding over 4,000 jobs. Opportunities exist for older workers in administrative support, waste management, and remediation services.

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))

The long-term job projections provided in the economic analysis section of the strategic plan offer valuable insights into the future employment landscape in New Hampshire. These projections help inform the types of unsubsidized jobs for which SCSEP (Senior Community Service Employment Program) participants will be trained and the types of skill training to be provided. Let's delve into how these projections and current older worker labor participation rates in emerging industries support continued placement in these roles and the existing skills needed:

1. **Healthcare and Social Assistance:** With the healthcare industry projected to remain the largest employer in the state, employing more than 100,000 individuals by 2032, SCSEP participants can be trained for roles such as medical assistants, home health aides, and administrative support staff. The current older worker labor participation rate of 28.5% in this sector indicates a substantial presence of experienced individuals. SCSEP can capitalize on this by providing training programs focusing on healthcare-related skills such as patient care, medical terminology, and electronic health records management. Existing skills in communication, problem-solving, and customer service among older workers align well with the demands of this sector, supporting their continued placement in these roles.
2. **Professional, Scientific, and Technical Services:** This sector is anticipated to experience rapid growth, making it an attractive option for older workers seeking employment opportunities. With a current older worker labor participation rate of 30.1%, there is already a significant presence of experienced individuals in this field. SCSEP training programs can focus on updating technical skills such as computer programming, data analysis, and project management. Older workers' existing skills in management,

leadership, and problem-solving complement the needs of this industry, supporting their continued placement and career advancement.

3. **Educational Services:** Despite moderate older worker labor participation rates (28.7%), opportunities exist in the educational services sector, especially as the industry evolves with technological advancements and changing teaching methodologies. SCSEP participants can receive training in instructional support roles, educational technology, and curriculum development. Existing skills in communication, planning, and leadership among older workers can enhance their effectiveness in supporting educational initiatives.
4. **Retail Trade:** While the retail sector is projected to see a decline in jobs, older workers with a labor participation rate of 26.6% in this sector can still find opportunities, especially in roles transitioning to other industries such as transportation and warehousing. SCSEP training can focus on customer service, inventory management, and e-commerce skills to adapt to changing retail environments. Existing skills in sales, communication, and problem-solving among older workers can support their transition to these emerging roles.
5. **Manufacturing:** Despite modest growth projections, the manufacturing sector anticipates high job openings due to the significant percentage of older workers nearing retirement (34.2%). SCSEP can provide training in manufacturing processes, quality control, and equipment operation to meet the skill needs of employers. Existing skills in operations, problem-solving, and attention to detail among older workers align well with the demands of this sector, supporting their continued placement in manufacturing roles.

By aligning training initiatives with the evolving needs of emerging industries and leveraging the valuable expertise of older workers, SCSEP can play a pivotal role in facilitating their continued placement in unsubsidized jobs. Collaborating closely with NHWorks, the New Hampshire Community College System, and other local training providers is essential for developing cohort-based training programs tailored to the specific skills demanded by employers. These initiatives are vital for cultivating a skilled workforce among older workers and addressing the employment needs across the state.

Furthermore, fostering partnerships with employers to implement on-the-job training initiatives is crucial. By tapping into the wealth of knowledge possessed by experienced workers, employers can provide valuable mentorship and guidance to older workers transitioning into new roles or industries. This joint effort not only enhances the skill development of older workers but also fosters a supportive work environment conducive to their long-term employability and economic security.

However, none of this will be possible without basic computer skills. Computer skills are required for most jobs today – even lower-level positions such in food service or property maintenance. Familiarity with the computer, email and the Internet is even more crucial as most job search and job application activities are now conducted primarily online or via email. Email communication with employers, electronic submission of resumes and cover letters via email, online applications, online research of companies and their available jobs and application

processes, and the development of basic resumes and cover letters all require a basic knowledge of computers, Microsoft applications, and Internet navigation.

Without these skills, it is almost impossible to apply for, secure, and maintain employment. It is increasingly difficult to place SCSEP participants with host agencies if they don't have computer skills. Participants do not have the time and Host Agencies do not have the capacity to train at the host sites, so unless they have access to formal computer training, s/he will have little opportunity to upgrade or improve his/her skills. That is why New Hampshire is requesting an ATSS waiver for up to 10% of the grant yearly for the delivery of group skills in basic computer training of SCSEP participants.

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))

New Hampshire's Economic and Labor Market Information Bureau provides comprehensive resources for understanding both current and projected employment opportunities in the state. Among these resources are:

- Apprenticeships
- Career Exploration Websites
- Career Planning Guide
- Career Clusters
- Career Exploration by Holland Interest Profile
- Different Careers, Different Training
- 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

Further analysis and support are offered through the contract with the Office of Workforce Opportunity, which has generated a biennial demand occupation list to guide training provisions. For an occupation to be included on this list, it must offer an average wage of at least \$11 per hour and project at least 106 job openings annually.

Here's a detailed look at several key occupations from the demand list, showing both current and projected jobs, job changes, percentage changes, annual openings, and the distribution of older workers within these fields:

SOC Code	Occupation Title	2023 Jobs	2024 Jobs	Change	% Change	Annual Openings	Age 55-64	Age 65+
41-2031	Retail Salespersons	18,834	18,800	-34	0%	2,802	3,144	2,561
41-2011	Cashiers	18,278	18,051	-227	-1%	3,552	1,981	1,460
11-1021	General and Operations Managers	17,309	17,633	+324	2%	1,691	3,832	1,130
43-9061	Office Clerks, General	16,238	16,275	+37	0%	2,034	3,770	2,015
53-7065	Stockers and Order Fillers	14,854	14,969	+115	1%	2,522	2,214	1,216
29-1141	Registered Nurses	14,020	14,164	+145	1%	931	3,437	944
35-3023	Fast Food and Counter Workers	13,940	14,101	+161	1%	3,344	871	477
43-4051	Customer Service Representatives	13,488	13,561	+73	1%	1,953	2,436	900
15-1252	Software Developers	8,759	9,166	+407	5%	872	1,376	271

The types of skills possessed by eligible individuals often align with the requirements of these demand occupations. Many older workers have significant experience in customer service, administrative support, and management, which positions them well for roles such as general and operations managers, office clerks, and customer service representatives. Moreover, ongoing training opportunities in areas like software development can help mature workers transition into growing sectors such as STEM.

The provided data outlines current and projected employment opportunities in the state, categorized by occupation, along with the skills possessed by eligible older workers:

- Retail Salespersons (SOC 41-2031):
- Current Jobs (2024): 18,800
- Projected Change (2023-2024): -35 jobs (-0%)
- Current Year Age 55-64: 3,144 workers

- Current Year Age 65+: 2,561 workers
- Typical Skills: Customer service, communication, salesmanship, product knowledge
- Cashiers (SOC 41-2011):
- Current Jobs (2024): 18,051
- Projected Change (2023-2024): -227 jobs (-1%)
- Current Year Age 55-64: 1,981 workers
- Current Year Age 65+: 1,460 workers
- Typical Skills: Attention to detail, basic math skills, customer service
- General and Operations Managers (SOC 11-1021):
- Current Jobs (2024): 17,633
- Projected Change (2023-2024): +324 jobs (2%)
- Current Year Age 55-64: 3,832 workers
- Current Year Age 65+: 1,130 workers
- Typical Skills: Leadership, decision-making, strategic planning, communication
- Office Clerks, General (SOC 43-9061):
- Current Jobs (2024): 16,275
- Projected Change (2023-2024): +37 jobs (0%)
- Current Year Age 55-64: 3,770 workers
- Current Year Age 65+: 2,015 workers
- Typical Skills: Organizational skills, computer literacy, attention to detail
- Registered Nurses (SOC 29-1141):
- Current Jobs (2024): 14,164
- Projected Change (2023-2024): +145 jobs (1%)
- Current Year Age 55-64: 3,437 workers
- Current Year Age 65+: 944 workers
- Typical Skills: Clinical expertise, critical thinking, empathy, teamwork
- Home Health and Personal Care Aides (SOC 31-1128):
- Current Jobs (2024): 9,523
- Projected Change (2023-2024): +193 jobs (2%)
- Current Year Age 55-64: 2,240 workers

- Current Year Age 65+: 1,221 workers
- Typical Skills: Compassion, patience, interpersonal skills, basic healthcare knowledge
- Janitors and Cleaners, Except Maids and Housekeeping Cleaners (SOC 37-2011):
- Current Jobs (2024): 9,363
- Projected Change (2023-2024): +55 jobs (1%)
- Current Year Age 55-64: 1,987 workers
- Current Year Age 65+: 1,101 workers
- Typical Skills: Cleaning techniques, time management, attention to detail

These occupations represent a range of industries and skill sets. Older workers bring valuable experience, reliability, and often strong interpersonal skills to these roles. Additionally, they may have developed industry-specific knowledge over their careers, making them valuable assets to employers. 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 are aimed at in-demand occupations.

B. SERVICE DELIVERY AND COORDINATION

1. 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. PLANNED ACTIONS TO COORDINATE ACTIVITIES OF SCSEP GRANTEES 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))

In New Hampshire, a strong network of organizations and agencies is dedicated to serving mature workers, with our state grantee playing a pivotal role in streamlining processes. Operation ABLE's partnership with Community Action agencies further fortifies this collaborative ecosystem, which administers numerous programs tailored for the mature population. Through close collaboration between program managers and SCSEP staff, eligible participants receive comprehensive support, ensuring they have direct access to the services and programs essential for personal and employment-related needs.

Co-locating SCSEP program staff alongside other elder services programs administered by the Community Action Program enhances service coordination and referrals, underscoring our commitment to seamless support delivery.

Additionally, staff from the state grantee program actively participate in quarterly NH Works partner meetings, bringing together stakeholders from various sectors, including Title I programs, Adult Education, DHHS, and Vocational Rehabilitation. These meetings are critical for building solid relationships and fostering dual enrollment, ongoing referrals, and training opportunities. Additionally, they facilitate shared services such as assessments, workshops, presentations, and links to necessary resources. Staff from the state grantee will continue to

engage in these meetings, ensuring that the SCSEP program effectively meets the evolving needs of older workers in New Hampshire.

Planned actions include involving SCSEP staff in the OWO Lunch and Learn series, held monthly throughout the program year. These sessions cover a range of topics, including an introduction to WIOA Core programs, partners and community organizations, and the NH Works partner referral process. Furthermore, SCSEP staff will actively participate in quarterly NH Works partner meetings, further strengthening collaboration and enhancing the effectiveness of the SCSEP program.

In addition to these planned actions, it is New Hampshire's intent to use the ATSS waiver to deploy basic computer skills training programs to our SCSEP participants. Training will consist of two components: 1) ABLE Beginnings which provides basic computer skills instruction conducted remotely through Zoom (with the hope that an in-person, possibly hybrid model will soon be available). Building on lessons learned, we plan to add regular intervals of guided group-based refresher sessions to reinforce class learnings and better prepare participants for job placement. 2) Intermediate MS Office instruction for those participants at a higher digital level.

B. PLANNED ACTIONS TO COORDINATE ACTIVITIES OF SCSEP GRANTEES WITH THE ACTIVITIES BEING CARRIED OUT IN THE STATE UNDER THE OTHER TITLES OF THE OLDER AMERICANS ACT (OAA). (20 CFR 641.302(H))

The SCSEP provider in New Hampshire proactively coordinates SCSEP activities with other programs under the Older Americans Act (OAA). Leveraging its extensive experience, it has fostered strong partnerships with Community Action Agencies like CAPBM in Concord and Tri-County in Berlin, providing crucial office space for SCSEP operations.

These partnerships extend across various service areas, including senior centers, community centers, affordable housing, and economic assistance programs targeting seniors. SCSEP participants benefit from training placements within these programs, while SCSEP staff actively refer participants to essential services to bolster their employment prospects.

Furthermore, close collaboration with Housing Authorities in each county facilitates regular meetings with professional service coordinators to address barriers and promote participation. This collaborative effort extends to WorkReadyNH, a work-readiness certification program offered at Community College campuses statewide. The SCSEP program plans to build on its current efforts by actively engaging with housing authorities to expand outreach through targeted initiatives such as informational sessions and one-on-one meetings.

Furthermore, continued collaboration with WorkReadyNH staff will identify additional opportunities to enhance participant employability through skill-building programs. In addition to WorkReadyNH, we will be utilizing the ATSS waiver to provide group computer classes to participants with basic and intermediate computer skills needed to apply for and secure employment. Topics to be covered will include Preparing for Online Learning, Computer Basics/Intro to Windows; Microsoft Office with an emphasis on Microsoft Word; Email; the Internet; online job applications; and social networking. Our goal will be to provide SCSEP participants with enough computer literacy that they could type a letter/resume, use email, use Outlook, enter data into a spreadsheet, file their documents and send a resume electronically. Preparing for Online Learning will begin in person and ensure access to the online learning

platform. Online content will be in the form of text, slide presentations, audio, and videos as well as downloadable documents, spreadsheets and slides, to leverage all three ways the learner learns – auditory, visual, and cognitive. Computer skills instruction will be contextualized. Students will learn computer functions and applications by completing job-search related assignments such as creating cover letters and resumes, creating an email account, submitting documents via email, completing online job applications, researching potential employers, and identifying and utilizing Internet-based job search tools such as videos, articles, resume guides, and job listings.

Additionally, the SCSEP program aims to strengthen relationships with CAP agencies, ensuring regular meetings between SCSEP and CAP staff to provide comprehensive support to program participants. By seamlessly integrating current successes with planned actions, the SCSEP program remains committed to maximizing its impact in serving older workers across New Hampshire.

C. PLANNED 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))

Continued development of partnerships aimed at increasing access to interpreting and translation services will be prioritized. Additionally, efforts will focus on completing the updated resource guides currently in progress with Workforce Innovation and Opportunity Act (WIOA) partners. These guides aim to provide staff and program participants with current information to better support their needs.

In addition to these improvements, ABLE SCSEP relies on collaboration with a wide range of nonprofit and government organizations across the state to provide comprehensive services to participants. These collaborations are essential as SCSEP participants often have multiple income or security needs to address while seeking employment. The relationships established with these organizations are interactive and often involve placing one or more SCSEP participants within the organization. SCSEP regional staff maintain regular communication with supervisors monthly or more frequently to ensure effective coordination. Furthermore, SCSEP staff gain valuable insights into new services and resources through informal interactions with participants engaged in training assignments at these organizations. This informal feedback loop allows for continuous improvement and adaptation to better meet the needs of SCSEP participants.

The Service Link Resource Centers play a crucial role in supporting SCSEP participants, often offering extensive assistance and training opportunities. SCSEP participants frequently find placements in training positions with these centers, benefiting from the services they provide. Serving as New Hampshire's Aging and Disability Resource Centers (ADRC), ServiceLink Resource Centers and NH DHHS District Offices offer "no wrong door" access to services through Options Counseling and service coordination and referral.

These services align closely with SCSEP's mission, aiming to help individuals live independently with dignity and safety. Operation ABLE's four SCSEP Area Program Managers in Berlin, Claremont, Concord, and Manchester participate in Area Committee on Aging meetings. This

engagement allows them to gain insights into community resources tailored for mature workers, fostering increased networking opportunities. As a result, several host agencies have been recruited through these connections.

Furthermore, Operation ABLE collaborates with faith-based organizations across the state, which serve as host agencies and referral networks for SCSEP participants. These partnerships enhance the support network available to participants, ensuring they receive comprehensive assistance and opportunities for personal and professional development.

To enhance the coordination of SCSEP services with partner entities and programs offering services to older Americans includes the planned actions:

1. Assessment and Improvement of Faith and Community-Based Services:
 - Assess current services provided by faith and community-based organizations in collaboration with SCSEP.
 - Identify areas for improvement and continuity of services.
 - Implement strategies to enhance service quality and accessibility.
2. Service Improvements:
 - Develop partnerships to increase access to interpreting and translation services for program participants.
 - Collaborate with Workforce Innovation and Opportunity Act (WIOA) partners to complete updated resource guides, providing current information to staff and participants.
3. Collaboration with Partner Entities:
 - Strengthen partnerships with nonprofit and government organizations to address the diverse needs of SCSEP participants.
 - Facilitate interactive collaborations with partner organizations to support participants in addressing multiple income or security needs.
 - Foster regular communication and collaboration with partner organizations to ensure effective service delivery and resource sharing.
4. Key Services Provided Through Collaboration:
 - Transportation Services:
 - Partner with organizations such as Community Action Program of Belknap and Merrimack Counties (CAPBM), Mid-State Transit, and Grafton County Senior Citizens Council Inc. to provide low-cost transportation options for participants.
 - Housing and Support Services:
 - Collaborate with shelters and transitional housing providers like Salvation Army, Crossroads House, and Families in Transition to address housing needs.
 - Access to Community Action Agencies:

- Utilize partnerships with Community Action Agencies to connect participants with emergency resources, sustainable living solutions, and various support programs.
- Immigrant and Refugee Resettlement:
- Partner with organizations like International Institute of New England and Victory Women of Vision to provide resettlement services and support to immigrant and refugee participants.

5. Monitoring and Evaluation:

- Establish monitoring mechanisms to track the effectiveness of collaborative efforts and service improvements.
- Regularly assess participant satisfaction and service outcomes to identify areas for further enhancement.
- Utilize feedback mechanisms to continuously refine and improve coordination strategies.

In addition, a portion of New Hampshire's ATSS waiver will be dedicated to providing enhanced supportive services to participants who need additional services and who have already utilized supportive services under the grant. Due to rampant inflation and the general high cost of living in New Hampshire, current participants are in greater economic distress than ever. They are having difficulty paying for the essentials – housing, medical and utility costs – and many do not have the money to cover work related expenses such as clothing, transportation and tools. In order to make the transition to the workplace they may need access to emergency funds – relatively small amounts, but frequently just enough to make a difference and result in completion of a training program, an offer of employment or successful retention of a job.

Staff will continue to explore availability of free resources in the community, but when these are not available, we will access the “Participant Support Fund” to provide the following to participants to assist them in attaining their training and/or employment goal as outlined in their Individual Employment Plan (IEP):

- Transportation
- Business attire
- Haircuts
- Eyeglasses and Hearing Aids
- Uniforms and tools
- Licensing fees
- Driver’s License fees
- Safety Equipment
- Cell Phones
- Computers
- Emergency dependent care
- Training
- Car repairs
- CPR and First Aid and other Certification Fees

D. PLANNED ACTIONS TO COORDINATE SCSEP WITH OTHER LABOR MARKET AND JOB TRAINING INITIATIVES. (20 CFR 641.302(J))

As part of our ongoing commitment to enhancing the effectiveness of the Senior Community Service Employment Program (SCSEP) and maximizing opportunities for older workers, we have developed specific planned actions to coordinate SCSEP with other labor market and job training initiatives. These actions aim to strengthen partnerships, leverage resources, and ensure that SCSEP participants have access to a wide range of employment opportunities and support services.

1. **Strengthening Relationships with the Department of Business and Economic Affairs:** We will continue to work closely with the Division of Economic Development staff in our counties to obtain job leads and encourage employers to consider SCSEP participants. This involves ongoing communication and collaboration to establish and nurture relationships with local employers.
2. **Utilizing NH Works Resources:** Leveraging NH Works as a valuable resource for SCSEP participants to access employment opportunities and receive assistance through resource centers. SCSEP participants will receive comprehensive overviews of NH Works services, including pre-COVID initiatives such as guided tours of the nearest NH Works center to familiarize participants with available services and staff.
3. **Engaging with Employer Service Representatives:** Building connections with Employer Service Representatives at NH Employment Security to receive job leads tailored to SCSEP participants. SCSEP staff actively participate in employer-related events in counties to stay informed about industry needs, changes, and employment opportunities.
4. **Strengthening Networking Relationships:** Addressing any weakening of SCSEP networking relationships due to remote services and staff turnover during the pandemic by scheduling regular information sessions with Operation ABLE. These sessions aim to refresh communication channels and reinforce partnerships with stakeholders.
5. **Implementing the Return-to-Work Program:** Introducing the Return-to-Work program, which provides structured, supervised training on-site with an employer for up to 6 weeks, with a maximum of 24 hours per week. This program allows participants to gain new skills and secure employment, benefiting both the employer and the potential employee. If successful, the employer can hire the trainee at any point during the program.

