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EXECUTIVE SUMMARY

The New Hampshire State Workforce Innovation Board (SWIB) and all of its partners have developed this Combined State Plan to show its dedication to a high quality workforce system that meets the needs of New Hampshire’s businesses community and workforce. The Workforce Innovation and Opportunity Act (WIOA) provided the vision for a planning process that included partners, stakeholders, and customers from across the state, focusing on a demand-driven workforce system that seeks the best possible experience for all business and jobseeker customers and strives for continuous improvement and alignment and integration of services.

The development of this plan was guided by the Workforce Innovation Board’s vision and mission for New Hampshire’s workforce system.

VISION

To serve as a catalyst to establish a secure and sustainable workforce that can meet current and future skilled labor needs and provide a competitive advantage for New Hampshire businesses.

MISSION

To promote life-long learning by partnering with businesses, agencies, and organizations to bring the state’s education, employment and training programs together into a workforce development system that will provide the means for residents of New Hampshire to gain sufficient skills, education, employment and financial independence.

VALUES AND PRIORITIES

At the outset of this planning process, priorities for workforce development in New Hampshire were presented as a framework for discussions. These priorities included:

- Affordable higher education
- Aligning programs with the needs of the business community
- Job training
  - Job Training Fund
  - NH Working – Stay at Work, Return to Work, Get Ready to Work, Pathway to Work
- Modernizing STEM education
- College and Career Readiness

The SWIB also identified a variety of values that they hoped would guide this plan and the continuous improvement of New Hampshire’s workforce System, including:

- Seamless service delivery
- Collaboration and trust
- Sector-based
- Demand-driven
- Fiscally responsible
- Balance realism & aspiration
- Customer-driven
- Responsible and accountable

With these values, mission, and vision in mind, this Combined State Plan was created to represent the vision, goals, strategies, and implementation plan for the workforce system, including nine specific programs within three state agencies.
STATEWIDE INPUT

Representatives from the Workforce Innovation Board and each of these partner programs as well as other stakeholders and customers provided input on this plan through various stakeholder engagement methods including statewide focus groups, online surveys, and interviews. Stakeholders engaged included state agency and partner leadership, business and industry representatives, community leaders, education partners, economic development organizations, and individual customers. Through these conversations, a variety of themes and areas for focus were identified.

- **Youth Strategies** – grow the future workforce from within by focusing on strong youth programming including career awareness, exploration, and exposure.
- **Career Pathways** – ensure that pathways are articulated for all levels of workers and are disseminated to all populations.
- **Retaining students and workers** – share success stories with the current population to demonstrate the opportunities that can be found locally
- **Employer engagement** – expand current effective services to additional employers through increased outreach and more flexible training opportunities
- **Collaboration** – build upon current strong collaboration by leveraging current relationships and communication into an institutional norm
- **Staff cross-education** – ensure that all staff have a clear understanding of all available programs to be able to communicate to customers accurately
- **Referral process** – increase information sharing to make the referral process seamless for both staff and customers
- **Outreach and marketing** – continue to be a trusted partner and ensure that businesses and jobseekers are aware of the services available to them
- **Leverage and diversify funding** – use resources most effectively and identify ways to fund innovative solutions and continue successful programs.

STRATEGIC PLAN

Based on this input, the Workforce Innovation Board identified five goals and accompanying strategies to form a strategic plan that will guide the work of New Hampshire’s workforce system for the next four years.

New Hampshire’s workforce system has a strong foundation for collaboration and alignment that will be the basis for the execution of the strategic plan. The SWIB will provide oversight in managing and monitoring the progress of the plan to
completion, while a variety of subcommittees and interagency work groups will assist with carrying out the implementation activities. These groups, discussed extensively in this plan include:

- Executive Committee
- Youth Council
- NH Works Consortium
- Performance and Evaluation Committee
- Interagency Directors Group
- Interagency Business Team
- Professional Development Team
- Sector Strategy Team

- Performance Team

GOALS AND STRATEGIES

The goals and strategies that have been identified focus on high quality, effective, and appropriate services to business and jobseeker customers, ensuring the structure is in place to sustain such services, and proactively spreading awareness for optimal utilization. The following table shows the goals and strategies that make up the strategic plan. Each is discussed in depth within the Strategic Planning Elements of this Combined State Plan.
<table>
<thead>
<tr>
<th>GOALS AND STRATEGIES OF STRATEGIC PLAN</th>
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<tbody>
<tr>
<td><strong>GOAL 1:</strong> Create a demand-driven workforce development system that bases strategies, services, and investments on a data-informed approach, with a focus on sector strategies.</td>
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<tr>
<td><strong>1.1</strong> Establish a framework to support industry-driven sector partnerships throughout the state.</td>
</tr>
<tr>
<td><strong>1.2</strong> Build upon the Interagency Business Team’s (IBT) momentum surrounding collaborative business services strategies by engaging additional partners and formalizing information sharing protocols.</td>
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<tr>
<td><strong>1.3</strong> Engage more locally with economic development to ensure the systems are aligned and operate from an up-to-date understanding of in-demand sectors and occupations with regular sector analysis at the state and local levels.</td>
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<td><strong>GOAL 2:</strong> Offer flexible training and education opportunities that are aligned to business needs, including the development of career pathways and apprenticeships.</td>
</tr>
<tr>
<td><strong>2.1</strong> Leverage knowledge/experience from industry-driven sector partnerships to inform career pathways offered in New Hampshire.</td>
</tr>
<tr>
<td><strong>2.2</strong> Ensure career pathways include opportunities to develop foundational skills.</td>
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<tr>
<td>• <strong>2.2.A</strong> Include adult education as an entry-point to career pathways for individuals who have not previously earned their high school diploma or the equivalent.</td>
</tr>
<tr>
<td>• <strong>2.2.B</strong> Continue the WorkReadyNH and/or similar programs for individuals in need of soft skill/employability skill development.</td>
</tr>
<tr>
<td>• <strong>2.2.C</strong> Continue the expansion of sector based/supported employment/credential industry specific training programs for OSY participants.</td>
</tr>
<tr>
<td><strong>2.3</strong> Work with network of the state’s community colleges and other post-secondary education institutions to expand best practices related to flexible, business-driven training and education.</td>
</tr>
<tr>
<td><strong>2.4</strong> Work with K-12 education, career and technical education, post-secondary education, and business to promote career pathways for in-demand sectors and occupations to students in the talent pipeline.</td>
</tr>
<tr>
<td><strong>2.5</strong> Continue to advance apprenticeship as a workforce strategy.</td>
</tr>
<tr>
<td><strong>GOAL 3:</strong> Increase awareness of services available through the talent development system to support businesses and individuals.</td>
</tr>
<tr>
<td><strong>3.1</strong> Employ proven strategies for marketing and outreach that target audiences (e.g. small and medium-sized businesses, sector-specific stakeholders, long-term unemployed individuals, underemployed individuals, youth, etc.).</td>
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<tr>
<td><strong>3.2</strong> Work with chambers of commerce, business and industry associations to promote services of NH Works and its partners to businesses.</td>
</tr>
<tr>
<td><strong>3.3</strong> Work with community-based organizations, libraries, schools, and partners’ networks to promote services of NH Works and its partners to individuals and youth.</td>
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GOAL 4: Streamline access to employment and work-and-learn opportunities

4.1 Explore a common information system or the ability for system interfaces that will increase individuals’ and businesses’ access to all employment and training resources available to support their needs.

4.2 Expand the infrastructure for employers and individuals to pursue work-based learning opportunities along the full spectrum of options (internships, apprenticeship, etc.).

- 4.2.A Map the existing resources and assets to support work-based learning in New Hampshire.
- 4.2.B Continue to assess business interest in work-based learning and the ideal engagement strategies from the businesses’ perspectives.
- 4.2.C Determine the most appropriate way(s) to link resources from various programs and partners to offer full spectrum of work-based learning opportunities.

4.3 Make it easier for businesses and individuals to navigate the workforce development system by simplifying language and avoiding acronyms and “system lingo”.

GOAL 5: Expand communication and collaboration among partner agencies and programs

5.1 Explore opportunities to share information more systematically among partners.

5.2 Prioritize professional development of front-line staff on business services, partner programming/resources, and best practices.

5.3 Develop a peer-to-peer learning network that offers opportunities for all levels of staff to identify best practices within the state, encourages information sharing among partners, and reinforces professional development of staff.
I. WIOA STATE PLAN TYPE

NEW HAMPSHIRE COMBINED STATE PLAN

New Hampshire has chosen to submit a Combined State Plan as a result of a joint planning process among several state agencies covering the six required programs and five optional programs, as outlined in the table below.

<table>
<thead>
<tr>
<th>Required Partners</th>
<th>Additional Partners</th>
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<tbody>
<tr>
<td><strong>Department of Business &amp; Economic Affairs (OWO)</strong></td>
<td><strong>Office of Workforce Opportunity</strong></td>
</tr>
<tr>
<td>• Adult (Title I)</td>
<td>• Senior Community Service Employment Program (Title V Older Americans Act)</td>
</tr>
<tr>
<td>• Dislocated Worker (Title I)</td>
<td></td>
</tr>
<tr>
<td>• Youth (Title I)</td>
<td></td>
</tr>
<tr>
<td><strong>New Hampshire Employment Security</strong></td>
<td><strong>New Hampshire Employment Security</strong></td>
</tr>
<tr>
<td>• Wagner-Peyser (Wagner-Peyser Act, as amended by Title III)</td>
<td>• Trade Adjustment Assistance for Worker Program (Chapter 2, Title II Trade Act)</td>
</tr>
<tr>
<td><strong>Department of Education</strong></td>
<td>• Jobs for Veterans State Grants (Title 38, Chapter 41)</td>
</tr>
<tr>
<td>• Adult Basic Education and Family Literacy (WIOA Title II)</td>
<td>• Unemployment Insurance</td>
</tr>
<tr>
<td>• Vocational Rehabilitation (Title I Rehabilitation, as amended by Title IV)</td>
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This combined planning process will also position New Hampshire’s workforce system well for further collaboration with programs that are not officially a part of this plan, but provide opportunities for additional efficiencies and leveraging of program strengths, such as the NH Department of Health and Human Services (DHHS). DHHS is a one-stop system partner with oversight of the TANF and SNAP services, whose programs are closely aligned with those of the partner programs represented in this plan.
II. STRATEGIC PLANNING ELEMENTS

(a) ECONOMIC, WORKFORCE, AND WORKFORCE DEVELOPMENT ACTIVITIES ANALYSIS

(1) ECONOMIC AND WORKFORCE ANALYSIS

Note: All data provided by New Hampshire Employment Security, Economic & Labor Market Information Bureau, unless otherwise noted.

(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.

Analysis of economic conditions in New Hampshire Workforce development in New Hampshire presents particular and difficult challenges. The education and training community is charged with preparing a workforce to meet the needs of New Hampshire employers and, at the same time, preparing that workforce to succeed in employment and careers wherever that may take place. This would be less challenging if residents stayed put and worked for local employers. However, According to the American Community Survey 2012-2016 five-year estimates, New Hampshire has the fourth highest share of workers living in state, but working in a different state (15.5 percent), surpassed only by the District of Columbia (24.9 percent), Maryland (16.9 percent), and Rhode Island (15.8 percent). Another challenge is the urban-rural divide in New Hampshire. The southern/south-eastern portions of New Hampshire have a symbiotic relationship with the greater Boston metropolitan economy. Not only do New Hampshire residents commute to jobs in Massachusetts, but Massachusetts residents also commute to jobs at New Hampshire businesses. The other more rural parts of the state are obviously less dependent on a large urban economic engine, and have thus developed more reliance on travel and tourism-related industries to sustain their economies. Industrial pockets such as health care in the Upper Valley; manufacturing in the Keene, Claremont, and Laconia areas; and educational services in many places, also provide employment opportunities.
Existing and emerging in-demand industry sectors and occupations Long-term Growth Expectations

INDUSTRY & OCCUPATION DEMAND

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

Long-term Industry Highlights

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

Long-term Occupational Highlights

Occupations requiring more education to enter are expected to grow more rapidly than those requiring a minimum of a high school diploma or less. For the ten-year projection period 2014-2024, occupations that at a minimum require a high school diploma or the equivalent are projected to grow by 4.8 percent, significantly lower than the 7.0 percent growth for all occupations. Occupations with no formal educational credential required should grow at about the same rate as all occupations (7.1 percent versus 7.0 percent).
For all other educational levels, including Postsecondary non-degree award (such as a certificate), an Associate’s degree, a Bachelor’s degree, a Master’s degree, or a Doctoral or professional degree, growth rates will exceed the overall occupational growth rate. Their shares of openings specifically due to growth are larger than their shares of openings due to replacement needs. As a result, by 2024, there will be a slightly larger share of all occupations with increased entry requirements. It is clear that the New Hampshire economy is growing and adding jobs in areas that require more education.

<table>
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<tr>
<th>Shares of Total Annual Openings Due to Growth, 2014-2024</th>
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<tbody>
<tr>
<td>Educational Requirement</td>
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<tr>
<td>-------------------------</td>
</tr>
<tr>
<td>No formal educational credential</td>
</tr>
<tr>
<td>High school diploma or equivalent (including a small number of occupations typically requiring Some college, no degree)</td>
</tr>
<tr>
<td>Postsecondary non-degree award</td>
</tr>
<tr>
<td>Associate's degree</td>
</tr>
<tr>
<td>Bachelor's degree</td>
</tr>
<tr>
<td>Master's degree</td>
</tr>
<tr>
<td>Doctoral or professional degree</td>
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</tbody>
</table>


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

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

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

Employment needs of employers

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

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

Skills in Demand: Similarly, online job postings are reviewed to gauge employer demand for certain types of skills. During the same January through February timeframe, the 17,480 postings included 10,665 that listed specific skills. While many of the requested skills included employability or soft skills, a closer look at the software and programming skills category reveals that, beyond the general Microsoft Office suite of products, employers advertise for skills in Enterprise Resource Planning (ERP), SQL, Oracle, LINUX, and JAVA.

According to a comparative study of high-tech employment, even though the state had a slightly slower growth rate in core high-tech employment from 2011-2013 (3.6% compared to the average 4.1%), New Hampshire still had the ninth-highest share of total state employment in core high-tech industries in 2013. Job postings requiring related skills signify a continuing need for workers due to replacement needs and growth.

Examples of individual occupations with large numbers of openings:

- Among the individual occupations generating the largest number of openings, Registered Nurses are expected to have 491 Annual Openings. Online postings indicate that employers are seeking Associate and Bachelor degree holders, with less than 5 years of experience.

1 Of the 17,480 job postings for the January 1-February 28, 2018 time period, 13,098 did not mention a specific certification.
• The special skills that employers seek for Registered Nurses are dependent on the candidate’s specialty area. Generally speaking, patient care, Advanced Cardiac Life Support (ACLS) knowledge, case management, and the ability to treat patients are the most requested skills for this occupational category.

• The Special certifications that employers are looking for most often for this occupation are official certification as a Registered Nurse, Advanced Cardiac Life Support (ACLS) certification, First Aid/CPR/AED certification, and certification as an Emergency Medical Technician (EMT).

• Nursing Assistants are expected to have 342 annual openings. Job Ad listings indicate that most employers require a High School education and less than 2 years of experience.

• The special skills currently requested for Nursing Assistants are the ability to provide patient care and assistance, communication skills, cleaning ability, vital signs recording capability, and skill with patient therapy activities. Candidates for these positions must have a special certification for the type of Nursing Assistant job for which they are applying. For example, Certified Nursing Assistant (CNA), Licensed Nursing Assistant (LNA), or Home Health Aide (HHA). In addition, some employers request other Special certifications such as First Aid/CPR/AED, Phlebotomy, and Basic Cardiac Life Support certification.

• Customer Service Representatives are expected to have 314 annual openings. Job Ad listings indicate that the majority of employers with customer service openings require less than 5 years of experience and completion of High School.

• The special skills that are most often requested of Customer Service Representatives are, of course, customer service skills, along with communication, organization, and computer skills. Some additional skills that are requested for this occupation include problem solving ability, the ability to multi-task, attention to detail, and specific experience with computer software.

• Special certifications that are requested in some of the Customer Service Representative Job listings are industry specific such as insurance, payroll, educational administration, and certified medical assistant.

(B) Workforce Analysis. The Unified or Combined State Plan must include an analysis of the current workforce, including individuals with barriers to employment, as defined in section 3 of WIOA. This population must include individuals with disabilities among other groups in the State and across regions identified by the State. This includes:

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

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

(iii) Education and Skill Levels of the Workforce. Provide an analysis of the educational and skill levels of the workforce.
(iv) Skill Gaps. Describe apparent ‘skill gaps’.