In addition, we will be preparing SCSEP participants for their future by providing computer classes through the ATSS waiver. New Hampshire will deliver group skills training programs to participants of the Senior Community Service Employment Program (SCSEP) state grant by utilizing our subrecipients computer training model – ABLE Beginnings. We plan to enroll program participants in ABLE Beginnings which will consist of six weeks of computer skills training with a goal of providing the basic skills participants need to conduct an effective job search, participate in higher-level computer skills training, and be considered for remote employment opportunities. Each 6-week ABLE Beginnings training cycle will be preceded by a 2-week, 20 hour ‘Preparing for Online Learning’ introductory session for participants requiring additional attention. Referrals will be based on the client’s interests, skills, and motivation and whether the training aligns with participant’s IEP.

Topics to be covered will include Preparing for Online Learning, Computer Basics/Intro to Windows; Microsoft Office with an emphasis on Microsoft Word; Email; the Internet; online job applications; and social networking. Our goal will be to provide SCSEP participants with enough computer literacy that they could type a letter/resume, use email, use Outlook, enter data into a spreadsheet, file their documents and send a resume electronically. Preparing for Online Learning will begin in person and ensure access to the online learning platform.

E. ACTIONS 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)

In New Hampshire, the NH Works One-Stop system, overseen by the NH Works One-Stop Operator Consortium, plays a crucial role in workforce development. Comprised of key state agencies, this consortium designs and implements strategies for the one-stop delivery system. Its purpose is to establish and execute the system’s vision and goals, fostering collaboration and service integration among partner agencies. To ensure the Senior Community Service Employment Program (SCSEP) actively contributes to this integrated approach, the state will take steps to enhance coordination with NH Works, promoting effective partnership and alignment of resources. These steps are listed following the table of Consortium Partner Programs.

NH Works Consortium Partner Programs

Operating Agency	Programs
NH Department of Education	<ul style="list-style-type: none"> • Perkins Funding • Vocational Rehabilitation
NH Department of Business and Economic Affairs	<ul style="list-style-type: none"> • Grant recipient for SCSEP; Administrative entity for State SCSEP program – contract with Operation ABLE • Administrative entity for WIOA Adult, Dislocated Worker & Youth funds in NH – Title I services are subcontracted to various state and local agencies. • Workforce board staff charged with leading the State’s strategic planning for workforce issues and system policy making guidance. • Rapid Response Retention Services (contract for services through the Office of Workforce Opportunity) • Business Resource Center for Economic Development
NH Employment Security	<ul style="list-style-type: none"> • Wagner-Peyser

Operating Agency	Programs
	<ul style="list-style-type: none"> • 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 • Job Training Program • Subcontracted to deliver Dislocated Worker program.
NH Department of Health and Human Services Operating Agency	<ul style="list-style-type: none"> • TANF/Food Stamps/Medicare/Medicaid Children Programs • Youth and Family Services Service Link/Agency on Aging • Juvenile Justice
Community College System of NH	<ul style="list-style-type: none"> • Post-secondary education • Eligible training provider for WIOA • Carl Perkins funds
Department of Labor	<ul style="list-style-type: none"> • Apprenticeship programs • Labor laws/enforcement
Community Action Programs	<ul style="list-style-type: none"> • Subcontracted to deliver WIOA Adult programs/ Senior Companion/Elderly Housing/Elderly Transportation • Head Start/Weatherization and other community project programs DHHS TANF Work Program (contractor)

To ensure that SCSEP remains an active partner in New Hampshire's one-stop delivery system, several strategic actions have been implemented:

- As the administrative hub for the State SCSEP project, the Office of Workforce Opportunity (OWO) ensures seamless integration of SCSEP activities into the broader workforce system. Being part of the NH Department of Business and Economic Affairs facilitates a closer alignment with Economic Development Outreach Workers, fostering a more robust partnership.
- Operation ABLE, the SCSEP services provider, maintains strong ties with local NH Works Centers. Leveraging office space at NH Works facilitates efficient participant recruitment, streamlining the connection between SCSEP opportunities and interested individuals.
- Regular attendance at local NH Works Center team meetings show Operation ABLE's commitment to local engagement. These quarterly gatherings serve as platforms for exchanging program insights, referral updates, and other vital information, nurturing day-to-day relationship building on a grassroots level.
- SCSEP staff actively contributed to past NH Works conferences, sharing valuable insights and best practices with NH Works personnel. Through workshops focused on effective strategies for engaging mature workers, SCSEP fosters a culture of collaboration and knowledge sharing.
- Additionally, SCSEP participants benefit from WorkReadyNH, a state-funded program offering comprehensive academic and soft skill certification. This free program not only enhances participants' employability but also strengthens the connection between SCSEP and broader workforce development initiatives in the state.

Looking ahead, SCSEP is committed to strengthening its partnerships within the NH Works system to drive progress in key areas:

1. **Training Enhancement:** SCSEP aims to foster more dual enrollments with WIOA and other system partners to broaden access to occupational training for participants. This initiative ensures that SCSEP individuals receive comprehensive training to complement their community service experience placements.
2. **Job Placement Support:** Emphasizing improved communication and service integration, SCSEP will collaborate closely with NH Works employer services representatives. By enhancing outreach to the business community and facilitating access to job placement opportunities, this partnership aims to better market older workers and boost their employment prospects.
3. **Older Worker Advocacy:** SCSEP remains dedicated to promoting and celebrating "Employ Older Workers Week" in collaboration with NH Works Centers. Through workshops, informational displays, and other activities, this initiative highlights the invaluable contributions of mature workers and underscores their relevance in today's workforce.
4. **Collaboration with Public and Private Entities:** SCSEP recognizes the importance of collaborating with other entities and programs serving older Americans, including community-based organizations, transportation programs, and those catering to

individuals with special needs or disabilities. By leveraging these partnerships, SCSEP aims to enhance support services and resources available to its participants.

5. Active Engagement in NH Works Partners Meetings: SCSEP remains an active participant in quarterly NH Works Partners meetings. These gatherings serve as forums for sharing cross-agency information, developing innovative strategies, and identifying new resources to support mature workers. SCSEP's involvement ensures alignment with broader workforce development efforts and maximizes the utilization of available resources. At these gatherings, SCSEP staff will speak about the benefits of the program including but not limited to the group computer classes that are available as well as the supportive services that participants can access.

Through these strategic initiatives and ongoing collaboration with NH Works and other stakeholders, SCSEP is poised to play a vital role in empowering older workers and facilitating their successful integration into the workforce.

F. EFFORTS TO WORK WITH LOCAL ECONOMIC DEVELOPMENT OFFICES IN RURAL LOCATIONS.

Collaborating with local economic development offices in rural areas are a cornerstone of SCSEP's outreach strategy in New Hampshire. Leveraging its close ties with the NH Department of Business and Economic Affairs (BEA), SCSEP taps into the expertise of Business Resource Specialists (BRS) embedded within BEA. These specialists not only provide job leads to SCSEP staff but also actively promote the program to employers, underscoring the benefits of hiring SCSEP participants. Since the BRSs cover diverse regions, including rural areas, this collaboration bolsters workforce development efforts in these regions, addressing unique economic challenges and fostering sustainable growth.

SCSEP's National Grantee, responsible for many rural locations in New Hampshire, engages directly with local economic development offices. For instance, participation in North Country Council meetings facilitates active promotion and discussion of the SCSEP program within the framework of regional planning and economic development initiatives. The National Grantee's involvement in the Mount Washington Valley Work Coalition Group and attendance at job fairs further amplify outreach efforts, showcasing SCSEP's role in addressing economic issues specific to rural communities.

Collaboration extends beyond mere promotion, as SCSEP partners with agencies tackling broader rural challenges, such as transportation and internet access. By joining forces with like-minded organizations, SCSEP contributes to comprehensive solutions for the economic well-being of rural residents.

Looking forward, the State of New Hampshire is committed to strengthening existing partnerships and exploring new collaborations in rural areas, ensuring SCSEP's continued impact on local economic development efforts statewide.

2. THE STATE'S 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)) (MAY ALTERNATIVELY BE DISCUSSED IN THE STATE STRATEGIES SECTION OF STRATEGIC PLAN.)

The overall goal of 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. Local industry growth and availability of positions that meet individual criteria in terms of physical requirements, access to transportation, and social needs will be a focus for unsubsidized placements. Staff will help clients develop their IEP to prepare them for opportunities in high-growth fields such as healthcare, transportation, 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 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 employer recruitment events so they can attend. SCSEP staff will also use these opportunities to recruit host agencies and promote awareness of the program.
- The BEA-Office of Workforce Opportunity is the principal convener of partners for the development of career ladders, sector/cluster development and regional innovation initiatives within NH. The BEA 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 individual instruction, work experience or other training opportunities as appropriate. 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.

3. THE STATE'S LONG-TERM STRATEGY FOR SERVING MINORITY OLDER INDIVIDUALS UNDER SCSEP. (20 CFR 641.302 (C))

New Hampshire's long-term strategy for serving minority older individuals under SCSEP recognizes the state's predominantly white population while acknowledging its gradual diversification. Despite the low number of minorities enrolled in SCSEP, efforts have been made to recruit and enroll individuals from minority communities.

The 2021 Census Bureau data estimates for race in New Hampshire indicate that while much of the population is white (93.1%), there are also small percentages of Black (1.8%), Asian (3.0%), and Hispanic/Latin Origin (4.0%) individuals, among others. Compared to national statistics, New Hampshire's minority population is relatively smaller.

SCSEP staff have cultivated strong relationships with organizations such as Ascentria Care Alliance and the International Institute in Manchester, which have facilitated successful recruitment efforts within minority communities. Additionally, ABLE SCSEP has established reciprocity arrangements with various organizations, including Seacoast Mental Health Center, Greater Nashua Mental Health Center, and the Manchester Welfare Department, among others. These partnerships provide referrals and access to interpreters, enabling SCSEP to enroll participants with limited English proficiency and create opportunities for employment advancement.

Furthermore, organizations like Second Start in Concord offer Adult Basic Education programs tailored to refugees and immigrants, providing additional resources for SCSEP participants. Through community outreach initiatives and collaboration with bilingual/bicultural staff, ABLE SCSEP ensures its approach aligns with cultural norms, fostering understanding and acceptance within minority communities.

Overall, New Hampshire's strategy for serving minority older individuals under SCSEP emphasizes the importance of partnership-building, community outreach, and cultural sensitivity to effectively address the needs of diverse populations and promote inclusive employment opportunities.

4. A LIST OF COMMUNITY SERVICES THAT ARE NEEDED AND THE PLACES WHERE THESE SERVICES ARE MOST NEEDED. SPECIFICALLY, THE PLAN MUST ADDRESS THE NEEDS AND LOCATION 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 senior centers, public libraries, county government, public nursing homes, group homes, hospitals, food pantries, and Head Start.

Most Needed Service Areas:

Coos, Grafton, and Sullivan Counties continue to be some of the hardest hit by economic struggles. Some of the identified concerns are:

- 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 working population.
- Transportation remains an issue and residents are isolated in this area; especially isolated seniors in rural areas.

Most Needed Services:

- Financial Assistance remains a top priority.
- Fuel assistance, SNAP, tax abatements, rental assistance
- Food – often seniors are deciding between food, energy, or medicines.
- Health Care
- Job-Readiness Training – soft-skill training, and professional behavior remain a consistent barrier to employment for the SCSEP population.
- Access to training including basic computer skills.
- 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: Belknap-Merrimack Community Action Program, Tri-County Community Action, Southern NH Services, Southwestern Community Action, and Community Action Partnership of Strafford County, provide many essential services to the SCSEP population. Programs including the Commodity Supplemental Food Program, Electric Assistance Program, Fuel Assistance, Weatherization, Affordable Housing, Transportation, ServiceLink, 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 ServiceLink 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.

5. THE STATE’S 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 support. 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 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. THE STATE'S 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 primary objective of the Senior Community Service Employment Program (SCSEP) is to facilitate participants' transition into unsubsidized employment, fostering sustained self-sufficiency. To accomplish this goal, the program strategically engages in forging partnerships with employers, identifying employment opportunities that offer established career pathways, and placing individuals in sectors with high growth potential. Additionally, SCSEP focuses on industries and occupations that provide significant employment prospects for participants, ensuring diverse opportunities.

Throughout the participant journey, SCSEP emphasizes the objective of securing unsubsidized employment. During enrollment, individuals receive comprehensive information about the NH Works system. Historically, participants have been guided through a tour of the nearest NH Works center, where they are acquainted with the Job Match System and introduced to relevant NH Works personnel, fostering a sense of comfort with regular office visits.

Participants are actively encouraged to attend various workshops offered by NH Works centers, which cover essential skills such as resume writing, job search strategies, and interview techniques. Furthermore, regional training sessions across the state address topics like completing online job applications, crafting cover letters, and honing transferable skills. Mock interviews with HR professionals offer valuable insights and practice opportunities.

SCSEP ensures participants stay informed about local employment-related events, including job fairs, networking opportunities, and workshops. Program staff share insights into job search

strategies, highlight available job openings, and provide guidance on accessing employment resources.

The recent pandemic has disrupted the connection between SCSEP and NH Works staff. Efforts are underway to rebuild these relationships through partnership meetings and community collaborations. SCSEP staff are keen to re-establish strong ties with NH Works partners, such as NH Employment Security and NH Department of Education – Bureau of Vocational Rehabilitation. These partnerships facilitate dual enrollments, ongoing referrals, and access to training and employment opportunities.

SCSEP staff maintain robust relationships with Job Placement Specialists, Employer Service Representatives, Veteran Employment Representatives, and Business Resource Specialists through various entities. These connections enable program staff to stay updated on job openings, employer needs, training opportunities, and industry trends, enhancing their ability to support participants effectively.

The state will embark on a multifaceted approach to re-establish strong connections with NH Works staff. Regular partnership meetings will serve as a platform for fostering open dialogue, sharing insights, and developing joint strategies to better serve participants. These meetings will facilitate communication and nurture a culture of collaboration and mutual support.

Furthermore, the state will actively seek to cultivate community partnerships. They aim to broaden their reach and deepen their impact by engaging with local organizations and stakeholders. These partnerships will provide additional avenues for outreach and enable the pooling of resources and expertise, creating a more robust support network for job seekers.

Training opportunities will be provided to both SCSEP and NH Works staff to enhance their skills and knowledge. These sessions will focus on areas such as effective communication, best practices in service delivery, and understanding the needs of the target population. By investing in the professional development of staff members, the state aims to ensure that they are equipped with the tools and expertise necessary to deliver high-quality services.

Clear communication channels will be established to facilitate seamless information exchange between the two programs. This will involve setting up regular communication protocols, establishing contact points, and leveraging technology to streamline communication processes. By ensuring that information flows freely between SCSEP and NH Works staff, the state hopes to minimize misunderstandings and maximize collaboration.

Finally, aligning goals and objectives will be a key focus area. By ensuring that both programs are working towards common objectives, such as increasing participant placements in unsubsidized employment, the state aims to harness synergies and amplify their impact. This alignment will involve regular discussions to identify areas of overlap and opportunities for joint initiatives.

Overall, rebuilding relationships with NH Works staff is essential for enhancing service coordination, expanding referral networks, fostering collaboration, and ultimately improving outcomes for job seekers, employers, and communities. By implementing these strategies, the state aims to strengthen the partnership between SCSEP and NH Works, leading to more effective and efficient service delivery.

C. LOCATION AND POPULATION SERVED, INCLUDING EQUITABLE DISTRIBUTION

1. A DESCRIPTION OF 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 limited funding to support non-profit agencies and similar organizations. Community service needs are consistent throughout the state; however, economic struggles have identified Coos, Grafton, and Sullivan counties as the hardest hit. Specifically, the concerns identified include the growing older population, the need for initiatives to help this population, and transportation, specifically for isolated seniors in rural areas.

Coos, Grafton, and Sullivan counties in New Hampshire each face distinct economic challenges due to their varied geographic and economic landscapes. These challenges can significantly impact older workers, especially those seeking unsubsidized employment. Here's a breakdown of the economic environment in each county and the implications for older workers:

Coos County

Demographic and Economic Overview:

Population Trends: Coos County has shown a slight population increase, growing by 125 people over the last five years and is projected to grow by another 223 in the next five years. However, this growth rate is modest, suggesting limited demographic dynamism.

Employment and Income: The job market has contracted slightly over the past five years, with a net loss of 248 jobs, and only a modest projected growth of 99 jobs in the next five years. This slow job growth coupled with a median household income significantly below the national median (\$52,054 compared to \$69,021) indicates economic stagnation and potential financial strain for residents.

Educational Attainment: Coos County has lower-than-average bachelor's degree attainment (13.5% vs. the national average of 21.2%) but a higher rate of associate degrees (11.8%). This educational profile reflects a workforce that may be well-suited for technical or semi-professional roles but less prepared for industries requiring advanced degrees.

Top Industries: The leading sectors include local government roles in education and hospitals, and service industries like restaurants. These sectors typically offer a mix of part-time and full-time roles, many of which might not require advanced education but could offer fewer benefits and lower wages, impacting older workers' financial stability.

Impact on Older Workers:

Employment Opportunities: The main industries are education, healthcare, and service-oriented roles. Older workers might find opportunities limited to lower-wage or part-time positions unless they have specific skills or qualifications in these areas.

Seasonal and Part-Time Work: The prominence of the tourism and service industries implies a significant number of seasonal or part-time jobs, which might not provide reliable year-round income or health benefits, crucial for older adults.

Skill Mismatch and Retraining Needs: Older workers previously employed in manufacturing might find it challenging to transition into the available jobs without additional training or

upskilling, particularly in a job market that favors younger, perhaps more technologically adept workers.

Economic Vulnerability: The lower median household income and slow job growth rate can exacerbate financial insecurity for older workers, particularly those without sufficient retirement savings or those dependent on wage income.

Grafton County

Demographic and Economic Overview:

Educational and Economic Disparities: Grafton County, home to Dartmouth College, exhibits a pronounced division between its highly educated populace and those with lesser education, often in rural locales. This gap significantly influences job prospects and wages, where older workers with less formal education may find fewer opportunities and lower earning potential.

Healthcare Access: Despite healthcare being a primary employment sector in Grafton County, its rural areas face substantial access challenges. For older workers, this limitation can significantly affect both quality of life and the availability of suitable employment, especially for those needing regular healthcare services.

Housing Costs: The presence of a significant Ivy League institution like Dartmouth can inflate living expenses, particularly housing costs. This inflation is especially burdensome for retirees or older adults on fixed incomes, potentially leading to financial stress or displacement.

Population and Employment Shifts: As of 2023, Grafton County's population is 91,498, growing by 1,292 over the past five years and projected to increase by 1,267 in the next five years. Despite this population growth, total regional employment decreased by 1,856 jobs over the last five years, creating a challenging job market, especially for older workers.

Educational Attainment: About 22.1% of residents hold a Bachelor's Degree, and 21.9% have graduate degrees or higher. This high level of educational attainment drives competition in the job market, particularly disadvantaging older workers who may not hold such degrees.

Unemployment Trends: Unemployment rates by age significantly impact older populations, with those aged 55 and above comprising 36.68% of total unemployment in January 2024. This indicates a considerable burden on older workers, who face challenges in securing employment in a competitive and evolving job landscape.

Sullivan County

Demographic and Economic Overview:

Industrial Shifts: Traditional manufacturing jobs in Sullivan County have dwindled, and the new industries emerging do not necessarily offer high-paying positions. This industrial evolution places older workers at a disadvantage as they face a shrinking pool of suitable job opportunities that match their skills and experience.

Rural Economic Development: Being predominantly rural, Sullivan County grapples with lower investment levels in infrastructure and educational resources, which are critical for sustainable economic growth and workforce development. This affects the entire community,

but particularly impacts older workers who may require more significant adjustments or retraining to stay relevant in the job market.

Population and Employment Shifts: The population of Sullivan County stands at 44,264 in 2023, showing a modest growth over the past five years. Despite this increase, jobs have decreased by 222, reflecting a lack of job creation momentum that is crucial for the employment stability of older workers.

Educational Attainment: In Sullivan County, 18.9% of the population holds a Bachelor's Degree, which is below the national average. This lower educational attainment can limit job opportunities, especially in new or evolving sectors that demand higher education levels.

Unemployment Trends: As of January 2024, older age groups (55 and above) comprise a significant portion of the unemployment rates in the county, indicating that older workers are disproportionately affected by job scarcity.

Limited Employment Options: With fewer industries setting up in Sullivan County, the variety of jobs accessible to older workers is limited, making it challenging for them to find employment that aligns with their skill sets or physical capabilities.

Transportation and Accessibility: In rural areas like Sullivan, transportation can be a significant barrier to employment, particularly for older individuals who may face difficulties driving or do not have regular access to a vehicle. This limits their ability to seek employment outside their immediate locality.

2. LIST THE CITIES AND COUNTIES WHERE THE PROJECT WILL BE CONDUCTED. INCLUDE THE NUMBER OF SCSEP AUTHORIZED POSITIONS AND INDICATE WHERE THE POSITIONS CHANGED FROM THE PRIOR YEAR.

The following chart represents the counties that both our State and National Grantee serve, the number of slots currently allocated to those counties, and the requested authorized position allocation for PY2024 through PY2027. The first column lists the counties in New Hampshire, the second column indicates the current allocated positions that are assigned to the state and national grantee, and the third column indicates the requested allocations assigned to the state and national grantee.

County	Current	Requested	Difference
Belknap	11	16	5
Carroll	13	11	-2
Cheshire	14	12	-2
Coos	9	10	1
Grafton	16	21	5
Hillsborough	50	56	6
Merrimack	22	28	6
Rockingham	36	20	-16

County	Current	Requested	Difference
Strafford	18	16	-2
Sullivan	10	9	-1

New Hampshire is proposing that the State Grantee cover Belknap (16) and Merrimack (28) counties, with all other counties at zero. This is a total of 44 authorized positions. The National Grantee PY2024 Plan for authorized positions by county is: Carroll (11), Cheshire (12), Coos (10), Grafton (21), Hillsborough (56), Rockingham (20), Strafford (16), Sullivan (9), with Merrimack and Belknap at zero – totaling 155 authorized positions. Combining State and National plans the following are NH’s PY2024 number of authorized positions by county for all Grantees: Belknap (16), Carroll (11), Cheshire (12), Coos (10), Grafton (21), Hillsborough (56), Merrimack (28), Rockingham (20), Strafford (16), Sullivan (9) – totaling 199 authorized positions.

Historically, the grantees have shared enrollment in Rockingham County. This has caused confusion with host sites and participants. Additionally, county data has changed since these slot allotments were allocated. Using data provided by ELMI, the state and national grantees are requesting the slot allotment change as outlined above.

3. DESCRIBE CURRENT SLOT IMBALANCES AND PROPOSED STEPS TO CORRECT INEQUITIES TO ACHIEVE EQUITABLE DISTRIBUTION.

Both the state and national grantee are under enrolled in all but one county. This past year, NH had a change in its long time subrecipient of the state grantee. Belknap-Merrimack CAP could no longer financially justify the program and decided not to seek a new contract. NH awarded the state grant to Operation ABLE, the current national grantee for NH. This change has caused some under-enrollment issues. However, more importantly, under enrollment in NH is significantly tied to the record low unemployment rate and the very low minimum wage of \$7.25 per hour. These two things have contributed significantly to recruitment issues. Operation ABLE and the state meet monthly to discuss progress towards full enrollment. In addition, the state and the national grantee firmly believe, based on current data, that the slot redistribution outlined above can help bring the state closer to an equitable distribution of slots.

The proposed steps that the state plans on taking to correct the inequities and to achieve equitable distribution include but are not limited to the following.

- The state believes that a slot redistribution is essential to moving towards equitable distribution and has requested this via this state plan.
- Staff will continue to target outreach efforts to agencies and organizations where potential eligible participants reside or congregate.
- New partnerships between SCSEP and other organizations that serve older adults will be explored.
- SCSEP and OWO staff will continue to meet monthly to discuss current enrollments as well as brainstorm new ideas for targeted enrollments.

County	Current Authorized Positions National Grantee	Current Authorized Positions State Grantee	Current number enrolled	Number under enrolled	Number over enrolled
Belknap	0	11	8	-3	0
Carroll	13	0	5	-8	0
Cheshire	14	0	5	-9	0
Coos	9	0	3	-6	0
Grafton	16	0	12	-4	0
Hillsborough	50	0	35	-15	0
Merrimack	0	22	11	-11	0
Rockingham	25	11	8	-28	0
Strafford	18	0	3	-15	0
Sullivan	10	0	10	0	0

4. 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.

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.

To address future issues the State will work with Operation Able 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.
- Operation Able will offer services in eight of the ten counties as the National Grantee and offer services in the remaining two counties as the State Grantee.
- Each program will manage enrollments to achieve the agreed upon ED plan over time.
- Each program will enroll all new participants in accordance with the agreed upon ED slot plan.

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.

B. EQUITABLY SERVES RURAL AND URBAN AREAS.

See previous section, which states that a process similar to the one outlined in that section 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.

C. SERVES INDIVIDUALS AFFORDED PRIORITY FOR SERVICE UNDER 20 CFR 641.520. (20 CFR 641.302(A), 641.365, 641.520)

NH does not have a waiting list and is able to serve all individuals eligible and appropriate for services. Priority is given to individuals from target groups with barriers to employment, veterans and veteran spouses in accordance with WIOA priority of service requirements.

5. 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 2019 Survey reflects below the number of individuals who are 65 and older and persons 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 .81% of potentially eligible candidates. It is recognized that the percentage of services varies per county, but the sample size is small and there are a number of varying factors.

This chart displays by county the total population, percent of persons 55 years and over, percent of persons in poverty, and the number of authorized positions according to the equitable distribution plan.

County	Total population	55 years and older	Persons in poverty	ED plan
Belknap	64,460	40.9%	9.9%	16
Carroll	51,500	48.5%	10.1%	11
Cheshire	77,329	36.7%	11.6%	12
Coos	31,289	41.9%	19%	10
Grafton	92,201	37.3%	12.1%	21
Hillsborough	424,079	31.7%	9.8%	56
Merrimack	155,238	34.8%	9.0%	28
Rockingham	316,947	36.0%	5.9%	20
Strafford	132,416	29.8%	14.1%	16
Sullivan	43,533	39.5%	13.8%	9
Totals	1,388,992	35.0%	9.8%	199

6. 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 GPMS, the case management system for the program. Program year 2020 final QPR data shows that 85% of the participants served by CAPBMCI participants reside in rural areas of 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.

County	Rural	Urban
Belknap	Yes	No
Carroll	Yes	No
Cheshire	Yes	No
Coos	Yes	No
Grafton	Yes	No
Hillsborough	No	Yes
Merrimack	No	Yes

County	Rural	Urban
Rockingham	No	Yes
Strafford	No	Yes
Sullivan	Yes	No

B. HAVE THE GREATEST ECONOMIC NEED

This chart illustrates the population distribution and the percentage of individuals living below the poverty level within each age group. It provides valuable insights into the economic needs of older individuals in New Hampshire.

Age Group	Population	Below Poverty Level	Percentage Below Poverty Level
55 to 64	55,623	11,546	20.8%
65 to 74	49,570	8,741	17.6%
75+	40,581	6,607	16.3%
Total	145,774	26,894	

C. ARE MINORITIES

New Hampshire’s population is predominantly White. The 2021 Census Bureau estimates that 93.1 percent of the Granite State’s population is White compared to 76.3 percent nationally. Slowly the Granite State’s population is becoming more diverse, but the incidence of minorities in our population is still very small. Although the number of minority seniors enrolled in SCSEP is relatively few, the SCSEP program continues efforts to recruit and enroll minorities into the program. The data in the chart below shows the rate we are enrolling minorities into the program compared to the number of minorities in NH. Staff will continue to reach out to eligible minorities that could benefit from the program. The chart shows NH SCSEP service to minorities in PY2021 (from the SCSEP Analysis of Service to Minority Individuals Volume II report) for minorities overall was 13.0% and for the following demographics: Hispanic (1.9%), Black (1.9%), Asian (1.9%), American Indian (1.9%), and Pacific Islander (0%). The Census percent minority analysis of service to minorities in PY2021 for minorities overall was 3.8% and the for the following demographics: Hispanic (1.0%), Black (.9%), Asian (.8%), American Indian (0.4%), and Pacific Islander (0%).

Services to Minorities (SCSEP Data for NH PY21) 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 PY2021 Volume II	Census Percent Minority Analysis of Service to Minorities PY2021 Volume II
Minority Overall	Minority Overall

NH SCSEP Percent Minority Analysis of Service to Minorities PY2021 Volume II	Census Percent Minority Analysis of Service to Minorities PY2021 Volume II
13 %	3.8%
Hispanic	Hispanic
1.9%	1.0%
Black	Black
1.9%	.9%
Asian	Asian
1.9%	.8%
American Indian	American Indian
1.9%	.4%
Pacific Islander	Pacific Islander
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 2015 and 2019. The PY2020 final QPR reflects that 0% of its participants were individuals with limited English proficiency.

E. HAVE THE GREATEST SOCIAL NEED. (20 CFR 641.325(B))

According to the 2020 American Community Survey, it is estimated that of the total population in New Hampshire (1,355,244), 345,034 individuals are over the age of 60. This figure is almost evenly split between males and females. Of this population, 96.5% are white individuals. In addition, of those 345,034 individuals, 93.1% speak only English; 6.9% speak a language other than English and only 2.4% speak English less than "very well". According to the Survey, New Hampshire has 336,437 civilian noninstitutionalized individuals. Of those, 73.1% have no disability.

As can be seen from the statistics above, there are limited numbers of individuals in New Hampshire that may fall under the definition of having the greatest social need. However, the SCSEP staff continues to look at the demographics of the areas that are served to make sure that individuals who may be eligible for SCSEP are recruited and enrolled. Staff will continue to work with other community agencies throughout the area to target those who have the greatest social need.

F. FORMERLY INCARCERATED INDIVIDUALS, AS DEFINED IN TEGL 17-20

In the Office of Workforce Opportunity contracted with Public Consulting Group (PSG) to complete a Return to Community Strategic Partner Engagement Study. As part of that study, PSG completed a data and materials review. They found that the average number of individuals incarcerated in NH is 2,398. In calendar year 2020, 1,215 individuals were released from the

New Hampshire Department of Corrections (NHDOC). Of those released approximately 150 individuals are 50 years or older.

Over the past couple of years, SCSEP staff have made attempts to work collaboratively with the NH Department of Corrections, Probation and Parole Division. These attempts have been less than fruitful. Many times, when individuals are released on probation and parole, there are requirements that they must meet including being employed. In addition, many individuals released from incarceration have fees and reimbursements that must be paid. These individuals might not be appropriate for the SCSEP program.

Going forward, the OWO will help to facilitate communications between SCSEP staff and the NH DOC to identify and target those individuals who may benefit from participation in the program. This would include identifying those individuals almost off supervision as they might have less restrictions on their income. Staff will also explore other ways to identify formerly incarcerated individuals who might qualify for the program. This might include working with organizations who provide services to those formerly incarcerated as well as exploring other opportunities to meet other like minded agencies serving this population.

7. A DESCRIPTION OF THE STEPS TAKEN TO AVOID DISRUPTIONS TO THE GREATEST EXTENT POSSIBLE, WHEN POSITIONS ARE REDISTRIBUTED, AS PROVIDED IN 20 CFR 641.365; WHEN NEW CENSUS OR OTHER RELIABLE DATA BECOME 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 as well as encourage unsubsidized employment 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, Operation Able will not transfer positions from one geographic area to another without first notifying the BEA – 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 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.

Please use the form on the following page if you wish to request an exception for a program that is not on the current New Hampshire High Demand Occupation List. The form must be completed and submitted to the Office of Workforce Opportunity. Forms can be emailed to lisa.d.gerrard@livefree.nh.gov or mailed to Office of Workforce Opportunity 100 North Main Street Suite 100 Concord, NH 03301

PERFORMANCE INDICATOR APPENDIX

ALL WIOA CORE PROGRAMS

The Departments determined that the Effectiveness in Serving Employers indicator will be measured as a shared outcome across all six core programs within each state to ensure a holistic approach to serving employers. The Departments will continue piloting approaches for measuring this indicator for the first two years of PY 2020-2023 plans. Therefore, states are not required to submit an expected level of performance for the Effectiveness in Serving Employers indicator for PY 2020 and PY 2021. However, core programs are expected to collect data and report on this indicator for PY 2020 and PY 2021 as they did for PYs 2016-2019 plans.

ADULT, DISLOCATED WORKER, AND YOUTH ACTIVITIES - ADULT PROGRAM PERFORMANCE INDICATORS

Performance Goals for the Core Programs

Each state submitting a Unified or Combined State Plan is required to identify expected levels of performance for each of the primary indicators of performance for the first 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-negotiated levels of performance for the indicators for each of the first two years of the plan.

For Program Year (PY) 2016-2019 plans, the Departments used the transition authority under section 503(a) of WIOA to designate certain primary indicators of performance as “baseline” indicators to ensure an orderly transition from the requirements of the Workforce Investment Act of 1998 to those under WIOA. A “baseline” indicator was one for which states did not propose an expected level of performance and did not come to agreement with the Departments on negotiated levels of performance because sufficient data was not available to establish such performance levels. As a result, “baseline” indicators were not used in the end of the year adjustment of performance levels and were not used to determine failure to meet adjusted levels of performance for purposes of sanctions. The Departments designated indicators as “baseline” based on the likelihood of a State having insufficient data with which to make a reasonable determination of an expected level of performance.

For PYs 2020-2023 Plans, Title I programs (Adult, Dislocated Worker, and Youth) and the Title II program (Adult Education and Family Literacy Act) will have two full years of data available to make reasonable determinations of expected levels of performance for the following indicators for PY 2020 and PY 2021:

- Employment (Second Quarter after Exit);
- Employment (Fourth Quarter after Exit);
- Median Earnings (Second Quarter after Exit);
- Credential Attainment Rate; and
- Measurable Skill Gains

The Wagner-Peyser Act Employment Service program, authorized under the Wagner-Peyser Act, as amended by title III of WIOA, will have two full years of data available to make a reasonable determination of expected levels of performance for the following indicators for PY 2020 and PY 2021:

- Employment (Second Quarter after Exit);
- Employment (Fourth Quarter after Exit); and
- Median Earnings (Second Quarter after Exit)

The Credential Attainment Rate and Measurable Skill Gains indicators do not apply to the Wagner-Peyser Act Employment Service program; therefore, this program will not submit expected levels of performance for these indicators.

For the first two years of PYs 2020-2023 Plans, the Vocational Rehabilitation (VR) program, authorized under title I of the Rehabilitation Act of 1973, as amended by title IV of WIOA, will have two full years of data available for the Measurable Skill Gains indicator only. Therefore, the Departments will designate the following indicators as “baseline” for the VR program for PY 2020 and PY 2021:

- Employment (Second Quarter after Exit);
- Employment (Fourth Quarter after Exit);
- Median Earnings (Second Quarter after Exit); and
- Credential Attainment Rate

VR agencies must continue to collect and report on all indicators, including those that have been designated as “baseline, pursuant to section 116(d) of WIOA.” The actual performance data reported by these programs for indicators designated as “baseline” for PY 2020 and PY 2021 will serve as baseline data in future years. The Departments will require VR agencies to submit expected levels of performance for these indicators for PY 2022 and PY 2023.

The Departments determined that the Effectiveness in Serving Employers indicator will be measured as a shared outcome across all six core programs within each state to ensure a holistic approach to serving employers. The Departments will continue piloting approaches for measuring this indicator for the first two years of PY 2020-2023 plans. Therefore, states are not required to submit an expected level of performance for the Effectiveness in Serving Employers indicator for PY 2020 and PY 2021. However, core programs are expected to collect data and report on this indicator for PY 2020 and PY 2021 as they did for PYs 2016-2019 plans.

Each core program must submit an expected level of performance for all of the other indicators, as applicable, with the exception of the four indicators designated as “baseline” for the VR program in PY 2020 and PY 2021. The Departments will work with states during the negotiation process to establish negotiated levels of performance for each of the primary indicators for the core programs not listed as “baseline.” Each state must update its plan to include the agreed-upon negotiated levels of performance before the Departments approve a state’s plan.

States may identify additional indicators in the 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.

Performance Indicators	PY 2024 Expected Level	PY 2024 Negotiated Level	PY 2025 Expected Level	PY 2025 Negotiated Level
Employment (Second Quarter After Exit)	78.5%	78.5%	79.0%	79.0%
Employment (Fourth Quarter After Exit)	73.5%	75.0%	74.0%	76.0%
Median Earnings (Second Quarter After Exit)	\$6,950	\$8500	\$7,000	\$8750
Credential Attainment Rate	69.0%	74.0%	69.5%	75.0%
Measurable Skill Gains	67.0%	67.0%	67.5	67.5%
Effectiveness in Serving Employers	Not Applicable ¹	Not Applicable ¹	Not Applicable ¹	Not Applicable ¹

1

The Departments have not issued the final rule defining Effectiveness in Serving Employers. As a result, states will not submit expected levels of performance for this indicator and the Departments will not establish negotiated levels of performance for PYs 2024 and 2025.

**ADULT, DISLOCATED WORKER, AND YOUTH ACTIVITIES - DISLOCATED PROGRAM
PERFORMANCE INDICATORS**

Performance Goals for the Core Programs

Each state submitting a Unified or Combined State Plan is required to identify expected levels of performance for each of the primary indicators of performance for the first 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-negotiated levels of performance for the indicators for each of the first two years of the plan.

For Program Year (PY) 2016-2019 plans, the Departments used the transition authority under section 503(a) of WIOA to designate certain primary indicators of performance as “baseline” indicators to ensure an orderly transition from the requirements of the Workforce Investment Act of 1998 to those under WIOA. A “baseline” indicator was one for which states did not propose an expected level of performance and did not come to agreement with the Departments on negotiated levels of performance because sufficient data was not available to establish such performance levels. As a result, “baseline” indicators were not used in the end of the year adjustment of performance levels and were not used to determine failure to meet adjusted levels of performance for purposes of sanctions. The Departments designated indicators as

“baseline” based on the likelihood of a State having insufficient data with which to make a reasonable determination of an expected level of performance.

For PYs 2020-2023 Plans, Title I programs (Adult, Dislocated Worker, and Youth) and the Title II program (Adult Education and Family Literacy Act) will have two full years of data available to make reasonable determinations of expected levels of performance for the following indicators for PY 2020 and PY 2021:

- Employment (Second Quarter after Exit);
- Employment (Fourth Quarter after Exit);
- Median Earnings (Second Quarter after Exit);
- Credential Attainment Rate; and
- Measurable Skill Gains

The Wagner-Peyser Act Employment Service program, authorized under the Wagner-Peyser Act, as amended by title III of WIOA, will have two full years of data available to make a reasonable determination of expected levels of performance for the following indicators for PY 2020 and PY 2021:

- Employment (Second Quarter after Exit);
- Employment (Fourth Quarter after Exit); and
- Median Earnings (Second Quarter after Exit)

The Credential Attainment Rate and Measurable Skill Gains indicators do not apply to the Wagner-Peyser Act Employment Service program; therefore, this program will not submit expected levels of performance for these indicators.

For the first two years of PYs 2020-2023 Plans, the Vocational Rehabilitation (VR) program, authorized under title I of the Rehabilitation Act of 1973, as amended by title IV of WIOA, will have two full years of data available for the Measurable Skill Gains indicator only. Therefore, the Departments will designate the following indicators as “baseline” for the VR program for PY 2020 and PY 2021:

- Employment (Second Quarter after Exit);
- Employment (Fourth Quarter after Exit);
- Median Earnings (Second Quarter after Exit); and
- Credential Attainment Rate

VR agencies must continue to collect and report on all indicators, including those that have been designated as “baseline, pursuant to section 116(d) of WIOA.” The actual performance data reported by these programs for indicators designated as “baseline” for PY 2020 and PY 2021 will serve as baseline data in future years. The Departments will require VR agencies to submit expected levels of performance for these indicators for PY 2022 and PY 2023.

The Departments determined that the Effectiveness in Serving Employers indicator will be measured as a shared outcome across all six core programs within each state to ensure a holistic approach to serving employers. The Departments will continue piloting approaches for measuring this indicator for the first two years of PY 2020-2023 plans. Therefore, states are not required to submit an expected level of performance for the Effectiveness in Serving Employers indicator for PY 2020 and PY 2021. However, core programs are expected to collect data and report on this indicator for PY 2020 and PY 2021 as they did for PYs 2016-2019 plans.

Each core program must submit an expected level of performance for all of the other indicators, as applicable, with the exception of the four indicators designated as “baseline” for the VR program in PY 2020 and PY 2021. The Departments will work with states during the negotiation process to establish negotiated levels of performance for each of the primary indicators for the core programs not listed as “baseline.” Each state must update its plan to include the agreed-upon negotiated levels of performance before the Departments approve a state’s plan.

States may identify additional indicators in the 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.