Current workforce, employment and unemployment data, labor market trends, and the educational and skill levels of the workforce, including individuals with barriers to employment (including individuals with disabilities)

Local Area Unemployment Statistics – New Hampshire’s Labor Force Rebounds

In 2017, New Hampshire’s unemployment rate averaged 2.7 percent while the US unemployment rate was 4.4 percent. At the onset of the Great Recession in December 2007, the unemployment rate in New Hampshire was 3.5 percent. As the lingering impact of the Great Recession took its toll on employment in the state, the unemployment rate peaked at 6.5 percent during May through August 2009. The estimated number of employed residents, seasonally adjusted, reached a high of 715,350 in June 2008, before drastically receding and reaching below 695,000 between September 2009 and March 2010. In April 2015, the number of employed residents was 715,590, higher than the pre-recession level.

The unemployment level was just below 26,000 in December 2007, when it started to climb continuously until June 2009, reaching just over 48,700. The level of unemployment in New Hampshire reached a post-recession low of about 19,430 in November and December 2017.

The size of New Hampshire’s labor force grew to 746,700 in March and April 2009, but then receded through April 2011. Latest benchmark figures indicate that the labor force did not recover to its previous high until July 2016, a full year after previous estimates. For the past eighteen months, the labor force has fluctuated around that level, and averaged 746,550 during 2017. The stable labor force is primarily the result of a slow population growth and an aging population which is lowering the labor force participation rate as some retirees permanently leave the labor market.


Whereas Local Area Unemployment Statistics (LAUS) provide New Hampshire’s official labor force statistics, the process that provides for these statistically reliable monthly estimates does remove all demographic detail. The Current Population Survey (CPS), which is the underlying data source for LAUS, can be used to gain demographic detail from the labor force, but 12-month averages should be used to improve statistical reliability and offset seasonal patterns.

During 2017, the unemployment rates for males and females were nearly identical at 2.7 percent for males and 2.8 percent for females. However, their comparable labor force participation rates differed significantly. An estimated 72.0 percent of males participated in the labor force, while only 63.4 percent of females did so during this period. This gap between males and females is typical in New Hampshire and very similar throughout the nation.
Both labor force participation rates and unemployment rates are distinctly different when compared by age group. During 2017, those in the prime working years of age 25 to 34, age 35 to 44 and age 45 to 54 participated in the labor force at a rate of 86.6 percent or greater and experienced unemployment rates of 1.5 percent to 2.5 percent. Residents in the low end of the age spectrum, which includes high school and college students, participate at lower rates than those in their prime working years while having significantly higher unemployment rates. Persons in the age 16 to 19 group participated at a rate of only 45.3 percent and experienced an unemployment rate of 10.8 percent. Those nearing or beyond normal retirement participate at very low rates, but experience unemployment rates similar to the statewide average.

Labor force participation rates have a tendency to rise while unemployment rates fall as the level of educational attainment increases. Those with less than a high school diploma, which includes those enrolled in high school, participated at a rate of 42.5 percent and experienced an unemployment rate of 6.3 percent. In contrast, those with a graduate or professional degree participated at a rate of 75.7 percent and experienced an unemployment rate of only 2.2 percent.

Not all unemployed persons are actively searching for work. Those persons who have been laid off from a job and are awaiting a recall are not required to actively search for work to be considered unemployed for the CPS. Depending on the specific demographic subgroup in question, 0.2 to 0.7 percentage points of the respective unemployment rate can be attributed to those awaiting a recall.

Long-Term Unemployment

The unemployment rate in New Hampshire has declined below the pre-recession level to the lowest level since 2000. However, the duration of unemployment has not declined correspondingly. The mean duration of unemployment was 18.8 weeks during 2017, compared with an average of 12.9 weeks in 2007. The annual average unemployment duration for all New Hampshire workers peaked at 31.8 weeks in 2010. These estimates are based on CPS data and are not related to the receipt of unemployment insurance.

Young workers and older workers experience opposite ends of the unemployment duration range. Unemployed workers of age 16 to 19 were jobless for an average of 7.9 weeks during 2017 while workers age 55 to 64 had an average duration of 25.2 weeks. Most young unemployed workers are new entrants to the labor force and typically have school related responsibilities. Because of this, their attachment to the labor force during long periods of nonemployment is weaker than other workers and they would be more likely to temporarily stop
their work search than to be considered unemployed. Older workers face many challenges with unemployment as the skills and experience they possess may not qualify them for emerging or high demand occupations. The time and expense of job retraining may be prohibitive for both the older worker and prospective employer when retirement is in the near future.

During 2017, about 4,000 residents were long-term unemployed (27 weeks or more). This represents 19.6 percent of the unemployed during this time period. An estimated 2,014 were unemployed for 27 to 51 weeks and approximately 1,987 were unemployed for 52 weeks or more.

Unemployed bachelor’s degree recipients were most likely to be long-term unemployed, with about 29.3 percent of this group unemployed for 27 weeks or more. Next were associate’s degree recipients at 28.2 percent. Lowest were persons with some college, but no degree (10.4 percent) and those with less than a high school diploma (10.5 percent), likely a result of a tightening labor market. Those with a bachelor’s degree may experience long periods of unemployment due to a mismatch between area of study and the needs of employers in the post-recession economy, lack of mobility, or unrealistic salary expectations.

Younger Workers

Younger people age 16 to 24 represented 11.9 percent of New Hampshire’s employed residents age 16 and over in 2017, less than their 14.3 percent share of New Hampshire’s civilian noninstitutionalized population age 16 and over.

- Persons of age 16 to 24 participated in the labor force at a rate of 63.9 percent and experienced an unemployment rate of 7.1 percent during 2017. Of those employed, 47.6 percent usually worked part-time and 7.1 percent worked part-time for economic reasons, frequently referred to as involuntary part-time.
- School enrollment plays a significant role in these statistics. Persons of this age group who were not enrolled in school had a participation rate of 85.2 percent, which was very similar to that of workers age 25 to 54. The unemployment rate for this group remained high at 7.4 percent, while 10.0 percent of the employed involuntarily worked part-time. This group includes those who had dropped out of high school, high school graduates who were not enrolled in college, and those who had attended college but were no longer enrolled at the time of the survey. Nearly two-thirds of those in the age 16 to 24 group were not enrolled in school.
• Those persons who were enrolled in high school participated in the labor force at a rate of only 33.8 percent and experienced an unemployment rate of 11.9 percent. Nearly all of those who worked did so on a part-time basis for non-economic reasons.

• More than half of young persons enrolled in college participated in the labor force and they experienced an unemployment rate of only 3.0 percent. The availability of work-study programs and internships may have a positive impact on these numbers. Over three-quarters of these students usually worked part-time, but only a very small portion were involuntarily part-time.

• High school dropouts face significant challenges in the workforce. Among young persons who were not enrolled in school and did not receive any college education; over three-quarters of high school graduates and those who had received a GED or other equivalency were employed, while only about 60 percent of those who received no diploma were employed.

Older Workers

• Persons of age 55 and over experience a change in their labor force status as they approach and later surpass normal retirement age.

• Those in the age 55 to 64 group participated in the labor force at a rate of 73.8 percent during 2017, which was more than six percentage points higher than the average for all age groups. Of this group, 84.3 percent usually worked full-time and 2.6 percent worked part-time for economic reasons. Approximately 1.9 percent were unemployed, with 35.9 percent of the unemployed being long-term unemployed. The long-term unemployment rate for this group was therefore about 0.7 percent.

• The age 65 to 74 group includes a large portion of retirees which will affect labor force statistics. Only one-third of this age group participated in the labor force and they experienced an unemployment rate of 2.8 percent. Slightly more than half of the employed, 53.7 percent, usually worked full-time and only 1.9 percent worked part-time for economic reasons. About one in six of the unemployed in this age group were long-term unemployed; the long-term unemployment rate for this group was about 0.4 percent.

• Persons of age 75 and over participated in the labor force at a rate of only 7.5 percent and experienced an unemployment rate of 1.6 percent. Due to small sample size in the Current Population Survey, the estimated number of long-term unemployed in this age group is the same as the number of unemployed. The long-term unemployment rate for workers age 75 and over was 1.6 percent. Slightly more than half of employed persons age 75 and over usually worked part-time, with essentially all workers doing so voluntarily.
• Since 2002 the labor force participation rate of persons age 55 to 64 has gradually increased. Since about 2007 the labor force participation of persons age 65 and over has also increased. These are indications that many people are staying in the labor force longer and beyond normal retirement age. Should this trend continue, it would have implications for workforce development and possible retraining of older workers. The average civilian non-institutionalized population aged 16 and over during the months August through October 2017 increased by approximately 6,100 persons versus the same three-month period in 2016. This represents the total number of residents that could potentially add to the labor force. However, this group includes those age 65 and older who only participate in the labor force at a rate of approximately 25 percent. The population between the ages of 16 and 64 has decreased by approximately 5,700 during the same period. Approximately 80 percent of this age group participates in the labor force. Aging out of the normal working age population will be a primary reason for any moderation or decline in the labor force.