Performance Indicators	PY 2024 Expected Level	PY 2024 Negotiated Level	PY 2025 Expected Level	PY 2025 Negotiated Level
Employment (Second Quarter After Exit)	84.0%	84.0%	84.5%	84.5%
Employment (Fourth Quarter After Exit)	81.5%	74.5%	82.0%	75.0%
Median Earnings (Second Quarter After Exit)	\$9,150	\$10,000	\$9,200	\$10,250
Credential Attainment Rate	69.5%	69.5%	70.0%	70.0%
Measurable Skill Gains	66.5%	63.0%	67.0%	63.5%
Effectiveness in Serving Employers	Not Applicable ¹	Not Applicable ¹	Not Applicable ¹	Not Applicable ¹

¹

The Departments have not issued the final rule defining Effectiveness in Serving Employers. As a result, states will not submit expected levels of performance for this indicator and the Departments will not establish negotiated levels of performance for PYs 2024 and 2025.

ADULT, DISLOCATED WORKER, AND YOUTH ACTIVITIES - YOUTH PROGRAM PERFORMANCE
INDICATORS

Performance Goals for the Core Programs

Each state submitting a Unified or Combined State Plan is required to identify expected levels of performance for each of the primary indicators of performance for the first 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-negotiated levels of performance for the indicators for each of the first two years of the plan.

For Program Year (PY) 2016-2019 plans, the Departments used the transition authority under section 503(a) of WIOA to designate certain primary indicators of performance as “baseline” indicators to ensure an orderly transition from the requirements of the Workforce Investment Act of 1998 to those under WIOA. A “baseline” indicator was one for which states did not propose an expected level of performance and did not come to agreement with the Departments on negotiated levels of performance because sufficient data was not available to establish such performance levels. As a result, “baseline” indicators were not used in the end of the year adjustment of performance levels and were not used to determine failure to meet adjusted levels of performance for purposes of sanctions. The Departments designated indicators as “baseline” based on the likelihood of a State having insufficient data with which to make a reasonable determination of an expected level of performance.

For PYs 2020-2023 Plans, Title I programs (Adult, Dislocated Worker, and Youth) and the Title II program (Adult Education and Family Literacy Act) will have two full years of data available to make reasonable determinations of expected levels of performance for the following indicators for PY 2020 and PY 2021:

- Employment (Second Quarter after Exit);
- Employment (Fourth Quarter after Exit);
- Median Earnings (Second Quarter after Exit);
- Credential Attainment Rate; and
- Measurable Skill Gains

The Wagner-Peyser Act Employment Service program, authorized under the Wagner-Peyser Act, as amended by title III of WIOA, will have two full years of data available to make a reasonable determination of expected levels of performance for the following indicators for PY 2020 and PY 2021:

- Employment (Second Quarter after Exit);
- Employment (Fourth Quarter after Exit); and
- Median Earnings (Second Quarter after Exit)

The Credential Attainment Rate and Measurable Skill Gains indicators do not apply to the Wagner-Peyser Act Employment Service program; therefore, this program will not submit expected levels of performance for these indicators.

For the first two years of PYs 2020-2023 Plans, the Vocational Rehabilitation (VR) program, authorized under title I of the Rehabilitation Act of 1973, as amended by title IV of WIOA, will have two full years of data available for the Measurable Skill Gains indicator only. Therefore, the Departments will designate the following indicators as “baseline” for the VR program for PY 2020 and PY 2021:

- Employment (Second Quarter after Exit);
- Employment (Fourth Quarter after Exit);
- Median Earnings (Second Quarter after Exit); and
- Credential Attainment Rate

VR agencies must continue to collect and report on all indicators, including those that have been designated as “baseline, pursuant to section 116(d) of WIOA.” The actual performance data reported by these programs for indicators designated as “baseline” for PY 2020 and PY 2021 will serve as baseline data in future years. The Departments will require VR agencies to submit expected levels of performance for these indicators for PY 2022 and PY 2023.

The Departments determined that the Effectiveness in Serving Employers indicator will be measured as a shared outcome across all six core programs within each state to ensure a holistic approach to serving employers. The Departments will continue piloting approaches for measuring this indicator for the first two years of PY 2020-2023 plans. Therefore, states are not required to submit an expected level of performance for the Effectiveness in Serving Employers indicator for PY 2020 and PY 2021. However, core programs are expected to collect data and report on this indicator for PY 2020 and PY 2021 as they did for PYs 2016-2019 plans.

Each core program must submit an expected level of performance for all of the other indicators, as applicable, with the exception of the four indicators designated as “baseline” for the VR program in PY 2020 and PY 2021. The Departments will work with states during the negotiation process to establish negotiated levels of performance for each of the primary indicators for the core programs not listed as “baseline.” Each state must update its plan to include the agreed-upon negotiated levels of performance before the Departments approve a state’s plan.

States may identify additional indicators in the 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.

Performance Indicators	PY 2024 Expected Level	PY 2024 Negotiated Level	PY 2025 Expected Level	PY 2025 Negotiated Level
Employment (Second Quarter After Exit)	71.5%	77.5%	72.0%	78.0%
Employment (Fourth Quarter After Exit)	71.0%	75.0%	71.5%	75.5%

Performance Indicators	PY 2024 Expected Level	PY 2024 Negotiated Level	PY 2025 Expected Level	PY 2025 Negotiated Level
Median Earnings (Second Quarter After Exit)	\$4,650	\$4750	\$4,700	\$4800
Credential Attainment Rate	71.0%	73.0%	71.5%	73.5%
Measurable Skill Gains	55.0%	55.0%	55.5%	55.5%
Effectiveness in Serving Employers	Not Applicable ¹	Not Applicable ¹	Not Applicable ¹	Not Applicable ¹

1

The Departments have not issued the final rule defining Effectiveness in Serving Employers. As a result, states will not submit expected levels of performance for this indicator and the Departments will not establish negotiated levels of performance for PYs 2024 and 2025.

WAGNER-PEYSER ACT - WAGNER PEYSER PROGRAM PERFORMANCE INDICATORS

Performance Goals for the Core Programs

Each state submitting a Unified or Combined State Plan is required to identify expected levels of performance for each of the primary indicators of performance for the first 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-negotiated levels of performance for the indicators for each of the first two years of the plan.

For Program Year (PY) 2016-2019 plans, the Departments used the transition authority under section 503(a) of WIOA to designate certain primary indicators of performance as “baseline” indicators to ensure an orderly transition from the requirements of the Workforce Investment Act of 1998 to those under WIOA. A “baseline” indicator was one for which states did not propose an expected level of performance and did not come to agreement with the Departments on negotiated levels of performance because sufficient data was not available to establish such performance levels. As a result, “baseline” indicators were not used in the end of the year adjustment of performance levels and were not used to determine failure to meet adjusted levels of performance for purposes of sanctions. The Departments designated indicators as “baseline” based on the likelihood of a State having insufficient data with which to make a reasonable determination of an expected level of performance.

For PYs 2020-2023 Plans, Title I programs (Adult, Dislocated Worker, and Youth) and the Title II program (Adult Education and Family Literacy Act) will have two full years of data available to make reasonable determinations of expected levels of performance for the following indicators for PY 2020 and PY 2021:

- Employment (Second Quarter after Exit);
- Employment (Fourth Quarter after Exit);

- Median Earnings (Second Quarter after Exit);
- Credential Attainment Rate; and
- Measurable Skill Gains

The Wagner-Peyser Act Employment Service program, authorized under the Wagner-Peyser Act, as amended by title III of WIOA, will have two full years of data available to make a reasonable determination of expected levels of performance for the following indicators for PY 2020 and PY 2021:

- Employment (Second Quarter after Exit);
- Employment (Fourth Quarter after Exit); and
- Median Earnings (Second Quarter after Exit)

The Credential Attainment Rate and Measurable Skill Gains indicators do not apply to the Wagner-Peyser Act Employment Service program; therefore, this program will not submit expected levels of performance for these indicators.

For the first two years of PYs 2020-2023 Plans, the Vocational Rehabilitation (VR) program, authorized under title I of the Rehabilitation Act of 1973, as amended by title IV of WIOA, will have two full years of data available for the Measurable Skill Gains indicator only. Therefore, the Departments will designate the following indicators as “baseline” for the VR program for PY 2020 and PY 2021:

- Employment (Second Quarter after Exit);
- Employment (Fourth Quarter after Exit);
- Median Earnings (Second Quarter after Exit); and
- Credential Attainment Rate

VR agencies must continue to collect and report on all indicators, including those that have been designated as “baseline, pursuant to section 116(d) of WIOA.” The actual performance data reported by these programs for indicators designated as “baseline” for PY 2020 and PY 2021 will serve as baseline data in future years. The Departments will require VR agencies to submit expected levels of performance for these indicators for PY 2022 and PY 2023.

The Departments determined that the Effectiveness in Serving Employers indicator will be measured as a shared outcome across all six core programs within each state to ensure a holistic approach to serving employers. The Departments will continue piloting approaches for measuring this indicator for the first two years of PY 2020-2023 plans. Therefore, states are not required to submit an expected level of performance for the Effectiveness in Serving Employers indicator for PY 2020 and PY 2021. However, core programs are expected to collect data and report on this indicator for PY 2020 and PY 2021 as they did for PYs 2016-2019 plans.

Each core program must submit an expected level of performance for all of the other indicators, as applicable, with the exception of the four indicators designated as “baseline” for the VR program in PY 2020 and PY 2021. The Departments will work with states during the negotiation process to establish negotiated levels of performance for each of the primary indicators for the

core programs not listed as “baseline.” Each state must update its plan to include the agreed-upon negotiated levels of performance before the Departments approve a state’s plan.

States may identify additional indicators in the 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.

Performance Indicators	PY 2024 Expected Level	PY 2024 Negotiated Level	PY 2025 Expected Level	PY 2025 Negotiated Level
Employment (Second Quarter After Exit)	66.5%		67.0%	
Employment (Fourth Quarter After Exit)	65.0%		65.5%	
Median Earnings (Second Quarter After Exit)	\$7,150.00		\$7,150.00	
Credential Attainment Rate	Not Applicable	Not Applicable	Not Applicable	Not Applicable
Measurable Skill Gains	Not Applicable	Not Applicable	Not Applicable	Not Applicable
Effectiveness in Serving Employers	Not Applicable ¹	Not Applicable ¹	Not Applicable ¹	Not Applicable ¹

¹

The Departments have not issued the final rule defining Effectiveness in Serving Employers. As a result, states will not submit expected levels of performance for this indicator and the Departments will not establish negotiated levels of performance for PYs 2024 and 2025.

ADULT EDUCATION AND FAMILY LITERACY ACT PROGRAM - ADULT EDUCATION AND LITERACY PROGRAM PERFORMANCE INDICATORS

Performance Goals for the Core Programs

Each state submitting a Unified or Combined State Plan is required to identify expected levels of performance for each of the primary indicators of performance for the first 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-negotiated levels of performance for the indicators for each of the first two years of the plan.

For Program Year (PY) 2016-2019 plans, the Departments used the transition authority under section 503(a) of WIOA to designate certain primary indicators of performance as “baseline” indicators to ensure an orderly transition from the requirements of the Workforce Investment

Act of 1998 to those under WIOA. A “baseline” indicator was one for which states did not propose an expected level of performance and did not come to agreement with the Departments on negotiated levels of performance because sufficient data was not available to establish such performance levels. As a result, “baseline” indicators were not used in the end of the year adjustment of performance levels and were not used to determine failure to meet adjusted levels of performance for purposes of sanctions. The Departments designated indicators as “baseline” based on the likelihood of a State having insufficient data with which to make a reasonable determination of an expected level of performance.

For PYs 2020-2023 Plans, Title I programs (Adult, Dislocated Worker, and Youth) and the Title II program (Adult Education and Family Literacy Act) will have two full years of data available to make reasonable determinations of expected levels of performance for the following indicators for PY 2020 and PY 2021:

- Employment (Second Quarter after Exit);
- Employment (Fourth Quarter after Exit);
- Median Earnings (Second Quarter after Exit);
- Credential Attainment Rate; and
- Measurable Skill Gains

The Wagner-Peyser Act Employment Service program, authorized under the Wagner-Peyser Act, as amended by title III of WIOA, will have two full years of data available to make a reasonable determination of expected levels of performance for the following indicators for PY 2020 and PY 2021:

- Employment (Second Quarter after Exit);
- Employment (Fourth Quarter after Exit); and
- Median Earnings (Second Quarter after Exit)

The Credential Attainment Rate and Measurable Skill Gains indicators do not apply to the Wagner-Peyser Act Employment Service program; therefore, this program will not submit expected levels of performance for these indicators.

For the first two years of PYs 2020-2023 Plans, the Vocational Rehabilitation (VR) program, authorized under title I of the Rehabilitation Act of 1973, as amended by title IV of WIOA, will have two full years of data available for the Measurable Skill Gains indicator only. Therefore, the Departments will designate the following indicators as “baseline” for the VR program for PY 2020 and PY 2021:

- Employment (Second Quarter after Exit);
- Employment (Fourth Quarter after Exit);
- Median Earnings (Second Quarter after Exit); and
- Credential Attainment Rate

VR agencies must continue to collect and report on all indicators, including those that have been designated as “baseline, pursuant to section 116(d) of WIOA.” The actual performance data reported by these programs for indicators designated as “baseline” for PY 2020 and PY 2021 will serve as baseline data in future years. The Departments will require VR agencies to submit expected levels of performance for these indicators for PY 2022 and PY 2023.

The Departments determined that the Effectiveness in Serving Employers indicator will be measured as a shared outcome across all six core programs within each state to ensure a holistic approach to serving employers. The Departments will continue piloting approaches for measuring this indicator for the first two years of PY 2020-2023 plans. Therefore, states are not required to submit an expected level of performance for the Effectiveness in Serving Employers indicator for PY 2020 and PY 2021. However, core programs are expected to collect data and report on this indicator for PY 2020 and PY 2021 as they did for PYs 2016-2019 plans.

Each core program must submit an expected level of performance for all of the other indicators, as applicable, with the exception of the four indicators designated as “baseline” for the VR program in PY 2020 and PY 2021. The Departments will work with states during the negotiation process to establish negotiated levels of performance for each of the primary indicators for the core programs not listed as “baseline.” Each state must update its plan to include the agreed-upon negotiated levels of performance before the Departments approve a state’s plan.

States may identify additional indicators in the 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.

Performance Indicators	PY 2024 Expected Level	PY 2024 Negotiated Level	PY 2025 Expected Level	PY 2025 Negotiated Level
Employment (Second Quarter After Exit)	20.0%	33.0%	21.0%	33.5%
Employment (Fourth Quarter After Exit)	22.0%	32.0%	23.0%	32.5%
Median Earnings (Second Quarter After Exit)	\$6,700	\$6,770	\$6,900	\$7,000
Credential Attainment Rate	16.5%	23.5%	17.0%	24.0%
Measurable Skill Gains	30.5%	30.5%	31.0%	31.0%
Effectiveness in Serving Employers	Not Applicable ¹	Not Applicable ¹	Not Applicable ¹	Not Applicable ¹

¹

The Departments have not issued the final rule defining Effectiveness in Serving Employers. As a result, states will not submit expected levels of performance for this indicator and the Departments will not establish negotiated levels of performance for PYs 2024 and 2025.

VOCATIONAL REHABILITATION PROGRAM (COMBINED OR GENERAL) - VOCATIONAL REHABILITATION PROGRAM PERFORMANCE INDICATORS

Each State VR program must submit expected levels of performance in its Unified or Combined State Plan and in the two-year modification of that plan. Expected levels of performance for the first two years of a state plan must be submitted in the initial submission of the Unified or Combined State Plan and in the initial submission of the two-year modification of that Plan, for years three and four, as described in 34 CFR § 361.170(a). Expected levels of performance must be stated to the nearest tenth of a percent (XX.X %) or to the nearest whole dollar for median earnings. State VR programs are reminded that the expected levels of performance must be published for public comment prior to plan submission in accordance with state law, regulation, and policy.

After the Unified or Combined State Plan submission, each State VR program must reach agreement with RSA on the negotiated levels of performance for the indicators for each of the first two years of the Unified or Combined State Plan (or for the third and fourth years of the Unified or Combined State Plan during the required two-year modification process) in accordance with WIOA section 116(b)(3)(A)(iv).

RSA will use its statistical adjustment model to derive pre-program year estimated levels of performance for each indicator. Each State VR program and RSA will consider the negotiation factors outlined in WIOA section 116(b)(3)(A)(v) during the negotiation process. Once negotiated levels of performance are agreed upon, each State VR program must incorporate the negotiated levels of performance into the Unified or Combined State Plan and the two-year modification of that plan prior to the plan’s approval (section 116(b)(3)(A)(iv) of WIOA).

Effectiveness in Serving Employers

In the final rule implementing WIOA, the Departments indicated that they would initially implement this indicator in the form of a pilot to test the feasibility and rigor of three proposed approaches. During Program Year (PY) 2022, the Departments initiated the rulemaking process to establish a standard definition of Effectiveness in Serving Employers. States will continue to report two of three proposed approaches until the Departments issue the final rule and implement the indicator.

Performance Indicators	PY 2024 Expected Level	PY 2024 Negotiated Level	PY 2025 Expected Level	PY 2025 Negotiated Level
Employment (Second Quarter After Exit)	62.0%	62.0%	65.0%	65.0%
Employment (Fourth Quarter After Exit)	60.0%	61.0%	62.0%	62.0%

Performance Indicators	PY 2024 Expected Level	PY 2024 Negotiated Level	PY 2025 Expected Level	PY 2025 Negotiated Level
Median Earnings (Second Quarter After Exit)	\$4,200	\$4,200	\$4,500	\$4,600
Credential Attainment Rate	58.0%	58.0%	59.0%	59.0%
Measurable Skill Gains	49.0%	59.0%	50.0%	60.0%
Effectiveness in Serving Employers	Not Applicable ¹	Not Applicable ¹	Not Applicable ¹	Not Applicable ¹

1

The Departments have not issued the final rule defining Effectiveness in Serving Employers. As a result, states will not submit expected levels of performance for this indicator and the Departments will not establish negotiated levels of performance for PYs 2024 and 2025.

VOCATIONAL REHABILITATION PROGRAM (BLIND) - VOCATIONAL REHABILITATION PROGRAM PERFORMANCE INDICATORS

Each State VR program must submit expected levels of performance in its Unified or Combined State Plan and in the two-year modification of that plan. Expected levels of performance for the first two years of a state plan must be submitted in the initial submission of the Unified or Combined State Plan and in the initial submission of the two-year modification of that Plan, for years three and four, as described in 34 CFR § 361.170(a). Expected levels of performance must be stated to the nearest tenth of a percent (XX.X %) or to the nearest whole dollar for median earnings. State VR programs are reminded that the expected levels of performance must be published for public comment prior to plan submission in accordance with state law, regulation, and policy.

After the Unified or Combined State Plan submission, each State VR program must reach agreement with RSA on the negotiated levels of performance for the indicators for each of the first two years of the Unified or Combined State Plan (or for the third and fourth years of the Unified or Combined State Plan during the required two-year modification process) in accordance with WIOA section 116(b)(3)(A)(iv).

RSA will use its statistical adjustment model to derive pre-program year estimated levels of performance for each indicator. Each State VR program and RSA will consider the negotiation factors outlined in WIOA section 116(b)(3)(A)(v) during the negotiation process. Once negotiated levels of performance are agreed upon, each State VR program must incorporate the negotiated levels of performance into the Unified or Combined State Plan and the two-year modification of that plan prior to the plan's approval (section 116(b)(3)(A)(iv) of WIOA).

Effectiveness in Serving Employers

In the final rule implementing WIOA, the Departments indicated that they would initially implement this indicator in the form of a pilot to test the feasibility and rigor of three proposed

approaches. During Program Year (PY) 2022, the Departments initiated the rulemaking process to establish a standard definition of Effectiveness in Serving Employers. States will continue to report two of three proposed approaches until the Departments issue the final rule and implement the indicator.

Performance Indicators	PY 2024 Expected Level	PY 2024 Negotiated Level	PY 2025 Expected Level	PY 2025 Negotiated Level
Employment (Second Quarter After Exit)				
Employment (Fourth Quarter After Exit)				
Median Earnings (Second Quarter After Exit)				
Credential Attainment Rate				
Measurable Skill Gains				
Effectiveness in Serving Employers	Not Applicable ¹	Not Applicable ¹	Not Applicable ¹	Not Applicable ¹

¹

The Departments have not issued the final rule defining Effectiveness in Serving Employers. As a result, states will not submit expected levels of performance for this indicator and the Departments will not establish negotiated levels of performance for PYs 2024 and 2025.

ADDITIONAL INDICATORS OF PERFORMANCE

States may identify additional indicators in the 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.

OTHER APPENDICES

Appendix 2: Release of Information- English



NH WORKS System Partners
Release of Information

This form is valid for two years from participant's signature date

- NH Employment Security
Employment Services
Unemployment Insurance
Benefits
Trade Act Program
WorkNowNH
Reentry Program
Migrant & Seasonal
Farmworker Program
New England Farm Workers Council

- NH Department of Education
Adult Education
Vocational Rehabilitation

- NH Department of Health and Human Services
TANF
SNAP
NHEP

- Office of Workforce Opportunity/Community Action Agencies
WIOA Youth
WIOA Adult
SCSEP

- Community College System of New Hampshire
WorkReady NH
Apprenticeship NH
Community College

- NH Job Corps Operation Able

- Veterans' Services
Harbor Homes
Northeast Veterans Outreach Center
Veterans Inc.
U.S. Department of Veterans Affairs
Vocational Rehabilitation and Employment

Please see back of form for additional information about the programs listed above.

I, _____, authorize _____ to exchange

(individual or agency)

information relating to prior assessment(s) for training and employment including but not limited to: work history, vocational assessments, career planning, documentation related to eligibility, skills, training, quarterly wage data, and Unemployment Compensation benefits with the agency (ies) listed on the left side of this form.

This Release of Information does not authorize the disclosure of any medical information or any other restricted third party information.

I understand that this information may be used to determine eligibility for employment and training services, assist in the development of my individual training plan for education and employment, career planning, and/or may be used for statistical purposes.

I allow the NH Works System Partners listed on the left to release to each other the requested information when I am referred to partner services. I understand the information will be used only on an as needed basis and will remain confidential, to the extent required and/or permitted by law. This information cannot be shared with any other entity without my written permission.

A copy of this Release of Information is as valid as the original. This Release is valid for both program and follow-up services.

Participant's Signature _____ Date _____

Guardian's Signature if applicable _____

Staff Signature _____ Email Address _____



NH WORKS One-Stop Partner Agencies are Equal Opportunity Employer
Auxiliary aids and services are available upon request to individuals with disabilities. TDD ACCESS: RELAY NH 1-800-735-2964

NHES 0350
R - 0919

SYSTEM PARTNERS/PROGRAM SERVICES

NH EMPLOYMENT SECURITY –A free public Employment Service, which benefits the job seeker, the employer, and the economy by helping people find work through work search programs, employment information, and economic and labor market information. <https://www.nhes.nh.gov/>

- Employment Services
- Unemployment Insurance Benefits
- Trade Act Program
- Migrant and Seasonal Farmworker Program

DEPARTMENT OF HEALTH AND HUMAN SERVICES - <https://www.dhhs.nh.gov/>

TANF– Cash Assistance provides assistance to needy families with dependent children

FOODSTAMPS – Supplemental Nutrition Assistance Program

NHEP –Employment support program that provides cash assistance to eligible able-bodied parents and assists them in becoming self-sufficient.

NH DEPARTMENT OF EDUCATION- <https://www.education.nh.gov/>

ADULT EDUCATION-Provides a variety of educational opportunities to empower adults to become lifelong learners, to support individuals in identifying and achieving academic and/or career goals.

VOCATIONAL REHABILITATION – Assists eligible NH citizens with disabilities to secure competitive integrated employment and financial and personal independence by providing rehabilitation services.

OFFICE OF WORKFORCE OPPORTUNITY- Serves as the state administered entity for the Workforce Innovation and Opportunity Act. <https://www.nhworks.org/>

WIOA Youth Program – Provides academic and work based learning services to youth with the goal of self-sufficiency.

WIOA Adult Program – Provides economically disadvantaged adults access to employment, education, training and support services to succeed in the labor market and obtain self-sufficiency.

WIOA Dislocated Worker Program- Provides laid off workers access to employment, training and support services to succeed in labor market and obtain self-sufficiency.

SCSEP –Community Service and Work-based training program for older workers. Provides job training and placement to those 55 or older.

COMMUNITY COLLEGE SYSTEM OF NH – The seven NH community colleges offer associates degree, certificate and skill based programs that provide opportunities for college education and career training. <https://www.ccsnh.edu/>

Work Ready NH-Tuition free workforce development program tailored to meet the needs of job seekers and career builders as well as provide training in the specific skills employers are seeking in their current and future employees.

ApprenticeshipNH- Program supports the development of new registered apprenticeship programs and in healthcare, advanced manufacturing, hospitality and construction and infrastructure sectors. Registered apprenticeship is an employer driven model which combines on the job training and related classroom instruction to increase an apprentice’s skill level and wages.

<http://www.EarnLearnNH.org>

NH JOB CORPS- A tuition free training and education program that connects young adults to the skills and educational opportunities needed to establish a career. <https://newhampshire.jobcorps.gov/>

OPERATION ABLE- Older Worker program that empowers older workers with job skills supports and training services to re-enter the workforce. <https://operationable.net/staff>

Appendix 3: State Workforce Investment Board Roster

Required SWIB Members	Who May Satisfy The Requirement	Current Status	Region
The Governor	The Governor	1. Adam Crepeau (Proxy)	Statewide

Required SWIB Members	Who May Satisfy The Requirement	Current Status	Region
(WIOA Section 101(b)(1)(A))			
Representatives of State Legislature (WIOA Section 101(b)(1)(B))	One member of each chamber of the State legislature (to the extent consistent with State law), appointed by the appropriate presiding officers of such chamber.	1. Senator Kevin Avard 2 Representative Joseph Alexander	Statewide
	Board Chair –selected by the Governor	1. Michael Kane	
Representatives of Business (WIOA Section 101(b)(1)(C)(i))	<p>The majority (51%) of the board must consist of representatives of business who:</p> <ul style="list-style-type: none"> are owners of businesses, chief executives or operating officers of businesses, or other business executives or employers with optimum policy-making or hiring authority, represent businesses (including at least one representative of small business), or organizations representing businesses and provide employment opportunities that, at a minimum, include high- 	<p>2. Mike Alberts</p> <p>3. Jim Alden</p> <p>4. Rick Bartle</p> <p>5. Anya Burznski</p> <p>6. Kenneth Clinton</p> <p>7. Bruce Crochetiere</p> <p>8. Mary Crowley</p> <p>9. John Hennessey</p> <p>10. Shane Long</p> <p>11. Lori Ann Lundergan</p> <p>12. Larry Major</p> <p>13. Ashok Patel</p> <p>14. Jim Proulx</p> <p>15. Time Sink</p> <p>16. Gary Thomas</p>	<p>North</p> <p>Northwest</p> <p>Seacoast West</p> <p>Seacoast</p> <p>Seacoast North</p> <p>West Central</p> <p>Central South</p> <p>Central Central</p> <p>South</p>

Required SWIB Members	Who May Satisfy The Requirement	Current Status	Region
	<p>quality, work-relevant training and development in in- demand industry sectors or occupations in the State; and</p> <ul style="list-style-type: none"> are appointed from among individuals nominated by State business organizations and business trade associations 		
<p>Representatives of Workforce (WIOA Section 101(b)(1)(C)(ii))</p>	<p>Not less than 20 percent shall be representatives of the workforce within the State, who</p> <p>must include:</p> <ul style="list-style-type: none"> Two or more representatives of labor organizations, who have been nominated by State labor federations; One or more representative, who must be a member of a labor organization or a training director, from a joint labor-management registered apprenticeship program, or if no such joint program exists in the State, 	<ol style="list-style-type: none"> Tiler Eaton- Electrical Workers Union Justin Kantar- Fire Fighters Union Patrick Fall- Pipefitters Union (Apprenticeship) Kelly Clark (AARP) Donnalee Lozeau (Southern NH Services) Candice Hyde (Job Corps) 	

Required SWIB Members	Who May Satisfy The Requirement	Current Status	Region
	<p>such a representative of a registered apprenticeship program in the State;</p> <p>In addition to the representatives enumerated above, the Governor may appoint one or more representatives of the following organizations to contribute to the 20 percent requirement</p> <ul style="list-style-type: none"> • representatives of community- based organizations that have demonstrated experience and expertise in addressing the employment, training, or education needs of individuals with barriers to employment, including organizations that serve veterans or that provide or support competitive, integrated employment for individuals with disabilities; and training, or education needs of eligible youth, including representatives of 		

Required SWIB Members	Who May Satisfy The Requirement	Current Status	Region
	organizations that serve out- of-school youth.		
Representatives of Government (WIOA Section 101(b)(1)(C)(ii))	<p>The balance of State Board membership</p> <p>must include:</p> <ul style="list-style-type: none"> • the lead State officials with primary responsibility for the core programs; and • two or more chief elected officials (collectively representing both cities and counties, where appropriate). <p>In addition to the representatives enumerated above, the Governor</p> <p>may</p> <p>appoint such other representatives such as:</p> <ul style="list-style-type: none"> • the State agency officials from agencies that are one-stop partners (including additional one- stop partners whose 	<ol style="list-style-type: none"> 1. Christine Brennan (Educ.) 2. Taylor Caswell- Designee Cynthia Harrington (BEA) 3. George Copadis (NHES) 4. Jo Brown (Mayor of Franklin NH) 5. George Hansel (Mayor of Keene NH) 6. Shannon Reid (Educ.) 7. Lisa Hinson- Hatz (Educ.) 	

Required SWIB Members	Who May Satisfy The Requirement	Current Status	Region
	<p>programs are covered by the State plan, if any);</p> <ul style="list-style-type: none"> • State agency officials responsible for economic development or juvenile justice programs in the State; organization, as such terms are defined in section 166(b); and • State agency officials responsible for education programs in the State, including chief executive officers of community colleges and other institutions of higher education. 		



Frank Edelblut
Commissioner

Christine M. Brennan
Deputy Commissioner

STATE OF NEW HAMPSHIRE
DEPARTMENT OF EDUCATION
Bureau of Adult Education
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Public Comments on NH Combined State Plan PY 2024-2027
Submitted by Sarah Ladd Wheeler, Administrator
NH Department of Education, Bureau of Adult Education

Page #	Section	Comment
General		The Public Comment period from 1/9 – 1/12 is insufficient to provide quality, substantive comments on the State Plan.
5	B. Plan Introduction or Executive Summary	Last sentence is not complete.
5	Economic and Workforce Analysis	Confusing statements "Current long term employment projections... will increase" but the next sentence says "This continued deceleration in employment growth"
6	Emerging Industry Demand	3 rd bullet – "a significant deviation".. How is this "most of which was regained in the last two years" if the previous projected growth as 11,000 jobs and the current projections are only 3,000 jobs?
8	Table C	The 2032 Employment Estimate and 2022-2032 Change columns do not have consistent formatting (commas in the numbers)
10	Paragraph under Table E	Reference to Table X – should be Table F
12	Table H	Is the first category correct? "Age 16 and over" wouldn't that include everyone on the table?
12	Paragraph under Table H	This doesn't make sense. Veterans are identified as one of the largest groups facing barriers in the workforce, but their unemployment rate is low, participation rate is high and both are up from 2020. What indicates that they are facing barriers?
13	Table J	Is the first category correct? "Age 16 and over" wouldn't that include everyone on the table?
16	Last paragraph	The Department of Education is now referred to as NHED not DOE to differentiate between Education and Department of Energy.
17	Paragraph under bullet	Links to Adult Education services are also provided at the One-Stop Centers.
19	New Hampshire Department of Education (DOE)	Please refer to the Department of Education as NHED. Please remove the word "Basic" from Adult Education. ABE has a specific definition and only covers educational activities below the 9 th grade level. WIOA Title II requires educational activities through the secondary level. Please use the term "Adult Education".

TDD Access: Relay NH 711
EQUAL OPPORTUNITY EMPLOYER- EQUAL EDUCATIONAL OPPORTUNITIES

Page #	Section	Comment
19	Bureau of Adult Education	The first sentence is misleading. The Bureau serves 7,000 adults who are improving their educational skills but it does not necessarily lead to a high school credential because many adult learners are English language learners with advanced degrees from other countries.
19	HiSET	Please remove the reference to a specific high school equivalency exam (HiSET). NH offers both the GED and the HiSET and therefore the term that should be used is High School Equivalency (HSE).
19	What's Next	What is the "What's Next" class? This is not a standard class offered in all adult education programs.
19	"Adult Career Pathways Coordinator"	Not all adult education programs have a position titled "Adult Career Pathways Coordinator". All programs have a counselor with similar duties who is responsible for assisting adults with resolving barriers to employment, facilitating referrals to community services including other WIOA partners and supporting transition to postsecondary education, training and/or employment.
19	"refugee" services	Refugee resettlement is only offered by 2 local providers. The Bureau provides service to English language learners – not only refugees. Please replace with "new Americans" or "immigrants and refugees" or "English language learners" (This is the term used in Title II)
22	NH DOE	Please change to NHED.
23	Bullet point	Please change ABE to Adult Education
41	Identification and Dissemination of Best Practices	The information under this bullet does not seem to reflect actions that identify or disseminate best practices. Perhaps the success stories highlighted at SWIB meetings showcasing co-enrollment and inter-agency collaboration could be cited as a "best practice".
46	One Stop Operator Consortium	Please change DOE to NHED
47	Professional Development Team	Please change references from IDG to The Consortium. IDG no longer exists.
47	Core Program Activities	Please replace DOE with NHED
48	NH Department of Education	Please correct Adult Basic... the official name of WIOA Title II is Adult Education & Family Literacy Act (AEFLA)
48	1 st paragraph	Please replace DOE with NHED
53	NH Works One Stop Operation	Please replace DOE with NHED
54	Information sharing...	Adult Education is represented at the regional quarterly meetings.
55	List	Should the IBT's collaborative efforts be listed as #7 on the list?
56	1 st paragraph	Please replace DOE with NHED
56	IDG	What is the Industry Data Group? IDG used to be the Interagency Directors Group which was replaced by the Consortium.
56	1 st paragraph	Adult Education also participates in the PDT.
56	4 th paragraph	Reference to IDG that no longer exists.
57	F. Improving Access to Postsecondary Credentials	Please replace DOE with NHED. Please remove the word "Basic" from Adult Education

Page #	Section	Comment
59	3 rd paragraph	Please replace ABE with either AE or Adult Education Adult Education does not have access to or use PACIA.
59	Continuing paragraph	The IDG has been replaced by the Consortium.
60	1 st bullet list	Please remove (ABE)
60	3 rd paragraph	Please remove the word "Basic" from Adult Education. Please remove ABE and use "AE" or Adult Education instead
62	Chart	Please remove the word "Basic" and replace with Adult Education.
64	Chart	Please remove the word "Basic" and replace with Adult Education.
64	Bullet list	Please replace DOE with NHED
65	State Agency Organization	The Interagency Directors Group has been replaced by the Consortium.
65	Governance Structure	Please change DOE to NHED
66	Chart	Please remove the word "Basic" from Adult Education
67	Chart	Please remove the word "Project" from in front of Second Start, They have not been a "Project" since the 1980's. For clarification, Second Start is responsible for Adult Ed's infrastructure fees because under Title II, the fees must be paid by a local provider. However, the Bureau maintains responsibility for program implementation statewide/local level services.
67	Last paragraph	The IDG no longer exists.
68	1 st paragraph	Christine Brennan is the Deputy Commissioner of the NH Department of Education.
74	Last section	Please replace DOE with NHED
76	Second to last paragraph in section 4	The sentence "Bureau, with their knowledge...." Does not make sense.
78	B. Title II	The NH Department of Education has never used a sole source process for awarding adult education & literacy program funds to local providers. Please consider removal of this sentence.
78	II. Describe	Adult education RFPs are solicited every three years, not four years.
80	1 st paragraph	IDG no longer exists.
80	Privacy Safeguard	Section 444 of GEPA specifically refers to access to educational records and the establishment of appropriate procedures for the accessing those records. Is that sufficiently covered with this response?
86	1 st paragraph	Adult Education should be included as a separate entity, not in parentheses following Vocational Rehabilitation.
87	2 nd paragraph	The NH Work Training Conference has not been held since 2019.
106	Under Item 2	Please replace DOE with NHED
114	Last paragraph	Please replace ABE with AE or Adult Education
117	(1)	Windham is spelled incorrectly.
118	Second to last line	The official title is Adult Education & Family Literacy Act (WIOA Title II)

Page #	Section	Comment
119	New Hampshire Department of Education	Please replace DOE with NHED Please remove the word "Basic" from Adult Education
119		NOTE: This is the same text that was used on page 19. The first sentence is misleading. The Bureau serves 7,000 adults who are improving their educational skills but it does not necessarily lead to a high school credential because many adult learners are English language learners with advanced degrees from other countries.
119	ABE	Please remove the word "Basic" from Adult Education
119	3 rd paragraph from the bottom	What is the "What's Next" class? This is not a standard class offered in all adult education programs.
119	HiSET	Please remove the reference to a specific high school equivalency exam (HiSET). NH offers both the GED and the HiSET and therefore the term that should be used is High School Equivalency (HSE).
119	"Adult Career Pathways Coordinator"	This is a local job title and should be replaced with the term "counselor" which is used in the WIOA competitive process and required by all local providers.
119	"refugee" services	Refugee resettlement is only offered by 2 local providers. The Bureau provides service to English language learners – not only refugees. Please replace with "new Americans" or "immigrants and refugees" or "English language learners" (This is the term used in Title II)
126	Program Specific Alignment	The question listed in this section are from the 2020 AEFLA competition. These are the 2023 questions: <ol style="list-style-type: none"> 1. Please list the adult education and literacy activities that will be offered in this program and describe how those activities will be offered concurrently. 2. According to the State Plan, adult education curricula will be aligned with the College & Career Readiness Standards for Adult Education, please describe how the program will evaluate curriculum to demonstrate this alignment. 3. In the State Plan, State Leadership activities are outlined including a high quality professional development system. Please describe how the program's staff will participate in State Leadership activities including participation on an adult education committee or advisory group; attendance at state-sponsored professional development activities; membership in regional/national adult education organizations. 4. Please describe how the program will meet the requirement of providing instruction delivered by well-trained instructors. 5. The State Plan requires the Agency to assess the quality of providers, an integral part of this process is for programs to review and analyze data on a regular basis to inform program decisions and improve program performance. Please describe what methods the program will use to identify performance areas that are on target versus those that need improvement and the steps for remediation. 6. The State Plan outlined five goals with strategies to address each goal for 2020-2024. Please describe how the program will contribute to meet one or more of these goals.

Page #	Section	Comment																																			
140	Special Rule	Clarification – Eligibility for Adult Education & Literacy Programs in NH prohibits participants who are under the age of 16 or who are enrolled or required to be enrolled in school under NH RSA 193. The NH Bureau of Adult Education does not offer a family literacy activity. The Bureau administers a State Funded program for students who are at least 16 years of age and still enrolled in school.																																			
150	Chart	Printed Name and Title of Authorized Representative should read Sarah Wheeler																																			
208	Title II	<p>The Bureau of Adult Education can only provide Expected levels of performance. Negotiated levels will be determined in the Spring of 2024.</p> <table border="1"> <thead> <tr> <th><i>Performance Indicators</i></th> <th><i>PY 2024 Expected Level</i></th> <th><i>PY 2024 Negotiated Level</i></th> <th><i>PY 2025 Expected Level</i></th> <th><i>PY 2025 Negotiated Level</i></th> </tr> </thead> <tbody> <tr> <td><i>Employment (Second Quarter After Exit)</i></td> <td>20%</td> <td></td> <td>21%</td> <td></td> </tr> <tr> <td><i>Employment (Fourth Quarter After Exit)</i></td> <td>22%</td> <td></td> <td>23%</td> <td></td> </tr> <tr> <td><i>Median Earnings (Second Quarter After Exit)</i></td> <td>\$6,700.00</td> <td></td> <td>\$6,900.00</td> <td></td> </tr> <tr> <td><i>Credential Attainment Rate</i></td> <td>16.5%</td> <td></td> <td>17.0%</td> <td></td> </tr> <tr> <td><i>Measurable Skill Gains</i></td> <td>30.5%</td> <td></td> <td>31.0%</td> <td></td> </tr> <tr> <td><i>Effectiveness in Serving Employers</i></td> <td>Not Applicable</td> <td>Not Applicable</td> <td>Not Applicable</td> <td>Not Applicable</td> </tr> </tbody> </table>	<i>Performance Indicators</i>	<i>PY 2024 Expected Level</i>	<i>PY 2024 Negotiated Level</i>	<i>PY 2025 Expected Level</i>	<i>PY 2025 Negotiated Level</i>	<i>Employment (Second Quarter After Exit)</i>	20%		21%		<i>Employment (Fourth Quarter After Exit)</i>	22%		23%		<i>Median Earnings (Second Quarter After Exit)</i>	\$6,700.00		\$6,900.00		<i>Credential Attainment Rate</i>	16.5%		17.0%		<i>Measurable Skill Gains</i>	30.5%		31.0%		<i>Effectiveness in Serving Employers</i>	Not Applicable	Not Applicable	Not Applicable	Not Applicable
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<i>Effectiveness in Serving Employers</i>	Not Applicable	Not Applicable	Not Applicable	Not Applicable																																	
226	Chart	Please remove the word "Basic" from Adult Education.																																			