Veterans

Military Veterans often face difficulties after separation from their service. This may be a matter of determining how to transfer their skills to civilian employment, or it can take the form of very serious issues that affect veterans throughout their lives. Labor force statistics indicate that New Hampshire veterans have fared well in civilian employment.

• A comparison of veterans versus non-veterans in the age 18 to 65 range indicates that there were relatively small differences between labor force participation rates and unemployment rates for the two groups during 2017. Veterans age 18 to 65 were slightly less likely to be in the labor force compared with nonveterans (77.3% participation compared with 81.1%), and they had a slightly higher unemployment rate (3.1% compared with 2.6%). [These unemployment rates are based on populations age 18 to 65 instead of the age 16 plus population used in the calculation of official labor force statistics.]

• Vietnam Era veterans, many of retirement age, were the exception. These veterans participated in the labor force at a rate of only 55.1 percent and experienced an unemployment rate of 3.0 percent.

Disability Population

The estimated number of employed persons in New Hampshire with a disability averaged slightly less than 29,500 according to unpublished Current Population Survey data for 2017. Over the
same period the number of unemployed persons with a disability was estimated to be about 2,900. Physical, mental and emotional disabilities seriously affect an individual’s capacity for work as well as ability to find suitable work.

- Persons with a disability are much less likely to be in the labor force than persons without a disability. Only 24.7 percent of persons 16 years of age and older with a disability were in the labor force, compared to 73.5 percent of persons of those ages without a disability.

- Even when in the labor force, persons with a disability are much more likely to be unemployed than persons without a disability. The unemployment rate for persons with a disability was 8.9 percent, notably higher than the 2.5 percent unemployment rate for persons with no disability.

- Employment to population ratios allow for the comparison of different groups, taking into consideration the effects of both labor force participation and unemployment. These ratios are calculated by determining the percentage of the civilian non-institutionalized population for the group who were employed. During 2017, only 22.5 percent of disabled persons were employed compared with 71.7 percent for persons who did not have a disability.

- The differences between these groups were similar for nearly all age groups. Of those disabled young persons in the age 16 to 19 group, only 24.8 percent were employed compared with 41.5 percent for their non-disabled counterparts. An estimated 50.7 percent of those disabled persons in the age 35 to 44 group were employed compared with 87.0 percent of the non-disabled. The presence of a disability was more common in older age groups than in younger age groups.

- The type of disability also affects the employment status of the disabled. An estimated 36.0 percent of those who are deaf or have a serious hearing difficulty were employed, and 36.1 percent of those who were blind or had difficulty seeing even with glasses were employed. Those who had difficulty walking or climbing stairs had an employment to population ratio of 19.0 percent, while 38.8 percent of those who had difficulty remembering or making decisions were employed.

- Only 10.6 percent of those persons with multiple disability types were employed. This group represented approximately 40 percent of the disabled.

Long-term Population Projection Highlights

According to population projections prepared for the New Hampshire Office of State Planning and the Regional Planning Commissions, New Hampshire’s population is projected to grow 8.8 percent from 2010 to 2040. Over the thirty year span that equates to an annual growth rate of 0.283 percent.
Many observers have noted that New Hampshire’s population is now growing both more slowly and older. These long-term shifts in the state’s population profile will have significant implications for labor force participation, as well as for employment needs and job opportunities. The changing demographics will cause health-related employment and occupations to grow more rapidly than overall employment.

The total New Hampshire state population is projected as 1,432,730 in 2040, an increase of 116,260 from 2010, or 8.8 percent.

- The absolute number of births will decline from about 66,000 in the 2010 to 2015 period to 65,000 in the 2035 to 2040 period as a result of continued low levels of fertility and an aging population.
- The number of deaths will increase sharply from 56,500 in the 2010 to 2015 period to nearly 96,000 in the 2035 to 2040 period due to the aging of the Baby Boom generation.
- By 2040, every New Hampshire county is projected to experience natural decline – an excess of deaths over births.
- The population age 65 and over will increase from 178,268 in 2010 to 408,522 in 2040, an increase of 230,200.
- The population age 85 and over will increase from 24,761 in 2010 to 85,121 in 2040, an increase of 60,300.
- The population under age 15 will decline from 232,182 in 2010 to 214,819 in 2040 and fall from 17.6 percent to 15.0 percent as a proportion of the total population.

Number and Shares of Workers Age 55 and Over by Industry

The gradual aging of the New Hampshire workforce is a long-term concern for New Hampshire employers. While the age distribution of workers by occupation is not available, the age distribution of workers by industry is. The share of workers in an industry who are age 55 and over can give an idea of potential replacement needs. In 2009, about 20.4 percent of workers, public and private sectors combined were age 55 and over. As expected with an aging workforce, this increased to 26.3 percent during the first two quarters of 2017.

Contrast this with private Manufacturing where, in 2009, about 22.9 percent of workers were age 55 and over. This share increased to 32.2 percent during the first two quarters of 2017. Total employment in Manufacturing has dropped about 15 percent since 2004, although it has been unchanged since 2009, and the industry has gone from having a slightly larger share of older workers to an industry with a significantly larger share of older worker. The overall decline in employment affected younger workers disproportionately, and presents a serious need for
replacement workers. New Hampshire employers now have almost 22,000 manufacturing workers age 55 or over – a daunting number.

Private Healthcare and social assistance, one of the largest industries, saw employment grow by 10 percent from 2009 to 2017. At the same time, its share of workers age 55 and over only increased from 22.7 percent to 27.7 percent – actually becoming closer to the all-industry share of older workers. Employment opportunities available in a growing industry were able to attract younger workers. This, in turn, presents the challenge of attracting and training enough new workers to fill jobs available due to industry growth.

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

(2) WORKFORCE DEVELOPMENT EDUCATION AND TRAINING ACTIVITIES ANALYSIS

The Unified or Combined State Plan must include an analysis of the workforce development activities, including education and training in the State, to address the education and skill needs of the workforce, as identified in (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 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), NH Employment Security, the NH Department of Education (DOE), and the NH Community College System along with an extensive network of contracted service providers. There is also a direct connection to the NH Department of Health and Human Services (DHHS) New Hampshire Employment Program (NHEP) that serves individuals who are receiving TANF Cash, and have a 20 or 30 hour work requirement. To ensure seamless service delivery for customers, there has been close collaboration both within and across these partner agencies. This collaboration has seen success eliminating redundancy, more efficiently using resources, and improving customer experience over the past several years.

New Hampshire Works - The New Hampshire Works Consortium serves as the state wide One-Stop Operator for the NH Works system and oversees the New Hampshire manifestation of the American Job Career Center System at 12 locations across the state. NH Works serves as the customer-facing resource center for both job seekers and employers, working internally to
leverage the expertise of each agency to best meet the workforce development needs of the state.

The State Workforce Innovation Board (SWIB) and its committees all provide guidance for different aspects of the one-stop system. The NH Works Consortium is a standing committee of the SWIB and serves as the One-Stop Operator in New Hampshire. Membership is assigned by the Office of Workforce Opportunity, on behalf of the board, and is comprised of Commissioner, Deputy Commissioner, State Director and/or other executive level staff from the state agencies responsible for the 6 WIOA core programs and other workforce system partners. The Consortium oversees the implementation of system-wide workforce development strategies and goals at the service delivery level, consistent with the vision and goals set forth by the SWIB. The Consortium is the primary committee charged with designing and implementing continuous improvement tools and processes for the day-to-day operations at the NH Works Centers.

The Workforce Innovation Board and the NH Department of Business and Economic Affairs (BEA), NH Department of Education (NHDOE), NH Health and Human Services, Division of Family Assistance (DHHS), NH Employment Security (NHES), Community College System of NH (CCSNH), Community Action Association of NH (CAP) operate under the guidance of an MOU to maintain the NHWORKS One-Stop partnership as a “single service delivery system” or “One-Stop Delivery System” under WIOA, to engage in a joint planning process, and to establish the general terms and conditions under which the partnership will operate.

Other committees include:

- **Interagency Directors Group (IDG)** – comprised of director level staff from each of the WIOA core programs as well as other partners to provide a connection between the workforce system and policy makers and create a communication network among partner agencies.
- **Interagency Business Team (IBT)** – comprised of individuals who have day-to-day contact with the business community; facilitates communication between partner agencies’ employer services functions.
- **Professional Development Team (PDT)** – exists to promote capacity building and professional development among workforce system staff members.
- **Sector Strategy Team** – focuses on sector strategy opportunities to gain an understanding of the needs of businesses and promote demand driven services.
- **Performance Team** – coordinates requirements of training providers, reviewing policies and procedures related to training programs and establishing guidelines for the Eligible Training Provider List.
- **Youth Council** – sub-committee of the SWIB that focuses on the oversight of WIOA Youth program activities as well as overall youth issues in the state.
Each of these committees is described in further detail in Section III (a)(1).

The NH Works One-Stop Centers provides co-located WIOA services including NH Employment Security, Vocational Rehabilitation, and Community Action for provision of WIOA Adult and Dislocated Worker Services with a direct connection to the NHEP for eligible adults who may also qualify and benefit from workforce assessment, training and education. Other partner services are available through internet or on an itinerant basis at the NH Works Center. Co-location of workforce services has aided in seamless service delivery that is customer-focused. For job seekers, there is a clear and effective process when entering a one-stop center, which is reflected on the front-end beginning with an intake process. Job seekers can access education and training resources, career information, labor market information, skill and interest assessments, job search assistance, workshops, counseling and more. Co-enrollment in workforce programs is common.

On the back-end, interagency and inter-program referral process allows case managers and program staff to regularly share information, either in-person or via technology. In some cases, when serving adults, youth, or business-clients, case managers from different programs or service providers will jointly attend meetings to ensure a smooth transfer between or co-enrollment in programs.

While seemingly contradictory, this success is best seen in the general misunderstanding by the public about which workforce services they have received. NH Works, Employment Security, WIOA, and specific services, such as Job Training Fund or Unemployment Insurance, are used interchangeably by both job-seeker and business customers. The NH Works branding and colocation of services has been very successful in blending resources so customers know if they have any workforce development need, NH Works is the place to go.

Workforce activities that are conducted through the NH Works office, for both job-seeker and business customers, include:

- Unemployment Insurance claim processing support
- Labor Market Information – information and statistics regarding occupations, wages, community-specific data, high-demand and high-growth sectors
- On-the-Job-Training to provide specific occupational skill training
- Job Training Fund\(^2\) opportunities for businesses focused on upskilling incumbent workers
- Return to Work opportunities, focusing on UI claimants
- SCSEP employment programs for senior citizens
- Veterans services
- Migrant worker services
- Job fairs held by Employment Security and promoted to all agency clients and employers

\(^2\) The Job Training Fund is a state-funded program in New Hampshire.
• Boot camps and job-seeker workshops, such as Career Reboot or Pathway to Work for those interested in self-employment
• Training program information, including sector initiatives and employer-driven programs
• Resource center and computer labs, providing access to job listings, upcoming job fairs, free job-seeker resource materials, and more

Staff is trained and specializes in programs to best serve a customer’s needs. For example, Job Placement Specialists or NHEP Employment Counselor Specialists for job seekers and Employer Representatives or Veteran Employer Representatives for business customers may all be based out of the same NH Works Center, but target specific customer segments. Maintaining open lines of communication and utilizing a referral process has reduced redundancy and improved customer service. Agency leadership also promotes cross-training and information sharing on programs and services. While staff located at NH Works Centers specialize knowledge and skills in the workforce system, they also have enough knowledge of other programs and services to make effective referrals. Programs are promoted by all core and non-core WIOA program staff to all customers.

To serve business customers, program staff routinely works directly with employers, conducting site visits and identifying current training needs or current jobs that need to be filled. This simultaneously works to provide real-time employment information for job seekers. The Interagency Business Team works to streamline access to all the services available from each workforce program. In addition exposure to opportunities to leverage training and employment funding opportunities, a Business Resource Center that promotes programs assisting in areas of finance, international trade, state and federal procurement contracts and tax credit programs is available through a partnership developed with the Division of Economic Development (housed in BEA). OWO also contracts Rapid Response and Layoff Aversion programs to the Division of Economic Development to leverage the close ties to the business community that already exist. Business Resource Specialists form a team with additional NH Works partner staff to meet with employees affected by a layoff or business closing, discuss benefits, programs, and opportunities for dislocated workers if more than 25 works from one employer will be dislocated. These services include job training or retraining programs, unemployment insurance, counseling, workshops, and all other resources available for all job seekers. There is close communication between BRC’s and NH Works staff, improving service delivery for employer-customers. Regular meetings in communities around the state offer real time information on employer needs, which can then be matched to individual needs of NH Works and partner agency customers.

OWO contracts with Southern NH Services, Inc. representing the Community Action Programs Association of five Community Action Programs (CAPS) covering different areas, as the primary service provider for many of the core WIOA employment and training services and National Emergency Grants. This includes training and education programs, economic and workforce development, and direct access to energy assistance, health, food, and nutrition assistance,
Hispanic/Latino community services, housing and homeless programs, TANF work programs, and other various supportive and volunteer services available through the CAPS.

Sponsored by the Workforce Innovation Board, New Hampshire opened the doors to its first and greatly anticipated Job Corps Center, in October 2015. Job Corps staff serves on SWIB and the Youth Council to ensure connection and continuity of services.

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

The Bureau of Adult Education provides funding for programs serving 7,000 adults yearly who are improving their basic educational skills leading to a high school credential. The Bureau also administers the statewide HiSET (High School Equivalency Test) which results in approximately 1,800 adults each year receiving their certificate. ABE programs serve as the foundation and basic building blocks of all workforce development services, as the importance of individuals to have foundational skills in math and reading continue to grow. This holds true particularly when looking past entry-level jobs for job seeker customers and closing the gap with high-demand skills and occupations.

ABE staff participates in workforce agency partner meetings and NH Works counselors work with students on-site in ABE classes, called “What’s Next”, to introduce career inventories, career pathways, and promote resources available through NH Works. Adult students also work with an Adult Career Pathways Coordinator, present in the classroom, who meets with students to discuss goals, challenges, and recalibrate employment expectations. This coordinator also builds bridges with local community colleges, CTE centers, and certificate programs to further facilitate adult students to continue into post-secondary education after completing ABE coursework. ABE staff also receives referrals from workforce partner agencies for customers who do not have a high school diploma or are basic skills deficient.

The Bureau also provides refugee service programs. With approximately 500 local employers in refugee resettlement areas, ABE staff work closely with employers and develops programs in partnership to provide employees with on-site English literacy training.

The Bureau of Vocational Rehabilitation (VR) provides assistance to eligible persons with disabilities throughout the state to gain and retain employment outcomes through the provision of direct vocational rehabilitation services, as funded under the Rehabilitation Act of 1973, as amended. VR is a joint State/Federal program that seeks to empower people to make informed choices, build viable careers, and live more independently in the community. To that end, VR supports the following programs and priorities:

- Disability Determination Services
- Independent Living
- Rehabilitation Services
- Services for the Blind and Visually Impaired
• Services for the Deaf and Hard of Hearing
• Transition

VR operates under the awareness that collaboration with other agencies, community groups, and employers is what makes their services most meaningful for their customers. There has been continued outreach to the business community on benefits of hiring individuals with disabilities. VR staff also work to ensure other public workforce system resources are fully accessible, and closely align the personal interests of clients with the current job market, using the labor market information that is available. Currently there are strong relationships with local employers, regional workforce coalitions, community organizations such as Goodwill, and co-enrollment for customers such as On-the-Job-Training programs. Students are able to gain real world work experience through the Extended Learning Opportunity (ELO) program. The NH Department of Education supports and encourages local school districts to adopt policies that encourage 'extended learning'. Extended learning refers to the primary acquisition of knowledge and skills through instruction or study outside of the traditional classroom methodology, including, but not limited to:

• Apprenticeships
• Community service
• Independent study
• Online courses
• Internships
• Performing groups
• Private instruction

Several vendors provide direct services for those with disabilities throughout the state. A close collaboration between VR, the state legislature, families, the governor’s commission, Developmental Disability Council, and other stakeholders resulted in the passing of State Bill 47 to eliminate subminimum wage for individuals with disabilities in New Hampshire – a great success in closing the unemployment gap for this demographic.

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

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

CTE centers use the National Career Cluster framework and work-based-learning is not just promoted, but integral to students’ education. School administration, instructors, and staff members support internships, job shadows, industry tours, apprenticeships, and other work experiences for students. Some CTE centers have staff dedicated solely to developing business connections in the community to enhance these opportunities for students. There is close collaboration with high school guidance counselors, providing college information and tours, soft skills training and National Career Readiness Certificate preparation, portfolio development, mock interview opportunities, and more for students. By integrating career exposure to academic education, students are more prepared for both college and the workforce.

CTE programs are grounded in relevant industries and business needs, with regional advisory boards and individual program-specific local boards led by business representatives driving the curriculum and learning outcomes for students. The state legislature is also working to have career and college planning as required coursework in K-12 education, which would require students to create and annually update an individual plan.