From: [Deanna Strand](#)
To: [Both, Lucia](#)
Subject: FW: Comments on the NH Works State plan 2024-2028
Date: Tuesday, January 16, 2024 12:25:51 PM
Attachments: image001.png

EXTERNAL: Do not open attachments or click on links unless you recognize and trust the sender.

Message bounced. Trying again.

*Best,
Deanna*



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From: Deanna Strand
Sent: Thursday, January 11, 2024 4:33 PM
To: Lucia.L.Roth@livefreenh.gov
Subject: Comments on the NH Works State plan 2024-2028

Please accept these comments on the NH Works State plan 2024-2028.

II. Strategic Elements

- A. Economic, Workforce, and Workforce Development Activities Analysis
- 2. Workforce Development, Educaon, and Training Activities Analysis

This section (copied below with problematic areas highlighted) includes misleading language and inaccuracies:

"The Bureau of Adult Education provides funding for programs serving 7,000 adults annually 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 having foundational skills in math and reading continues to grow. This holds particularly true when looking at 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, and 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 receive 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."

1. There are multiple references "ABE" as an umbrella term for all adult education programs. ABE, or Adult Basic Education, is a type of service offered in adult education centers. This should be replaced with "adult education providers" or "adult learning centers".
2. The Bureau of Adult Education probably provides funding for 7,000 adults students total statewide, including those earning a high school credential. Other students are in ESL programs, high school diploma programs, integrated education and training programs and others. This number conflicts with the 1,800 receiving a certificate referenced in the next sentence.
3. HiSET-should be "high school equivalency" (HSE). NH offers two different tests that result in an HSE, the HiSET & the GED.
4. What is "What's Next"? This is not a statewide adult education program.
5. The Adult Career Pathways Coordinator is not a statewide required role, so it is unclear who this person is or what classes they are present in.
6. Adults don't currently have broad access to CTE centers.
7. The Bureau of Adult Education doesn't fund refugee service programs. They may fund an ESL or IET program at a refugee resettlement center.
8. Overall, this description doesn't include the full breadth of the variety of adult education programs available in NH, for example, ESL or adult high school diploma.

Thank you for this opportunity to offer comment.

Best,

Deanna



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[pwd=dFVkdEExOTVMT1B1Q3BCcEtWaxFRUT09](https://nhadulthood.org.zoom.us/j/6363455341?pwd=dFVkdEExOTVMT1B1Q3BCcEtWaxFRUT09)

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Appendix 5: Full SQSP Package

State Quality Service Plan Narrative FY 2024

New Hampshire Employment Security

A. Overview

Rebuilding and Improving Program Performance by Addressing the Significant Impact that the Workload Created by the COVID-19 Pandemic continues to have on the UI System:

New Hampshire was fairly well positioned, with regard to IT systems, at the start of the pandemic. New Hampshire's benefit payment system was modernized in 2009, with many enhancements added since that time. These enhancements include a rewrite of the employer and claimant view portals as well as a fraud prevention program, "Spidering", among others. All of the state's hardware had been upgraded and fully placed into service in January of 2020, just prior to the onset of the pandemic, allowing the state the bandwidth to accept and process the extremely high number of claims received with zero down time other than scheduled system builds. This being said, New Hampshire still faced many of the same challenges as other states. Within the first few weeks of the pandemic, the number of non-monetary issues needing adjudication soared to over 40,000. With an adjudication staff consisting of 22 Certifying Officers, managing this workload in a timely manner was impossible. This extremely high volume also made evident some inefficiencies existing within the staff view of our benefit payment system, false positives with our Spidering program, staff management and new markers needed for our Benefit Payment Control system, "Investicase", and with automation improvement with our collections software, "Collecticase". New Hampshire was fairly well able to manage calls through the utilization of the New Hampshire National Guard and the use of non-merit staff flexibilities. Identity Verification became a huge concern for all states throughout the pandemic and remains an ongoing concern. New Hampshire was able to minimize losses resulting from Identity theft through our Spidering program as well as through manual processes.

New Hampshire was successful in integrating the Federal assistance programs along with their reporting requirements with the initial funding sources provided through their related UIPL's. This has allowed New Hampshire to fully utilize all funds received through the 28-20 series of UIPL's to integrate with IDH and IDV, enhance Investicase, improve intake of self-employment income (including GIG economy workers), incorporate Single Sign-On with Multi Factor authentication, increase our fraud investigator staffing levels, improve data management and analytic capabilities, and improve PUA overpayment recovery efforts.

For Investicase, BPC investigators identified several markers that are paramount in identifying potential identity theft, but which were not included in our Spidering program nor in our Tips and Leads portion of InvestiCase. Throughout the pandemic, these markers were produced through manual system queries and then manually reviewed by staff. These queries will be incorporated directly into the Investicase program on a real time basis, allowing for a much more efficient process. In addition, changes will be made to the staff management screen to allow for better search, assignment and prioritization of all BPC related issues.

After a necessary change in Law, New Hampshire was able to fully integrate with IDH/IDV. Single Sign-On with Multi Factor Identification has been developed on our side and we are just awaiting finalization of a vendor contract to go live. With UIPL 22-21, New Hampshire is in the process of onboarding a vendor, Login.gov, to provide document verification in the ID verification process. Improvements are being made to our intake of earnings within our benefit payment system as they relate to gig economy workers, other self-

employed individuals and those receiving commission only earnings, such as real estate agents. UIPL 22-21 also includes some improvements to our Collecticase system.

New Hampshire also received funding under UIPL 28-20 change 4 which included more substantial changes to our Collecticase module. Such as the implementation of: enhanced and configurable case assignment rules/features; an improved dashboard; all aspects of bankruptcy within the case management system; business rule changes relating to collections remedies such as Wage Garnishment and Liens; Document Upload features to allow for the payment plan process to be fully incorporated within Collecticase; features for better visibility into the establishment and release of credit balances when repayments and offsets are reversed due to waivers and/or redeterminations; user interface pages to allow authorized Collections staff to modify some of the configurations that drive automated tasks and define the parameters related to different collections remedies; etc. Also, through 28-20 change 4, the enhancements to Collecticase will be complemented by the implementation of data analytics related to Overpayment Recoveries. The data analytics aims at facilitating an ongoing review of the effectiveness of the agency's different collections remedies for identifying areas for refinements. Collecticase can, in turn, be fine-tuned by modifying its configuration settings and/or through future system enhancements. The Data Analytics is expected to similarly support a review of the Collections Unit's performance and aid in sustaining it and/or improving it, as/when needed.

New Hampshire completed its process with the Tiger Teams. While the Tiger Teams represented a significant time commitment on the part of the state, its analysis was thorough, and its recommendations were in line with our identified needs and provided additional insight into the operations of our department. Through Tiger Teams funding, New Hampshire will be implementing Robotic Process Automation (RPA) in the Appeals process. Currently, it can take up to two hours for a staff member to compile the records necessary to create a paper appeal folder. Through the use of RPA, the creation of the Appeal folder will be automated with the filing of an Appeal. The RPA will create an electronic folder containing all relevant documents, will forward copies of the folder to all appeal parties, and will place the folder in a file location common to all appeal chairs. Chairs will then be able to access the documents from any location within the state, reducing postage and time. Staff who have had the responsibility of creating appeal folders will now be able to provide a greater level of support to the chairs allowing for the chairs to ultimately be able to hold a greater number of hearings per week.

New Hampshire is also improving its case management capabilities through Tiger Team funding. Tiger Teams' interviews with NHES found the current Staff portal to be inadequate in its case management capabilities, especially during times of high unemployment. Adaptable work assignments, and smooth but robust workflows that drive effectiveness while maintaining efficiencies, uniformity and best practices through varying economic periods would allow NHES to quickly ramp up and down, as needed. The case management capabilities of NH's Unemployment Benefits System (NHUIS) will be enhanced by implementing a dashboard that would be presented as the "Home" page when Adjudicators and their Supervisors log in. The Dashboard will display the user's work items/assignments along with a set of metrics that will help the user in prioritizing work items, drive workflows and aid in increased overall performance and effectiveness. It will also include easy lookup features to allow for work assignments to be queried/filtered using a combination of a predefined set of criteria. The Adjudicator Dashboard will be complemented with a similar Supervisor Dashboard that allows

Supervisors to review work distribution within their units, easily reassign large set of items and proactively drive performance improvements.

The Dashboard solution will be implemented using contemporary technology frameworks as a separate application that seamlessly integrates with the current Staff portal. It will include Single Sign-on capability for users of the Staff portal. To accomplish this, the login module of the current Staff portal will also be enhanced to incorporate common login capability that would allow authorized staff users to seamlessly traverse between the two applications (the Dashboard application and the current Staff Portal).

The Dashboard application will be designed in a manner that it can be extended and refined to meet similar requirements for other units (such as Appeals) within the agency.

New Hampshire has received the benefit of additional Tiger Team funds being made available through UIPL 11-23. New Hampshire is currently in the project design phase to determine the best use of these additional funds.

The extreme volume during the Pandemic forced New Hampshire to examine many of its current business processes, technologies and methods of service delivery for potential improvement. One of our first observations was that New Hampshire does not have an effective method for analyzing all of the data in its possession. To that end, New Hampshire is developing a data analytics program utilizing Business Intelligence software. date, the majority of improvements completed have had a primary focus on integrity. Improvements in the area of integrity will be discussed in New Hampshire's Integrity Action Plan.

The pandemic also led to a large turnover in staff in terms of retirements, promotions and churn related to burnout. This led to a significant number of new staff which had to be trained quickly. New Hampshire has required all adjudication staff regardless of experience, to participate in all of the Adjudication trainings offered through NASWA's learning site. All of our BPC investigators participated in and earned certificates in the Fraud learning components. Relevant staff have participated in the PUA training as well as other more specified trainings. All adjudication staff also recently participated in the adjudication training offered through the DOL-sponsored training "*Adjudications: Past, Present, and Future*" offered on August 23-25, 2022. We have also instituted a retraining program for all experienced adjudicators and a comprehensive re-training for all newly hired adjudicators to ensure there are not gaps in their training.

Focusing on Improving the Timely Delivery of Benefit Payments and the Reduction of the UI Adjudication and Appeals Backlogs:

New Hampshire has fully resolved its backlog in adjudication and appeals. All adjudication and appeal issues are now being scheduled and held timely. To address backlogs, we had temporarily promoted or reassigned staff to assist in areas where back logs remain. To address the adjudication backlog, we cross trained staff from other areas in our department to work on specific issue types, with the more complex issue being directed to experienced adjudicators. To reduce the Appeals backlog, we temporarily promoted several Certifying Officers. To assist with the BPC backlog, we reassigned a number of Certifying Officers to triage NDNH and SDNH hits to identify potential fraud. There remains a backlog within our BPC unit and staff continue to assist in this area.

Ensuring Equitable Access to UI programs

As mentioned earlier, New Hampshire will be applying for funding under UIPL 23-21 to assist us with addressing some identified Equity issues. Specifically, we will be seeking to rewrite all outward-bound communications and outward-bound facing information into plain language. We also intend to have all of this information presented in Spanish, based upon the claimant's language preference. We are in the process of positing an additional bilingual Certifying Officer position and later, a bilingual Appeals Chair. We will be programming our system so that it will automatically assign adjudication and appeals to a bilingual adjudicator or appeals chair, if the claimant lists Spanish as their language preference. We are still in the process of building our data analytics component as mentioned earlier. Initial results indicate the Spanish speaking population to have greater delays in the payment of their claims and/ or adjudication of their issues. As we further refine our data analytics, we may identify other areas of concern with equitable access. However, plain language and Spanish translation seem to be the greatest barriers to equitable access.

Consistent with Tiger Team recommendations New Hampshire will also be utilizing some funds made available under the Tige Teams grant to improve the mobile responsiveness of our system. Throughout the pandemic, Claimants relied upon their mobile devices to submit unemployment claims. While our system will work with mobile devices, the information is not always presented in an easy-to-follow format sized to the screen being used. This did result in some claimants not providing all relevant information and delays in claims processing. Improving the mobile responsiveness of our system should help to alleviate some of these issues.

New Hampshire is also looking toward other vendor options for translation. While Spanish is the primary non-English speaking population in New Hampshire, ideally, New Hampshire would be able to translate claim information into any language. AI technology has improved translation software tremendously over recent years making such a prospect possible.

Supporting the Reemployment of UC Claimants through RESEA, Short-Time Compensation (STC), Robust Work Search Activities, and Other Targeted Initiatives:

In January of 2020, New Hampshire had planned modifications to its RESEA program within its benefit payment system. These enhancements included the creation of an intuitive, contemporary and user friendly front-end for RESEA staff to more easily to manage their workload and the scheduling of appointments, rewrite the RESEA timeslot creation component, and refine the claimant portal to more smoothly integrate with the new RESEA model. These items were delayed as a result of the pandemic. Funds originally allocated to this project will be added to funds newly made available for IT upgrades concerning RESEA to develop a more robust program. Claimants will be able to schedule their own RESEA orientation and one on one meetings as in person or virtually. Initially, they will be able to choose between virtual or in person for the orientation meeting with one-on-one meetings being offered only virtually. Eventually, all meetings will be offered as either remote or in person. We are in the process of rebuilding our staffing levels to be able to meet the demand of one-on-one in person meetings for all eligible claimants.

New Hampshire continues to utilize the profiling score to identify individuals for participation in the RESEA program. New Hampshire will has expanded the profiling score threshold to allow

for greater participation with the ultimate goal of serving all potentially eligible claimants. With other enhancements to the benefit payment system, New Hampshire will include “nudging” messaging throughout the claimants filing process along with its current reminders, email or US mail by claimant preference, one week prior to the appointment with a telephone reminder 24 hours prior to the appointment, to help increase claimant participation. Increasing participation in RESEA will help to reduce improper payments and improve overall program integrity.

New Hampshire has an innovative and robust work search requirement which is designed to complement RESEA participation. It consists of three levels, a gold, silver and bronze medal level. If a claimant participates in a New Hampshire Employment Security sponsored Job Fair, they earn gold medal status, fulfilling their work search requirement for that week. Claimants are notified of all qualifying events weeks prior to their occurrence providing them plenty of opportunity to register and participate. Prior to implementation of this component, May of 2021, attendance at an NHES sponsored job fair was approximately 30 people for over 3000 job openings. After implementing this, attendance at NHES sponsored job fairs far exceeded the open number of jobs and, in fact, exceeded the number of available slots we had for the virtual event. We were forced to more than triple the available slots for the next virtual job fair. Attendance at NHES job fairs has dropped somewhat since, as the unemployment claims level has dropped significantly, however, attendance continues to remain robust. To obtain silver medal status and satisfy the work search requirement for a week, a claimant must make a minimum of two direct contacts with a hiring employer. To obtain bronze medal status a claimant must complete no less than five work search activities. The claimant may choose from a list of activities. Activities include such items as resume participation, registering on job search websites, and completion of chapters of “My Re-employment Plan” consistent with the requirements of RESEA, among others. A direct contact with a hiring employer also constitutes an activity. RESEA staff may override the level system should they conclude that the claimant would be best served by making a certain number of direct contacts per week. RESEA staff may also set the desired number of contacts. We plan to refine this a bit further with an upcoming rewrite, which was included in one of our SBR applications, to allow for RESEA staff to select specific activities to be required. We will also be including “nudging” statements to encourage a best next action in their work search efforts. For example, a claimant cannot complete Chapter 1 of the My Re-employment plan more than one time. If a claimant completes Chapter 1, they may receive a nudging statement to continue their progress with this plan and work on Chapter two this week. The next time they file, Chapter one would no longer be an option for them. We have already built in some integrity controls. For example, a claimant may not enter the same employer multiple times on the same application or for multiple weeks in a row. They may also not list the employer from which they had been recently laid off as a repeated entry. Should a claimant do either of those things an alert creates for the ES/RESEA staff to review their work search. ES/RESEA staff can then enter an issue for adjudicators if the work search is deemed insufficient. All work search activities are accurately documented within our benefit payments system and are available in real time for RESEA staff to utilize when conducting one-on-one meetings and reviewing for eligibility.

New Hampshire has a successful STC program. It had been only sparsely utilized by employers prior to the pandemic, but its use gained popularity during the pandemic and proved extremely valuable to many employers as they began to bring their workforce back. New Hampshire has

noticed some areas in which we can improve our STC program. Flexibility is the primary issue raised by employers. Currently, an employer must identify the unit(s) effected and list a reduction that will prevail throughout the life of the STC plan. If an employer determines they currently require a 50% reduction, they will enter into a plan that locks them into that reduction for a period of 26 weeks. The only way to change the reduction is to terminate the plan and institute another. Ideally, an employer would be able to change the reduction percentage, on a monthly, if not weekly, basis to reflect changes in their workload over the course of the STC plan. New Hampshire will be applying for funding under UIPL 22-20 to affect these changes. We do not expect to apply for these funds until Q4 of 2023 as we have a number of time sensitive competing priorities which must be resolved prior to dedicating resources to this endeavor.

Combatting Fraud: Strengthening Identity Verification; Improving Prevention, Detection, and Recovery of Improper and Fraudulent Overpayments; and Reducing the UI Improper Payment Rate:

Prior SBR funding supported our project, “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 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 mark 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.

New Hampshire has applied for and received approval for funding under all of the UIPL 28-20 series. We intend to utilize these funds to rebuild our “Spidering” program incorporating the lessons learned over this pandemic. As stated above, New Hampshire developed its “Spidering” program several years ago to assist in identifying fraud. It utilizes a series of markers and

scores to identify potential fraudulent claims. The program was not designed to handle the volume of claims we received at the start of the pandemic. Some of the components of the program needed to be shut off as they were producing too many false positives. In a normal recessionary environment, we would have been able to review all of the results of the Spidering program, however, with these unprecedented numbers there were simply not the resources available to do so. The funds being provided, through the UIPL 28-20 series, will allow us to leverage the existing system while incorporating lessons learned. In addition, we will be able to integrate additional protocols specific to individuals who would typically not be covered, such as GIG workers, self-employed, and those that lack sufficient quarterly earnings.

New Hampshire has gone live with all aspects of IDH and IDV. In order to do so, New Hampshire needed a change to legislation. This did lead to some delays in implementing, but we are there now. New Hampshire is live with separation information exchange with SIDES. New Hampshire has plans to integrate the Monetary and Potential Charges, Decisions and Determinations, and Benefit Charges exchanges over this biennium period.

New Hampshire's 12-month improper payment rate ending 12/31/2019 was 6.9% and for the one-year period ending 3/31/2020 we were at 5.18%. New Hampshire is proud of the gains it had made in improving its improper payment rate. New Hampshire's improper payment rate soared for the period ended 12/31/2020 to 19.438%. New Hampshire has started to reduce its IPPR with end of year 2022 coming in at 17.34%. It appears the primary catalyst for this was due to a backlog of separation issues, with nearly 50% of all improper payments attributable to this factor. As stated earlier in this report, New Hampshire ceased holding payments on separation issues for a period of time at the start of the pandemic. As our campaign to resolve this backlog of separation issues progressed the overpayments associated to this category increased. The backlog related to adjudication and appeals has since been resolved. We may still experience some impact as claims move through upper levels of appeals, and as we work through our Benefit Payment Control backlog however, we expect our IPPR to continue to fall as we work through these remaining backlogs.

Benefit Year Earnings is the next highest contributor to New Hampshire's improper payment rate comprising just over 20% of improper payments. New Hampshire had been very successful in controlling overpayments which are the result of benefit year earnings prior to the pandemic. Several factors have contributed to the increase. Preventing ID theft claims has dominated our BPC unit's attention since the start of the Pandemic. There were simply not enough staff to also investigate the huge number of claimants that were not reporting their earnings in addition to the demands placed on that unit in preventing ID theft. Since ending the Federal programs on June 19, 2021, our BPC staff has been able to refocus their energies on the more traditional types of fraud such as benefit year earnings. Our system is designed, through our Spidering program, to detect unreported earnings as soon as employer wages are entered. We currently have a backlog of approximately 6,000 investigations related to benefit year earnings. It is likely this number is a bit inflated as a claimant may appear on this report more than once. As our Benefit payment Control staff work through this backlog, it is likely we will continue to see a rise in improper payments as a result of unreported earnings. As New Hampshire works to improve its ability to better verify the identity of individuals at the onset of their claims through the use of technology, the demands related to ID theft investigations, in future recessionary conditions, should be greatly reduced. This will allow for BPC to concentrate on the more traditional types of fraud at the onset. New Hampshire has

temporarily assigned a number of adjudicators to assist with triaging our NDNH, SDNH and other cross match hits to allow for BPC staff to focus on those claims needing investigation. This has helped to reduce the backlog at a much greater pace.