In addition to the provision of programmatic content, skills, and knowledge CTE instructors integrate career and college readiness throughout their curriculum. CTE centers bring the real world of work into the classroom through Career & Technical Student Organizations (CTSOs), guest experts, simulated workplace experiences, and virtual job shadows. Additionally, partnerships between industry and CTE provide opportunities for students to gain real world experience through internships, job shadows, industry tours, cooperative programs, and/or part-time employment opportunities. These activities help facilitate the development of students soft skills as well as career specific requirements. The development of teacher externships provides
CTE instructors with industry current skills due to participation as active learners within the facilities of their local industry partners. These skills then return to the CTE center and benefit students throughout the instructors programs. Articulation agreements (AA) and dual enrollment (DE) opportunities provide CTE students with opportunities to gain college credits while enrolled in CTE programs. The number of such agreements between CTE centers and postsecondary are continually increasing and covering a broader range of career areas. The early college access is offered at low and/or no cost and is a benefit that may greatly reduce the financial burden incurred by CTE students and their parents/guardians as they pursue postsecondary education.

WIOA Title I Youth

The NH DOE is also contracted to provide core-WIOA employment and training services to economically disadvantaged youth that possess barriers to employment. This includes both in-school and out-of-school youth. Services focus on workforce development and target the training areas needed such as: career awareness, work-ready skills, and increased academic skills that result in academic and/or employment credentials/outcomes. Local service providers include NH Jobs for America’s Graduates and MY TURN. Within the NH Works system, referrals and release forms allow agencies to share information and best serve the youth population based on each individual’s unique needs and barriers.

Apprenticeships

Instruction for apprenticeships related to secondary programs is administered by the NH Department of Education. Apprenticeship program administration is done through the United States Department of Labor. Apprenticeship programs are primarily used on the demand-side, working with employers who have identified a need. Currently, about 300 employers offer apprenticeships across the state. Within the workforce system for job-seekers, there has been growing representation and promotion of this program as another opportunity for career training. With the awarding of the Department of Labor ApprenticeshipNH expansion grant in November of 2016, the Community College System has been working towards developing and extending apprenticeships across the state in three targeted sectors of Advanced Manufacturing, Health Care and Information Technology through instruction provided by their seven colleges.

Community College System of New Hampshire  - The Community College System of New Hampshire is deeply integrated into the workforce system, working closely with the NH DOE Bureau of Career Development services and providing post-secondary training programs fulfilling WIOA, CTE Perkins, and employer-directed skill training needs. There are seven campuses across the state, plus satellite locations and programs offered for local employers. Programs are designed to prepare students for today’s job market and/or successful transfer to higher-level degrees at four year colleges.

The Community College System has invested in supporting programs that are driven by local industry needs. Recently there has been an increased focus on identifying employment trends in the most in-demand sectors and working directly with employers to build programs around
specific skills that are in seeing shortages. For example, there has been a strong regional focus on advanced manufacturing in direct response to employer needs. The focus has been on encouraging short-term training, on-line training, and customized training for companies while also eliminating duplication. In addition, CCSNH is working to further develop short term training apprenticeships and connections as mentioned above.

The Community College System of New Hampshire’s WorkReadyNH is one initiative that was developed through both state funding from the UI Trust Fund and administered by the Office of Workforce Opportunity and previous funding supported by a U.S. Department of Labor, Employment & Training Administration TAACCCT Grant. The WorkReadyNH program is offered at every community college location across the state. The WorkReadyNH program was initially developed as a partnership between the Community College System of NH, the Office of the Governor, the NH BEA, NH Employment Security, and NH Works. Employers have identified essential skills for workplace success, instruction is provided to job seekers and career builders at no-cost and results in a nationally recognized credential.

Community College System staff also serve on workforce partner agency committees (e.g., SWIB, NH Works Consortium, Interagency Directors Group, etc.) and have established strong relationships at both the local and state level.

Department of Health and Human Services -The New Hampshire Department of Health and Human Services (NH DHHS) administers a variety of programs which, though not partners in this plan are a required one-stop partner, and as such are an integral part of the workforce system and the collaboration that takes place between agencies.

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

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

All TANF programs have the same cash eligibility requirements, and the same benefit limits. To qualify, the dependent children must lack parental support or care due to death, continued absence or because at least one parent in a two-parent home is disabled. TANF cash assistance is available for a maximum of 60 months. There is no limit on receipt of assistance for the children in families headed by a relative who does not receive TANF assistance for him/herself.

Parents of families eligible for TANF cash assistance are also eligible for Medicaid; children of TANF eligible families are eligible for Children's Medicaid (CM). Employment and Training Programs and Support Services assist adults receiving cash benefits through the TANF program. Employment and training services are provided by DFA and other inter-agency staff located in your local District Office.

Child Care Assistance assists parents engaged in work, training or educational activities. Payments to child care providers are coordinated by DFA in cooperation with the Child Development Bureau. Emergency Assistance assists families with dependent children who may qualify for TANF in obtaining and keeping safe and healthy permanent housing.

Supplemental Nutrition Assistance Program (SNAP) provides eligible individuals and households with benefits to buy food items at grocery stores, and other participating food retailers. It also gives recipients a chance to learn more about purchasing and preparing nutritious meals.

Eligibility and benefits is calculated based on household size, income, expenses and resources. Individuals may qualify even if they own their home, have no home or live with someone else. They can have a job and do not have to have children as long as their household meets eligibility guidelines.

New Hampshire’s Food Stamp Employment & Training (FSET) program is designed to assist Food Stamp recipients in obtaining and maintaining employment.

New Hampshire operates a voluntary FSET program for all interested Food Stamp recipients. Failure to meet program requirements does not result in clients being sanctioned, or in any reduction or loss of Food Stamp benefits.

The State’s strategy for assisting those in the FSET program is to provide participants with job search assistance which includes:
• Assessment, case management, resume review and referral to community agencies providing job search assistance such as the NH Works American Job Centers,
• The provision of mileage reimbursement for transportation expenses incurred while seeking employment,
• Referral to education and training programs such as the Workforce Innovation and Opportunity Act program, and
• Referral to job search training assistance programs, such as the WorkReadyNH program, offered within the NH Community College system.

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

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

• Collaboration between Adult Education and Vocational Rehabilitation, with VR counselors attending ABE programs on a monthly basis. This activity is primarily focused on the special education population.

Formal data sharing agreements exist across the following partners:

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

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

Memoranda of Understanding currently in place include:

NH Department of Employment Security and the Department of Business and Economic Affairs, Office of Workforce Opportunity to apportion and coordinate administration of the Unemployment Insurance Reemployment Service and Eligibility Assessment Grant with Title I of Workforce Investment Act – This non-financial agreement between NHES and BEA was created in order to carry out the provisions of the RESEA program and the provisions of the Subchapters and to assure that services provided within the One-Stop Delivery System under these two programs do not overlap resulting in duplication of services.

NH Rapid Response (Non-Financial Memorandum of Understanding) – The purpose of the Rapid Response Memorandum of Understanding is to provide an understanding of the NH Rapid Response Process and to outline joint partner's roles in providing important NH Works Rapid Response Activities to affected dislocated workers. These procedures incorporate elements of flexibility and accountability into the New Hampshire Rapid Response Process so that an effective and timely early intervention response can be offered to affected workers, and responsibility for delivery of these services can be assigned.

NH Works One-Stop Operator Consortium for operation of the NH Works One-Stop Centers – The Workforce Innovation Board and the:

• NH Department of Business and Economic Affairs (BEA),
• NH Department of Education (NHDOE)
• NH Health and Human Services, Division of Family Assistance (DHHS)
• NH Employment Security (NHES)
• Community College System of NH (CCSNH)
• Community Action Association of NH (CAP)
have an MOU for the purpose of continuing the NHWORKS One Stop partnership as a “single service delivery system” or “One-Stop Delivery System” under WIOA, to engage in a joint planning process, and to establish the general terms and conditions under which the partnership will operate.

**NH Employment Security and NH Dept. of Business and Economic Affairs, Office of Workforce Opportunity, to apportion and coordinate administration for the Trade Act of 1974 as amended by the Trade Adjustment Assistance Reauthorization Act of 2002** – This agreement ensures the programs do not overlap nor duplicate programs and activities and agrees on joint activities.

**NH Works One-Stop Operator Consortium, Youth Council, and Adams and Associates – Manchester Job Corps Center** – This agreement constitutes a memorandum of understanding between the Adams and Associates - Manchester Job Corps Operator, the NH Works One-Stop Operator Consortium (NH Works Consortium) and the NH Youth Council (Youth Council), for implementation upon federal award by US Dept. of Labor. Both the Youth Council and the NH Works Consortium are established subcommittees of the State Workforce Innovation Board. New Hampshire is a single state service delivery area, and as such has one state level board responsible for the State’s WIOA one-stop delivery system known as NH Works.

The NH Works system partners include the following:

- NH Department of Business and Economic Affairs (BEA)
- NH Department of Education (NHDOE)
- NH Health and Human Services, Division of Family Assistance (DHHS)
- NH Employment Security (NHES)
- Community College System of NH (CCSNH)
- Community Action Association of NH (CAP)

The purpose of the memorandum is to provide an overview of the respective roles of the partner agencies within the NH Works system and identify recruitment, referral and information sharing as allowable within the parameter of existing services.

**Services to Veterans** – Memorandum of Understanding among NH Department of Business and Economic Affairs, NH Employment Security, Southern NH Services, NH Department of Education, NH Health and Human Services and Community College System of NH is to establish a non-financial agreement among the above mentioned NH Works partners concerning their respective roles and responsibilities to “ensure maximum effectiveness and efficiency are achieved in providing services and assistance to eligible veterans” in accordance with funding agencies’ statutes and participation in Capstone activities and other outreach to transitioning service members.

Copies of these MOUs maybe found on the NH Works website, nhworks.org.
SECTOR-BASED INITIATIVES

In addition to the collaboration efforts stated previously, there is a growing focus in New Hampshire on targeting high-growth sectors that have the greatest workforce needs currently and into the future. Early sector-based initiatives have focused on meeting regional manufacturing needs, particularly filling the pipeline of future workers.

In 2015, the Governor declared the “Year of STEM” due to the strong call from the business community to better develop these skills in New Hampshire’s students. A STEM Task Force was created to identify recommendations to integrate STEM learning into K-12 education to better prepare students for employment and post-secondary education in STEM degrees and credentials. The recommendations are now in the implementation stage.

WorkReadyNH, operational through the Community College System of NH via a contract with the Office of Workforce Opportunity has grown out of continued conversations between employers, state workforce agencies, community colleges, and other stakeholders for both academic and work readiness preparation.

More recently, the New Hampshire Sector Partnerships Initiative (SPI) has been created with assistance from a federal National Emergency Grant, with the state’s five major economic and employment sectors being coordinated with private industry employers, educational institutions, training providers and community-based organizations. The mission of the sector partnerships is to develop new pipelines and employment and training opportunities that will assist both employers in need of a skilled and trained workforce, and job seekers aspiring to career pathways. The sectors include manufacturing, healthcare, hospitality, technology and infrastructure (with an emphasis on construction). Elements of each sector include extensive research, development of sector champions and public/private partners, asset mapping of each sector, a sector launch to create public awareness and promote sector development programs, and ongoing sector meetings to design and implement sector initiatives.

Sector initiatives to date include the creation of a microelectronic boot camp for WIOA eligible job seekers that was a partnership among a large private industry manufacturer, the community college system, the NH Works system (including a community-based partner) and other cooperating employers. Three New Hampshire manufacturers located in the state’s North Country partnered with a Career and Technical Educational Center (CTE), NH Works, the local community college and a regional non-profit development organization to purchase state-of-the-art CNC machining equipment and create a curriculum unavailable in the region to train both high school student and adults in CNC machining. Other SPI programs have been created in healthcare and hospitality career paths that include nationally-recognized certifications. An SPI website and sector specific marketing materials are underdevelopment and sector advisors working through intermediaries are in place to promote and enhance sector activities statewide.
Additional initiatives aimed at addressing workforce development include:

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

(B) The Strengths and Weaknesses of Workforce Development Activities. Provide an analysis of the strengths and weaknesses of the workforce development activities identified in (A), directly above.

STRENGTHS

The New Hampshire workforce development system emphasizes cross-agency collaboration, which is the cornerstone strength of workforce activities in the state. This has resulted in the following strengths of the combined workforce activities outlined:

- Communication has improved greatly among core and non-core WIOA programs and enables a more seamless customer-focused experience. The NH Works brand and one-
stop career centers has been successful in fostering a comprehensive resource for job seeker and business customers.

• Funding streams are being leveraged and braided appropriately. Workforce partner agencies are operating in a fiscally responsible manner, are accountable to funders, and have successfully received additional funding from both community and federal sources. This includes grants from the New Hampshire Charitable Foundation, and the previous federal TAACCCT and NEG grants described above.
• Substantial resources are available for residents who are unemployed and underemployed and engage in workforce programs and services.
• Activities are being aligned to employer needs. The past several years have seen the identification of specific skills, licensures and certifications that are critically needed by local employers. Workforce training programs are being designed around these needs and the educational system, both secondary and post-secondary, are responding with greater agility. State labor market information is also now provided based on special industry segments or geographic regions, such as nursing, trucking transportation, and IT. Sector-based initiatives are emerging as a key strategy to bridge the skills and employment gap.
• Youth, who are particularly at risk for disengaging with the educational and workforce development system, receive more individualized support and have more wraparound supportive services available to build skills and reduce barriers to education and employment.
• The education system is expanding articulation agreements among high schools, CTE centers, community colleges, and the public university system.

WEAKNESSES

While there has been great progress, there is still room for improvement within the workforce development system to better serve the needs of customers.

• Communication largely relies on personal relationships and could be systematized and institutionalized at the organizational level. While information sharing has improved, cross training on program requirements and services would benefit staff and customers.
• Greater wraparound supportive services for all individuals seeking services from workforce agency partners are needed, particularly surrounding substance abuse treatment, public transportation, and childcare. These are the most commonly cited barriers to successful education and employment attainment amongst service providers and community members.
• The collaboration between school systems and local businesses has been successful, but can be expanded. Career pathways are being developed, but should expand to encompass every level of the education system and reduce the burden on single, highly-
engaged businesses. This could be done through more focused and formal collaboration, such as what was developed through the previous TAACCCT grant funding surrounding Advanced Manufacturing careers.

- Development of a richer career pathways system that provides more resources for advanced skill development, particularly with middle-skills and advanced technical skills needs growing in the state’s targeted sectors. Currently, workforce programs focus on the unemployed and underemployed low-skills population.

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

The process and success of creating an integrated WIOA Combined State Plan demonstrates the capacity of the State of New Hampshire to successfully provide workforce development activities, across numerous state agencies, in a cohesive customer-centric manner that benefits jobseeker and business customers. Due in part to the small size of the state, partner agencies have been able to form strong, collaborative relationships even when not able or required to be collocated. Workforce development activities and funding streams are being streamed efficiently, leveraged where appropriate, and increasing support from local business partners and other community groups. The capability of the State will only improve as real-time job posting data, using Burning Glass Labor Insight supported by the Office of Workforce Opportunity, is combined with the current workforce initiatives, growing sector strategies, and emphasis on career pathways continues to expand and gain traction.

The State faces challenges due to demographic shifts, the current state of the labor market, and funding constraints. New Hampshire is suffering from an out-migration of youth, particularly for higher-level educational opportunities. Without a critical mass of people, there is not just a lack of workers, but not enough individuals to support extensive training programs. An aging population also makes it more difficult for businesses to fill positions, coupled with the majority of dislocated workers suffering from the greatest skills deficiencies as well as older workers (aged 40+). Without the coordination of workforce agencies and policies to attract and retain skilled workers and combat these uneven demographics, the system’s capabilities to provide services in the future could be compromised.

Retention issues at local businesses have also developed because, though diversified, the work opportunities tend to be “a mile wide and an inch thick”. Developing richer career pathways that integrates all skill levels will help combat this issue. Lastly, the State does not benefit from an income tax or sales tax, forcing state workforce agencies to balance aspirations with the resources available. New Hampshire also has a low unemployment rate, which makes it difficult to attract outside funding.
(b) STATE STRATEGIC VISION AND GOALS

In order to prepare the New Hampshire workforce and meet the needs of employers within our state, the New Hampshire State Workforce Innovation Board has adopted a strategic vision for the workforce development system, a mission statement to define our work, and aggressive, yet realistic goals for the next four years.

The 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.

The vision of the New Hampshire State Workforce Innovation Board is to serve as a catalyst to establish a secure and sustainable workforce that can meet current and future skilled labor needs and provide a competitive advantage for New Hampshire businesses.

Our mission is to promote life-long learning by partnering with businesses, agencies, and organizations to bring the state's education, employment and training programs together into a workforce development system that will provide the means for residents of New Hampshire to gain sufficient skills, education, employment and financial independence.