The final primary contributor to New Hampshire's improper payment rate is Ability/Availability issues. Prior to the pandemic, New Hampshire's improper payment rate related to ability/availability issues was zero. The bulk of these issues were the result of claimants not being honest with their initial claim filing and the department later becoming aware the claimant was not able or available for work for reasons other than COVID-19. In some cases, these were discovered by the Department, in other cases, claimants reported availability/ability issues with subsequent filings.

New Hampshire has not lost focus on the primary causes of improper payments in a normal UI environment. Also included in our request for supplemental funding is a rewrite of our work search program in our benefit payment system. We already have a very robust and interactive work search program which incorporates activities such as participation in the "My Reemployment Plan" associated with RESEA. However, components of this program were rushed in an effort to reinstate work search at the end of May 2021. We will be revisiting these issues and also incorporating some new functionality which will include positive reinforcement and "nudging" for future work search activities. This effort is designed with the intent of lessening the claimant's duration of unemployment while also lessening the propensity for fraud in completing these. New Hampshire incorporated three options for a claimant when completing work searches. Gold Medal – claimant attends a NH Employment Security Activity such as a job fair. Silver Medal – claimant makes a minimum of two direct contacts with a hiring employer. Lastly, Bronze Medal – a claimant completes a minimum of five work search activities. Activities can include attendance at a NHES workshop, completing chapters in the My Reemployment Plan, completing or revising a resume, registering on job search websites and etc. Some of these activities can only be performed once. For example, a claimant may only complete chapter one of their My Reemployment plan once. Once they select this item it will no longer appear as an option on future continued claims. We will be incorporating more of this type of logic with the work search rewrite.

New Hampshire has a pretty good handle on detecting benefit year earnings, or at least prior to the pandemic we did. One area in which we could improve is the reporting of income earned in self-employment and in other nontraditional employment such as with gig workers. We have received funding through the 28-20 series to assist with a rewrite of this portion of our earnings program.

As of April 2023, New Hampshire's IPPR has fallen to 7.48%, well under the threshold of 10%. New Hampshire expects this trend to continue downward with improvements to our system relative to benefit year earnings and work search, ongoing through this reporting period.

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 requests 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. NH is looking to implement some of the SIDES other modules module this fiscal year, also with funds provided through UIPL 28-20, which should also assist in these operations. New Hampshire utilizes TOPS for both claimant and employer debt. The department utilizes wage garnishment, property liens and distraints when attempts to set up voluntary repayment plans are not successful.

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.

New Hampshire Employment Security acquired the management of the WIOA program and related funds during calendar year 2019. Staff have been hired and program revisions and development are underway. This process has been interrupted, to some degree by the recent pandemic. Nevertheless, prior existing contracts are being managed and new contracts are being developed.

New Hampshire submits a Combined Plan and the SQSP is included, and updates supplied as part of that plan.

RESEA

In March of 2021, RESEA resumed in New Hampshire. We incorporated virtual orientation and one on one meetings. We started the program with a small population, identified individuals with job experience in our highest demand industries and included this group first. We have since resumed utilizing the claimant's profiling score in identifying the service population. We plan to expand the population served through RESEA to include all claim filers who are not work search waived. This process of seeing everyone will begin once we have sufficient staff trained to address this population. This is a configurable item utilizing the profiling score. We can easily reduce the population we serve should volumes prohibit us from being able to continue to see all claimants. We will be incorporating a choice of either in person or virtual for all of our meetings in the near future, with staff having the ability to override and require in person if necessary. We believe this will assist in improving overall attendance. The programming is in place for this to occur. The expectation is that we will resume in person meetings in mid-November 2022. We do currently offer in person for individuals who are technologically challenged. The "My Re-employment Plan" is incorporated into both our RESEA program and as a valid work search activity within our benefit payment system. The RESEA staff conduct an eligibility review as a component of each one-on-one RESEA meeting. The staff member will review the claimants' work searches, work history, UI eligibility criteria and advise the claimant appropriately and/or require additional work search efforts. Expanding this program to include all claim filers will provide an opportunity, early in the claims filing process,

to review and explain eligibility criteria and to assist the claimant in being successful in their return to the labor market.

Worker Misclassification

In order to facilitate a higher likelihood of identifying misclassification, data received from the Internal Revenue Service, based on companies that have issued “single-payor 1099s” (Single Payor 1099 – where the recipient’s only 1099 sourced income (1099-MISC / 1099-NEC as of 2020) was issued by the business targeted for audit), are sorted by the frequency the EIN has appeared in the data. Companies appearing on the comparative lists for sorting most frequently (both registered and unregistered), and have no prior audit are prioritized for auditing.

B. Federal emphasis (GPRA goals 2021)

Percent of Intrastate Payments Made Timely (Make Timely Benefit Payments)

New Hampshire takes accurate and timely payments seriously. Considerable efforts have been levied on first payment timeliness, non-monetary determination timeliness and quality, reporting accuracy and data validation. Prior to the pandemic New Hampshire met all criteria associated with these measures and was not required to submit a corrective action plan.

The Pandemic changed all of that, not unexpectedly. New Hampshire has failed nearly all GPRA components for fiscal year 2022. This is a direct result of the extremely high and unmanageable workload. New Hampshire is confident, it will return to passing in all measures now that its backlog is resolved. We expect delays in returning to passing with some measures, as a result of higher-level appeals working their way through the system, however, anticipate passing all measures by q2, 2023.

Since resolving its backlog, New Hampshire has reinstated all of its timeliness and quality controls. New Hampshire redesigned its reporting, related to timeliness, in our benefit payment system in 2017. These revisions allow for a display of timeliness data, in real time, which allow for managers and supervisors to easily view and sort information to identify timeliness issues before they occur. This has proven to be a useful tool in years past in effectively managing first payment and non-monetary timeliness. Utilizing this tool, New Hampshire was able to pass first payment timeliness in July 2022, at 87.03%, for the first time since the pandemic began. While first payment may still have some potential residual impacts from the pandemic, we expect to be back on track in consistently passing first payment with q4, 2022.

New Hampshire’s first payment timeliness has been improving. New Hampshire has consistently passed first payment timeliness throughout 2023. This does remain a challenge as ID verification has had a significant negative impact on first payment timeliness. With the coming implementation of Login.gov and its postal option, it is expected additional negative impacts will occur. The postal verification component allows for the claimant to verify within seven days. If a claimant successfully verifies their identity timely, it will result in a seven-day delay in the processing of the claim for first payment. This effectively reduces the time a state has to process a claim timely by 33%. This is a significant burden to overcome.

Detection of Recoverable Overpayments (Detect Benefit Overpayments)

New Hampshire has always passed the detection of recoverable overpayments target until the pandemic. This measure is completely out of range due to the enormous number of overpayments established by BPC, both Fraud and Non-Fraud, as they worked through the grids that contained many thousands of issues. This resulted in BPC detecting and establishing over 4 times as many overpayments as QC BAM Operations. Unreported work and earnings were the most popular cause during the Pandemic for most of the non-fraud overpayments that BPC established. This measure could remain elevated as BPC continues working through its backlog. Triage (identification of those claims needing fraud investigation vs those that can be cleared or handled as non-fraud) of all outstanding BPC issues is almost completed. The BPC backlog is expected to be fully resolved by q2 end 2024.

Percent of Employer Tax Liability Determinations Made Timely (Establish Tax Accounts Promptly)

New Hampshire passed this measure for fiscal 2022 with a score of 92.7%. New Hampshire will continue its successful approaches in this category.

Improve Effective Audit Measure

New Hampshire has recognized a 20% growth rate in the number of registered employers over the past two years. We attribute much of this to the increase in remote workers in the fields of administration and technology, with many Massachusetts companies allowing their employees to work out of their homes in New Hampshire. To address this additional need, New Hampshire has created an additional permanent Field Auditor position. We expect the addition of this position along with a greater emphasis in conducting audits on larger employers to improve our effective audit measure both in numbers of employers audited and in total dollars audited.

C. Program review deficiencies

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. In September of 2019, New Hampshire completed its revisions to the BAM reporting. We will continue to monitor this to ensure accuracy.

New Hampshire failed data validation for populations 4, 5, 6, 12, 9 and 14 with our most recent submission. We have not yet identified a cause for these failures. We are currently investigating and will update with our quarterly SQSP submission as information becomes available.

New Hampshire is also having additional difficulties with pop 3 for tax. Changes to the charging of employers including reimbursors, over the pandemic period, resulted in incomplete and incorrect reports being generated from our tax system related to pop 3 tax. New Hampshire has a legacy tax system. Over the course of the Pandemic, the IT resources responsible for maintaining this system retired. New Hampshire has been unable to find qualified IT resources to maintain this system. We have just contracted with our benefit payment system managing vendor to take on the responsibility of maintaining this system. This contract is effective as of 10/1/2022. The after a knowledge transition period, their first priority will be to resolve the

pop 3 tax issue. New Hampshire does plan to build a new tax system, the process of allocating funding and planning of this upgrade had begun prior to the pandemic.

New Hampshire has failed nearly all data validation components. We are reevaluating all of the measures to identify causes for the failures. We expect this assessment period to extend throughout the majority of 2024 with development to begin in the fourth quarter of 2024.

D. Program deficiencies

Improper Recording of Detection Dates

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.

E. Reporting requirements

New Hampshire has been current with all reports.

F. Customer Service Surveys

New Hampshire has not conducted customer surveys over the most recent completed fiscal year. However, New Hampshire did participate in the Tiger Teams process. Tiger Teams did make contact with New Hampshire Legal Assistance, as well as other Human Service agencies in the development of their recommendations. New Hampshire does plan on utilizing customer surveys as a part of its upcoming plain language project, provided funding is approved through the Equity Grant offering.

Through New Hampshire's plain language initiative, we will be contracting with a vendor to assist with creation of focus groups with an emphasis on Behavioral Insights. New Hampshire is currently working with NASWA in developing its project plan and with assistance in identifying a vendor with experience and success in this process.

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. To date, as a result of the pandemic, the Governor has inserted 75 million dollars of Cares Act funds to help assure the funds solvency. This has allowed for New Hampshire's trust fund to exceed the first threshold (\$250 mil) for a fund balance reduction to the tax rate for employers. Beginning with q4 of 2022, employers, in good standing, will receive a .5% reduction to their current tax rate.

Beginning with q-2 2023, employers began receiving a 1% reduction to their current tax rate.

H. Assurances

New Hampshire's UI IT Contingency Plan was reviewed and updated in December of 2019. In December of 2019, New Hampshire completed an extensive upgrade 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 has been reviewed and updated to include the recent hardware and software upgrades as well as changes to the department's disaster recovery procedures.

Upon completion of the hardware upgrade New Hampshire completed a formal in-house Risk Assessment.

The NHES Information Security Officer has conducted 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

In 2017, the State of New Hampshire kicked off the **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 **2021/2022 IRS Safeguard Security Report (SSR) and CAP to the IRS Office of Safeguards** in May 2022. Since the 2021 IRS SSR was not submitted until May of this year, this submission satisfied the Agency's requirement for the 2022 SSR as well. 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 February 2022. 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. New Hampshire's next on-site review will occur in 2026.

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 September 7, 2022. 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. Our next SSA On-site review will be due in 2026.

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.

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.

Disaster Unemployment Assistance

Just prior to the start of the Pandemic, New Hampshire had begun a rewrite of its DUA program within its benefit payment system. We will be reinitiating this project with the benefit of the lessons learned over the pandemic period. New Hampshire does have and maintains a manual for the standard operating procedures related to DUA. We do expect this manual will be recreated with the development of the new DUA program. While no in house training program currently exists for staff responsible for DUA, we will avail ourselves of the training offered through the NASWA learning center and utilize this as an annual refresher until such time as we complete development of our new system and develop an in-house training program. We have

utilized NASWA's training modules for both initial and refresher training of adjudicators as well as for BPC investigators and found them to be very beneficial. Individuals responsible for the operation of New Hampshire's DUA program will have an active involvement in the development of the new program giving them a full understanding of its operation from go live.

New Hampshire					
MEASURES/PROGRAMS TO BE ADDRESSED FOR BIENNIAL SQSP FISCAL YEAR (FY) 2023					
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.)	SQSP 2023 Performance Year Data
		N	E		
First Payment Promptness	≥ 87%	X			50.79%
First Payment Promptness (IntraState 14/21 Days)	≥ 87%	X			50.87%
First Payment Promptness (InterState 14/21 Days)	≥ 70%	X			46.75%
First Payment Promptness (IntraState 35 Days)	≥ 93%	X			70.48%
First Payment Promptness (InterState 35 Days)	≥ 78%	X			65.25%
Nonmonetary Determination Timeliness	≥ 80%	X			49.04%
Nonmonetary Determination Quality - Separations	≥ 75%	X			56.18%
Nonmonetary Determination Quality - Nonseps	≥ 75%	X			70.77%
Lower Authority Appeals (30 Days)	≥ 60%	X			1.28%
Lower Authority Appeals (45 Days)	≥ 80%	X			1.89%
Average Age of Pending Lower Authority Appeals	≤ 30 days	X			137.4
Average Age of Pending Higher Authority Appeals	≤ 40 days				0.0
Lower Authority Appeals Quality	≥ 80%				95.36%
New Employer Status Determinations Timelapse	≥ 70%				92.90%
Tax Quality (Part A)	No more than 3 tax functions falling TPS in a year				Pass

	Tax Quality (Part B)	The same tax function cannot fail for 3 consecutive years				Pass
	TPS Sample Reviews	Pass	X			Fail: Debits-Reimb. Benefit Charges
	Effective Audit Measure	Pass 4 factors/score ≥ 7			X	Fail: Factor 1: 0.2 Factor 3: 0.1 Blended Score: 6.3
I N T E R I T Y	Improper Payments Measure	< 10%	X			20.654%
	Detection of Overpayments - 3 Year Measure	$\geq 50\%$ & $\leq 95\%$	X			441.35%
	Overpayment Recovery Measure	$\geq 68\%$	X			15.49%
	Data Validation - Benefits (All Submitted & Passing)	All Benefit Pops Submitted & Passing		X		Not Submitted: Populations 1, 2, 4- 7, 9-12, 14, 8TD 1-3, Module 3
	Data Validation - Tax (All Submitted & Passing)	All Tax Pops Submitted & Passing		X		Not Submitted: Populations 5; TPS 1-4, Wage Item, Module 5
	NDNH BAM Compliance	Pass				Pass
	BAM Operations Compliant	Pass All M&P				Pass
	Incorrect Recording of Issue Detection Date	95%			X	Fail

G P R A	Incorrect Recording of Determination Date	95%			Pass
	UI Reporting Requirements	Pass			Pass
	Percent of Intrastate Payments Made Timely	87%			93.87%
	Detection of Recoverable Overpayments	57.5%			610.52%
	Percent of Employer Tax Liability Determinations Made Timely	90%			92.70%
Integrity Action Plan (IAP) Top Three Root Causes - Payment Integrity Information Act (PIIA) Year Data					
Separation Issues; Percent of Dollars OP 46.92%					
Able + Available; Percent of Dollars OP 25.33%					
Benefit Year Earnings; Percent of Dollars OP 17.63%					
Monitoring Findings/Audit Resolution					

Alternate Year Overview

MEASURES/PROGRAMS TO BE ADDRESSED FOR ALTERNATE SQSP FISCAL YEAR (FY) 2024					
Measures/Programs to be Addressed (Each Measure Below is Hyperlinked to the CAP Worksheet)	Acceptable Level of Performance (AIP)	Corrective Action Plan (CAP)		Narrative Required (in Word Doc.)	SQSP 2024 Performance Year Data
		N	E		
First Payment Promptness	≥ 87%		X		71.77%
First Payment Promptness (IntraState 14/21 Days)	≥ 87%		X		72.46%
First Payment Promptness (InterState 14/21 Days)	≥ 70%		X		67.48%
First Payment Promptness (IntraState 35 Days)	≥ 93%		X		89.23%
First Payment Promptness (InterState 35 Days)	≥ 78%				82.77%
Nonmonetary Determination Timeliness	≥ 80%		X		76.54%
Nonmonetary Determination Quality - Separations	≥ 75%				85.21%
Nonmonetary Determination Quality - Nonseps	≥ 75%				80.86%
Lower Authority Appeals (30 Days)	≥ 60%		X		19.82%
Lower Authority Appeals (45 Days)	≥ 80%		X		32.66%
Average Age of Pending Lower Authority Appeals	≤ 30 days		X		51.5
Average Age of Pending Higher Authority Appeals	≤ 40 days	X			108.0
Lower Authority Appeals Quality	≥ 80%				95.65%
New Employer Status Determinations Timelapse	≥ 70%				91.70%
Tax Quality (Part A)	No more than 3 tax functions failing TPS in a year				Pass

	Tax Quality (Part B)	The same tax function cannot fail for 3 consecutive years			Pass
	TPS Sample Reviews	Pass	X		Fail: Debits-Reimb.
	Effective Audit Measure	Pass 4 factors/score ≥ 7	X		Fail: Factor 1: 0.6% Factor 3: 0.6% Factor 4: 0.5 Blended Score: 3.7
	Improper Payments Measure	< 10%			13.57%* see below
I N T E G R I T Y	Detection of Overpayments - 3 Year Measure	≥ 50% & ≤ 95%	X		448.77%
	Overpayment Recovery Measure	≥ 68%	X		7.93%
	Data Validation - Benefits (All Submitted & Passing)	All Benefit Pops Submitted & Passing	X		Fail: Benefits 4-6, 12-14; BTQ 1-3 Not Submit: Benefits 8, 9
	Data Validation - Tax (All Submitted & Passing)	All Tax Pops Submitted & Passing	X		Fail: TPS1
	NDNH BAM Compliance	Pass			Pass
B A M	BAM Operations Compliant	Pass All M&P	X		Fail: Paid 90 day timeliness = 92.80%
	Incorrect Recording of Issue Detection Date	95%			Fail
	Incorrect Recording of Determination Date	95%			100.00%
	UI Reporting Requirements	Pass		X	Fail
G	Percent of Intrastate Payments Made Timely	87%			72.46%
P	Detection of Recoverable Overpayments	57.5%			242.76%
R A	Percent of Employer Tax Liability Determinations Made Timely	90%			91.73%

Integrity Action Plan (IAP) Top Three Root Causes - Payment Integrity Information Act (PIIA) Year Data			
1. Able + Available; Percent of Dollars OP 29.46%			
2. Benefit Year Earnings; Percent of Dollars OP 21.421%			
3. Separation Issues; Percent of Dollars OP 16.532%			
Monitoring Findings/Audit Resolution			
Improper Payment Measure	CAP resolution for FY24	no CAP assigned as NH has met the performance for 3 consecutive year-ending quarter reviews. YE 09/30/22 9.131%; YE 12/31/2022 8.261%; YE 3/31/2023 9.093%	

First Pay Promptness

First Payment Promptness												
Federal Fiscal Year: 2023-2024 SQSP Corrective Action Plan & Progress Report					Back to Biennial Overview 2023				Back to Alternate Overview 2024			
State: New Hampshire					Federal Fiscal Year 2023				Federal Fiscal Year 2024			
Performance Measures	ALP	CAP Based on 04/01/2021	CAP Based on 04/01/2022	State's Target/Actual	12/31/2022 Quarter 1	3/31/2023 Quarter 2	6/30/2023 Quarter 3	9/30/2023 Quarter 4	12/31/2023 Quarter 1	3/31/2024 Quarter 2	6/30/2024 Quarter 3	9/30/2024 Quarter 4
		-	-									

		03/31/2022 Performance	03/31/2023 Performance	Perfor mance								
First Payment Promptness: % of all 1st payments within 14/21 days after the compensable week.	≥ 87%	50.79%	71.77%	Target	75.0%	87.0%	88.0%	88.0%	90.0%	90.0%	92.0%	92.0%
				Actual	72.8%	71.8%	75.1%	79.0%				
First Payment Promptness, 14/21 days Intrastate UI full weeks	≥ 87%	50.87%	72.46%	Target	80.0%	87.0%	88.0%	88.0%	90.0%	90.0%	92.0%	92.0%
				Actual	73.9%	72.5%	75.8%					
First Payment Promptness, 14/21 days Interstate UI full weeks	≥ 70%	46.73%	67.48%	Target	65.0%	75.0%	80.0%	80.0%	82.0%	82.0%	82.0%	82.0%
				Actual	80.9%	67.5%	72.5%					
First Payment Promptness, 35 days Intrastate UI full weeks	≥ 93%	70.43%	89.23%	Target	85.0%	95.0%	95.0%	95.0%	95.0%	95.0%	96.0%	96.0%
				Actual	90.2%	89.2%	91.4%					
Regional Office Comments in cell below:												
Corrective Action Plan Summary												
The Summary must provide:												
Alternate Year Plan Updates												
A. The Reason for the deficiency.												
New Hampshire had a significant backlog in adjudication resulting from the Pandemic.												

Alternate Year Plan Updates - New Hampshire briefly returned to passing first payment timeliness in Q-2 of 2022. Implementation of ID verification resulted in the Department losing the gains it had made in first payment timeliness. New Hampshire has returned to meeting first payment timeliness in all categories for the months of July and August of 2023. However, without further guidance from the DOL recognizing the additional burden ID verification places on states in meeting timeliness requirements, maintaining timeliness will continue to be a struggle.

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.

New Hampshire has fully addressed its backlog and first payment timeliness has returned to passing levels for the Month of July 2022. New Hampshire expects this trend to continue, although, some residual appeals at the higher level could adversely impact first payment. Current claims volume is very low any reversals at the higher level will have a more significant impact than if our claims load were more normalized.

New Hampshire currently has 30% of its adjudication workforce assisting our Benefit Payment Control unit in triaging tips and leads. These adjudicators will return to adjudication by November 15, 2022. With current claims volume and where we have been meeting first payment timeliness with a 30% reduction in our adjudication staff, we have every confidence of meeting first payment timeliness with their return.

Alternate Year Plan Updates - The largest contributing factor to not meeting timeliness is the introduction of ID verification at the onset of the claim filing process. New Hampshire has taken steps to minimize this through improved claimant messaging, staff training in the processing of ID verification issues, and issuing a denial of benefits in claims where the ID verification information is not provided timely. In hopes of further improvement to this process, New Hampshire is engaging with the DOL in their LogIn.gov initiative. As DOL is aware, this will provide for electronic ID verification as well as in person ID verification at most local US post offices. However, the USPS option provides the claimant a seven day window to report and provide evidence of their identity. This seven day window will minimally place us a week behind in meeting first payment timeliness. While the electronic ID verification process may save time, the USPS option will add to the time it takes to process the initial claim. This will likely have a negative impact on first payment that is beyond the states control.

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.

N/A

Alternate Year Plan Updates - New Hampshire has made progress in improving its first payment timeliness. The primary factor in not meeting first payment timeliness has been the implementation of ID verification at the onset of the claim. Steps taken to improve the efficiency of the ID verification process have resulted in improvements to our first payment timeliness. However, many of the delays related to ID verification are beyond the states control. Even a claimant that successfully verifies their ID within the deadline period, two business days, places us nearly a week behind; e.g. claimant files their initial claim on a Friday or Saturday of their first payable week. The deadline for provision of their verification documents would be end of business on Tuesday the following week and claimant meets that deadline. The issue would be addressed the following day, Wednesday. The claim will now begin to process, starting the clock for the Notice of Claim response. At a minimum, we have lost four of the 21 days we have to make first payment, or, nearly 20% of the total time allowed to make a first payment. This is a best case scenario for a claim that has been filed on a Friday or Saturday meeting all deadlines. If a claimant is attempting to comply but facing difficulties, their deadline may be extended for up to a week. We allow three attempts prior to denying the claim or directing the claimant to a local office for assistance. We automatically deny claims that have not responded at all within the two business day deadline.

D. A brief description of plans for monitoring and assessing accomplishment of planned actions and for controlling quality after achieving performance goals.

Alternate Year Plan Updates - New Hampshire will continue to monitor for improvements in the ID verification process. Much remains unknown with regard to how the implementation of Login.gov will impact the ID verification process. Electronic verification will provide a much faster ID verification solution. However, verifying through the USPS or at one of our local offices may have a negative impact on first payment.

NOTE: Enter an "X" in the box to the right if the desired improvements will not be accomplished by the end of the two consecutive fiscal years for which this 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.

(Enter Remaining Major Actions Here)

Milestones	
Ongoing monitoring of first payment proactive reports to ensure first payment is continually being met.	Completion Date 9/30/2024

FY 2023 Quarter 1 Status Report (Quarter Ending 12/31/2022):

New Hampshire continues to monitor first payment timeliness. Throughout this period New Hampshire had found that its method of handling ID verification had been impacting first payment. New Hampshire had been allowing payment for weeks prior to the verification of the ID once the ID had been verified. This resulted in late filed weeks being paid and affecting first payment timeliness. New Hampshire has changed its approach and now denies the weeks that were not filed timely as a result of the claimant failing to respond to the departments request for information. For the month of January 2023, New Hampshire's first payment timeliness was 90.1% and for the month of February 2023 New Hampshire's first payment timeliness was at 87%. While more work will need to be done, New Hampshire appears to be apssing as of January 1, 2023.

FY 2023 Quarter 2 Status Report (Quarter Ending 3/31/2023):

New Hampshire continues to make improvements in this area. ID verification continues to have a negative impact on first payment timeliness. New Hampshire continues to explore ways in which we can improve upon our current ID verification process.

FY 2023 Quarter 3 status report (Quarter Ending 6/30/2023):

New Hampshire continues to make improvements in this area. ID verification continues to have a negative impact on first payment timeliness. New Hampshire continues to explore ways in which we can improve upon our current ID verification process. NH is engaging with Login.gov to provide ID verifictaion and Multifactor authentication services to improve automation of this process.

FY 2023 Quarter 4 Status Report (Quarter Ending 9/30/2023):

New Hampshire continues to make improvements in this area. ID verification continues to have a negative impact on first payment timeliness. New Hampshire continues to explore ways in which we can improve upon our current ID verification process. NH is engaging with Login.gov to provide ID verifictaion and Multifactor authentication services to improve automation of this process.

FY 2024 Quarter 1 Status Report (Quarter Ending 12/31/2023):

FY 2024 Quarter 2 Status Report (Quarter Ending 3/31/2024):

FY 2024 Quarter 3 Status Report (Quarter Ending 6/30/2024):

FY 2024 Quarter 4 Status Report (Quarter Ending 9/30/2024):

2. Ongoing assessment of claims not meeting first payment timeliness to determine cause

Completion Date

	9/30/2024
<p>FY 2023 Quarter 1 Status Report (Quarter Ending 12/31/2022): This task has been assigned to our Certifying Officer IV's (CO IV's). Our CO IV's are responsible for initial and ongoing training of our adjudicators.</p> <p>FY 2023 Quarter 2 Status Report (Quarter Ending 3/31/2023): ID Verification continues to have the greatest impact.</p> <p>FY 2023 Quarter 3 status report (Quarter Ending 6/30/2023): ID Verification continues to have the greatest impact.</p> <p>FY 2023 Quarter 4 Status Report (Quarter Ending 9/30/2023): ID Verification continues to have the greatest impact.</p> <p>FY 2024 Quarter 1 Status Report (Quarter Ending 12/31/2023):</p> <p>FY 2024 Quarter 2 Status Report (Quarter Ending 3/31/2024):</p> <p>FY 2024 Quarter 3 Status Report (Quarter Ending 6/30/2024):</p> <p>FY 2024 Quarter 4 Status Report (Quarter Ending 9/30/2024):</p>	
3. Develop training or business processes aimed at resolving issues discovered in #2 above	Completion Date 9/30/2024
<p>FY 2023 Quarter 1 Status Report (Quarter Ending 12/31/2022): Observations made throughout q-4 2022 have resulted in a training being scheduled for March of 2023 to address identified issues with underperforming Certifying Officers.</p> <p>FY 2023 Quarter 2 Status Report (Quarter Ending 3/31/2023): New Hampshire continues to explore ways in which we can improve upon our current ID verification process.</p> <p>FY 2023 Quarter 3 status report (Quarter Ending 6/30/2023):</p>	

NH is engaging with Login.gov to provide ID verification and Multifactor authentication services to improve automation of this process.

FY 2023 Quarter 4 Status Report (Quarter Ending 9/30/2023):

New Hampshire is in development for implementation of Login.gov

FY 2024 Quarter 1 Status Report (Quarter Ending 12/31/2023):

FY 2024 Quarter 2 Status Report (Quarter Ending 3/31/2024):

FY 2024 Quarter 3 Status Report (Quarter Ending 6/30/2024):

FY 2024 Quarter 4 Status Report (Quarter Ending 9/30/2024):

4. New - FY 2024 - Go Live with Login.gov	Completion Date 3/31/2024
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FY 2023 Quarter 1 Status Report (Quarter Ending 12/31/2022):

N/A

FY 2023 Quarter 2 Status Report (Quarter Ending 3/31/2023):

N/A

FY 2023 Quarter 3 status report (Quarter Ending 6/30/2023):

N/A

FY 2023 Quarter 4 Status Report (Quarter Ending 9/30/2023):

New Hampshire is in development for implementation of Login.gov

FY 2024 Quarter 1 Status Report (Quarter Ending 12/31/2023):

FY 2024 Quarter 2 Status Report (Quarter Ending 3/31/2024):

FY 2024 Quarter 3 Status Report (Quarter Ending 6/30/2024):

FY 2024 Quarter 4 Status Report (Quarter Ending 9/30/2024):	
5. New FY 2024 - Analyze performance of Login.gov for potential efficiency improvements - Ongoing	Completion Date 9/30/2024
FY 2023 Quarter 1 Status Report (Quarter Ending 12/31/2022): N/A	
FY 2023 Quarter 2 Status Report (Quarter Ending 3/31/2023): N/A	
FY 2023 Quarter 3 status report (Quarter Ending 6/30/2023): N/A	
FY 2023 Quarter 4 Status Report (Quarter Ending 9/30/2023): New Hampshire is in development for implementation of Login.gov	
FY 2024 Quarter 1 Status Report (Quarter Ending 12/31/2023):	
FY 2024 Quarter 2 Status Report (Quarter Ending 3/31/2024):	
FY 2024 Quarter 3 Status Report (Quarter Ending 6/30/2024):	
FY 2024 Quarter 4 Status Report (Quarter Ending 9/30/2024):	
6. New FY 2024 - Initiate Multi-factor Authentication through Login.gov	Completion Date 6/30/2024
FY 2023 Quarter 1 Status Report (Quarter Ending 12/31/2022): N/A	
FY 2023 Quarter 2 Status Report (Quarter Ending 3/31/2023): N/A	

FY 2023 Quarter 3 status report (Quarter Ending 6/30/2023):

N/A

FY 2023 Quarter 4 Status Report (Quarter Ending 9/30/2023):

New Hampshire is in development for implementation of ID verification through Login.gov. MFA is scheduled to begin development after the launch of ID Verification services.

FY 2024 Quarter 1 Status Report (Quarter Ending 12/31/2023):

FY 2024 Quarter 2 Status Report (Quarter Ending 3/31/2024):

FY 2024 Quarter 3 Status Report (Quarter Ending 6/30/2024):

FY 2024 Quarter 4 Status Report (Quarter Ending 9/30/2024):

7. (Enter next milestone here)	Completion Date
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FY 2023 Quarter 1 Status Report (Quarter Ending 12/31/2022):

FY 2023 Quarter 2 Status Report (Quarter Ending 3/31/2023):

FY 2023 Quarter 3 status report (Quarter Ending 6/30/2023):

FY 2023 Quarter 4 Status Report (Quarter Ending 9/30/2023):

FY 2024 Quarter 1 Status Report (Quarter Ending 12/31/2023):

FY 2024 Quarter 2 Status Report (Quarter Ending 3/31/2024):

FY 2024 Quarter 3 Status Report (Quarter Ending 6/30/2024):

FY 2024 Quarter 4 Status Report (Quarter Ending 9/30/2024):

Nonmonetary Determination Timelines

Nonmonetary Determination Timeliness												
Federal Fiscal Year: 2023-2024 SQSP Corrective Action Plan & Progress Report					Back to Biennial Overview 2023				Back to Alternate Overview 2024			
State: New Hampshire					Federal Fiscal Year 2023				Federal Fiscal Year 2024			
Performance Measures	ALP	CAP Based on 04/01/2021 - 03/31/2022 Performance	CAP Based on 04/01/2022 - 03/31/2023 Performance	State's Target/Actual Performance	12/31/2022 Quarter 1	3/31/2023 Quarter 2	6/30/2023 Quarter 3	9/30/2023 Quarter 4	12/31/2023 Quarter 1	3/31/2024 Quarter 2	6/30/2024 Quarter 3	9/30/2024 Quarter 4
Nonmonetary Determination Timeliness	≥ 80%	49.04%	76.54%	Target	80.0%	80.0%	80.0%	80.0%	82.0%	82.0%	82.0%	82.0%
				Actual	79.1%	76.5%	78.4%	81.7%				
Regional Office Comments in cell below:												
Corrective Action Plan Summary												
The Summary must provide:												

Alternate Year Plan Updates

A. The Reason for the deficiency.

New Hampshire had been resolving backlogs in adjudication resulting from the Pandemic

Alternate Year Plan Updates - New Hampshire's efforts at improving non-monetary timeliness have been successful. New Hampshire is passing non-monetary timeliness by 2023 - 10/01/2022 - 9/30/2023 at 81.7%.

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.

New Hampshire has fully addressed its backlog with non-separation - non-sep timeliness returned to passing levels for the second quarter of 2022. Separation timeliness is expected to return to passing levels by q-3 2022. New Hampshire currently has 30% of its adjudication workforce assisting our Benefit Payment Control unit in triaging tips and leads. These adjudicators will return to adjudication by November 15, 2022. With current claims volume and where we have been meeting first payment timeliness with a 30% reduction in our adjudication staff, we have every confidence of meeting non-monetary timeliness with their return.

Alternate Year Plan Updates - New Hampshire will continue to monitor its non-monetary proactive report to ensure claims are addressed prior to their due date. New Hampshire will also continue to monitor for improvements in efficiency of our ID verification process which has demonstrated a negative impact on non-monetary timeliness.

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.

N/A

Alternate Year Plan Updates - Actions of the previous plan were successful in improving performance and in meeting timeliness standards. New Hampshire will continue its current efforts to maintain Non-monetary timeliness.

D. A brief description of plans for monitoring and assessing accomplishment of planned actions and for controlling quality after achieving performance goals.

New Hampshire will monitor non-monetary timeliness. No additional action plans will be put into place unless New Hampshire fails to return to passing levels in all categories by q-1 2023. We will continue to monitor for deficiencies and will address timeliness issues as they arise. New Hampshire has reinstated all of its quality control procedures including our Quality Claims Review Process (QCRP) as well as refresher training of all of our adjudicators and a comprehensive retraining for all new adjudicators, those with less than two years experience.

Alternate Year Plan Updates - New Hampshire will continue to monitor its non-monetary proactive report to ensure claims are addressed prior to their due date. New Hampshire will also continue to monitor for improvements in efficiency of our ID verification process which has demonstrated a negative impact on non-monetary timeliness. I have modified New Hampshire's goals for non-monetary timeliness in upcoming quarters down. I did not fully take into consideration the impact ID verification would have on non-monetary timeliness when first establishing the goals. Much of the impact of ID verification is beyond the states control. We continue to monitor areas within our control, such as claimant messaging, staff level of training and potential system modifications in an effort to improve ID verification efficiency.

NOTE: Enter an "X" in the box to the right if the desired improvements will not be accomplished by the end of the two consecutive fiscal years for which this 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.

(Enter Remaining Major Actions Here)

Milestones	
	Completion Date
Complete refresher training for all experienced Adjudicators	3/31/2023

FY 2023 Quarter 1 Status Report (Quarter Ending 12/31/2022):

New Hampshire fell just short of its goal of meeting Non-mon timeliness for the period ended 12/31/2022. We are providing additional training to our staff regarding grid management in an effort to improve these numbers.

FY 2023 Quarter 2 Status Report (Quarter Ending 3/31/2023):

All refresher training was completed in Q1 of 2023.

FY 2023 Quarter 3 status report (Quarter Ending 6/30/2023):

All refresher training was completed in Q1 of 2023.

FY 2023 Quarter 4 Status Report (Quarter Ending 9/30/2023):

All refresher training was completed in Q1 of 2023.

FY 2024 Quarter 1 Status Report (Quarter Ending 12/31/2023):

FY 2024 Quarter 2 Status Report (Quarter Ending 3/31/2024):

FY 2024 Quarter 3 Status Report (Quarter Ending 6/30/2024):

FY 2024 Quarter 4 Status Report (Quarter Ending 9/30/2024):

Complete comprehensive training for all new adjudicators	Completion Date
	6/30/2023

FY 2023 Quarter 1 Status Report (Quarter Ending 12/31/2022):

Initial training was completed in q-4 of 2022. An additional training has been scheduled for March of 2023 with ongoing "on the job" review and training being conducted through q-1 of 2023.

FY 2023 Quarter 2 Status Report (Quarter Ending 3/31/2023):

Additional training has been completed for most staff. We are finishing up with two newer adjudicators and expect this to be completed by end of Q-2 2023.

FY 2023 Quarter 3 status report (Quarter Ending 6/30/2023):

All training and retraining has been completed.

FY 2023 Quarter 4 Status Report (Quarter Ending 9/30/2023):

FY 2024 Quarter 1 Status Report (Quarter Ending 12/31/2023):

FY 2024 Quarter 2 Status Report (Quarter Ending 3/31/2024):

FY 2024 Quarter 3 Status Report (Quarter Ending 6/30/2024):

FY 2024 Quarter 4 Status Report (Quarter Ending 9/30/2024):	
Ongoing Random Quality Claims Reviews for all Adjudicators	Completion Date 9/30/2024
FY 2023 Quarter 1 Status Report (Quarter Ending 12/31/2022): Quality claims review has been limited to our newly hired certifying officers for q-4 2022. This review will be expanded to include all adjudicators throughout 2023.	
FY 2023 Quarter 2 Status Report (Quarter Ending 3/31/2023): We have begun quality control reviews of all adjudication staff. This will be an ongoing and continuous process.	
FY 2023 Quarter 3 status report (Quarter Ending 6/30/2023): This process is ongoing.	
FY 2023 Quarter 4 Status Report (Quarter Ending 9/30/2023): This process is ongoing.	
FY 2024 Quarter 1 Status Report (Quarter Ending 12/31/2023):	
FY 2024 Quarter 2 Status Report (Quarter Ending 3/31/2024):	
FY 2024 Quarter 3 Status Report (Quarter Ending 6/30/2024):	
FY 2024 Quarter 4 Status Report (Quarter Ending 9/30/2024):	
4. New FY 2024 - Go live with Login.gov	Completion Date

	3/31/2024
FY 2023 Quarter 1 Status Report (Quarter Ending 12/31/2022):	
FY 2023 Quarter 2 Status Report (Quarter Ending 3/31/2023):	
FY 2023 Quarter 3 status report (Quarter Ending 6/30/2023):	
FY 2023 Quarter 4 Status Report (Quarter Ending 9/30/2023):	
New Hampshire has begun development for the implementation of Login.gov.	
FY 2024 Quarter 1 Status Report (Quarter Ending 12/31/2023):	
FY 2024 Quarter 2 Status Report (Quarter Ending 3/31/2024):	
FY 2024 Quarter 3 Status Report (Quarter Ending 6/30/2024):	
FY 2024 Quarter 4 Status Report (Quarter Ending 9/30/2024):	
	Completion Date
5. New FY 2024 - Analyze performance of Login.gov for potential efficiency improvements - Ongoing	9/30/2024
FY 2023 Quarter 1 Status Report (Quarter Ending 12/31/2022):	
FY 2023 Quarter 2 Status Report (Quarter Ending 3/31/2023):	

FY 2023 Quarter 3 status report (Quarter Ending 6/30/2023):

FY 2023 Quarter 4 Status Report (Quarter Ending 9/30/2023):

New Hampshire has begun development for the implementation of Login.gov.

FY 2024 Quarter 1 Status Report (Quarter Ending 12/31/2023):

FY 2024 Quarter 2 Status Report (Quarter Ending 3/31/2024):

FY 2024 Quarter 3 Status Report (Quarter Ending 6/30/2024):

FY 2024 Quarter 4 Status Report (Quarter Ending 9/30/2024):

6. (Enter next milestone here)	Completion Date
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FY 2023 Quarter 1 Status Report (Quarter Ending 12/31/2022):

FY 2023 Quarter 2 Status Report (Quarter Ending 3/31/2023):

FY 2023 Quarter 3 status report (Quarter Ending 6/30/2023):

FY 2023 Quarter 4 Status Report (Quarter Ending 9/30/2023):

FY 2024 Quarter 1 Status Report (Quarter Ending 12/31/2023):