As we work toward this vision, we will strive to provide a workforce development system that:

- is demand-driven and takes a sector-based approach.
- engages business as a true partner with the public workforce system.
- provides well-defined and easily accessible career pathways with multiple entry and exit points that promote and result in stackable credentials.
- offers a client-centric system for individual customers and business customers to access services that address their unique needs in a seamless way.
- leverages supportive services from multiple partners to eliminate barriers facing New Hampshire’s citizens.
- operates based on collaboration and trust among partners.
- promotes accountability and fiscal responsibility.

(2) Goals. Describe the goals for achieving this vision based on the 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.
Our workforce development system has identified the following five (5) goals in order to ensure our system A) prepares an educated and skilled workforce, including preparing youth and individuals with barriers to employment and other populations, and B) meets the skilled workforce needs of employers.

GOAL 1: CREATE A DEMAND-DRIVEN WORKFORCE DEVELOPMENT SYSTEM THAT BASES STRATEGIES, SERVICES, AND INVESTMENTS ON A DATA-INFORMED APPROACH, WITH A FOCUS ON SECTOR STRATEGIES.

As mentioned above, New Hampshire’s workforce development system has recently taken steps to assure workforce development programs and education and training is aligned to in demand skills and occupations. State labor market information is provided based on special industry segments and sector-based initiatives are emerging as a key strategy to bridge the skills and employment gap. But, we need to do more to ground all strategies and activities in a thorough and evolving understanding of sector demand. Expanding sector partners will be key at the macro, industry-wide level and will be coupled with more collaborative, solutions-based business services to individual companies in New Hampshire.

GOAL 2: OFFER FLEXIBLE TRAINING AND EDUCATION OPPORTUNITIES THAT ARE ALIGNED TO BUSINESS NEEDS, INCLUDING THE DEVELOPMENT OF CAREER PATHWAYS AND APPRENTICESHIPS.

The TAACCCT funding New Hampshire previously received surrounding Advanced Manufacturing careers has demonstrated the importance of formal collaboration and focused coordination on career pathways. Additional career pathways are being developed, but should be expanded to encompass all levels of education to ensure multiple entry and exit-ramps exist for students. Of particular importance for Goal 2 is tying career pathways to the lessons we will learn from sector partnerships and ensuring they are driven by an up-to-date understanding of sector demands. We also must ensure the foundation of each pathway is strongly rooted, with ties to basic academic skills and employability skills.

In expanding career pathways that are aligned to sector needs, the New Hampshire workforce development system recognizes apprenticeships as a proven model, especially for developing sector-specific, technical skills. We will also seek to promote apprenticeships as a workforce development strategy in Goal 2.

GOAL 3: INCREASE AWARENESS OF SERVICES AVAILABLE THROUGH THE TALENT DEVELOPMENT SYSTEM TO SUPPORT BUSINESSES AND INDIVIDUALS

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

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

The nuances within the labor market can make it difficult for individuals and businesses to connect with one another. Furthermore, the workforce development system is complex and not often easy for customers to navigate. As a system, we need to provide more streamlined access to employment opportunities and other strategies that can enhance connections between businesses and individuals, such as work-and-learn opportunities. In order to address Goal 4, we need to establish ways within the system to offer a “No Wrong Door” and “Whole Person” approach for customers – so their engagement with one partner within the system allows them access to the full suite of services and resources available from system partners. We also need to be more intentional about connecting businesses and “learners”, whether they are traditional students or working learners, for work-and-learn opportunities that can expose individuals to future employment opportunities, aid in skill development, and help retain talent in New Hampshire.

**GOAL 5: EXPAND COMMUNICATION AND COLLABORATION AMONG PARTNER AGENCIES AND PROGRAMS**

One of the strengths within the New Hampshire workforce development system is the ongoing collaboration among partners. As a small state, our partners at the state level regularly coordinate through our Interagency Directors Group (IDG) and collaborate on multiple state councils and boards. While very strong, this collaboration needs to expand deeper into our system. Goal 5 focuses on ensuring partner communication and collaboration increases at all levels – from state administrators and policy makers, to program managers throughout the state, and extends to front-line staff within our NH Works Centers and beyond. This will help us to provide more comprehensive solutions to the businesses and individuals we work with and will help us serve them in a more customer-centric way.

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### 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.)

The Performance Goals for Core Programs table can be found in Appendix C.

### Assessment

Describe how the State will assess the overall effectiveness of the workforce development system in the State in relation to the strategic vision and goals stated above in sections (b)(1), (2), and (3) and how it will use the results of this assessment and other feedback to make continuous or quality improvements.
The State Workforce Innovation Board and its subcommittees including the NH Works Consortium, Youth Council, Performance and Evaluation, Sector Strategy Committee, and the NH Works Interagency Directors Group will monitor the effectiveness of the strategic vision and goals that have been laid out in the plan in an ongoing fashion throughout implementation. At the strategy level, various state level collaborative committees and groups that are described throughout this plan will be involved with implementation to ensure that communication is kept among partners related to what is working, what is not, and how quality can be continuously improved. These groups also include business representatives, so they present an opportunity to understand effectiveness from the perspective of business and industry. To understand effectiveness, frequent updates will allow agency directors and board members to see how the plan is advancing and assess the progress each strategy is making toward the system’s goals. In addition to these progress reports, the Performance and Evaluation committee as well as the Workforce Innovation Board will monitor performance data and labor market trends to assess the larger and long-term impacts that are being made through this strategic work. The Performance and Evaluation group currently provides oversight for the implementation of WIOA performance measures and will monitor these in conjunction with the strategic plan. Business and industry on this group will ensure that monitoring and assessment focuses beyond just measures, however, and continues to promote a customer-centric implementation process.

Immediately upon implementation, the IDG will develop process measures and quantitative metrics, to the extent available, to monitor the progress and success of the goals identified in this plan. For example, the surveys conducted during the planning process provide data that can be used as a baseline for measuring the quality of services as perceived by customers of NH Works.

(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 Section (a).

(1) Describe the strategies the State will implement, including sector strategies and career pathways, as required by WIOA section 101(d)(3)(B), (D). “Career pathway” is defined at WIOA section 3(7). “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).

In crafting the five (5) goals for New Hampshire’s workforce development system, we have identified corresponding strategies that will help us meet these goals over the next four years. Strategies are outlined for each goal below. These strategies have been specifically crafted to 1) include sector strategies and career pathways, as required by WIOA section 101(d)(3)(B),(D); and 2) align core programs included within this plan to achieve fully integrated customer services consistent with our strategic vision and goals describe above and to strengthen workforce development activities in regard to gaps identified in the workforce analysis.

GOAL 1: CREATE A DEMAND-DRIVEN WORKFORCE DEVELOPMENT SYSTEM THAT BASES STRATEGIES, SERVICES, AND INVESTMENTS ON A DATA-INFORMED APPROACH, WITH A FOCUS ON SECTOR STRATEGIES

STRATEGY 1.1 Establish a framework to support industry-driven sector partnerships throughout the state

“Grass-roots” industry partnerships and sector-based initiatives exist in pockets throughout the state. A wider-spread and more consistent network of sector partnerships is needed, however, in order to more strategically engage employers in aligning services and career pathways to demand.

STRATEGY 1.2 Build upon the Interagency Business Team’s (IBT) momentum surrounding collaborative business services strategies by engaging additional partners and formalizing information sharing protocols

New Hampshire’s IBT includes representatives from all core partners and several additional partners (Community College System of New Hampshire, Office of Apprenticeship) that have collaborated to secure the support of NeoSerra, a customer relationship management system that will facilitate information sharing and collaboration around business services. While this positions New Hampshire as a best practice, additional partners can be engaged and other processes within the business services strategy need to be formalized.

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

At the state-level, relationships between workforce development and economic development are strong. Throughout the state, however, local economic development organizations are inconsistently engaged with the workforce system. Leveraging data analyses as a common language can help to align the two systems and ensure talent is
being prepared for not just current demand, but also emerging and/or future jobs in New Hampshire.

**GOAL 2: OFFER FLEXIBLE TRAINING AND EDUCATION OPPORTUNITIES THAT ARE ALIGNED TO BUSINESS NEEDS, INCLUDING THE DEVELOPMENT OF CAREER PATHWAYS AND APPRENTICESHIPS.**

**STRATEGY 2.1** Leverage knowledge/experience from industry-driven sector partnerships to inform career pathways offered in New Hampshire

We know that in a Career Pathway System, sector partnerships provide the most valuable information about collective industry needs that should be used to inform the design, implementation, and eventual outcomes of career pathways. With the framework and subsequent launch of sector partnerships throughout the state (see Goal 1, Strategy 1.1), education and training providers, workforce partners, and policy makers will be equipped with the information needed to develop relevant, demand-driven career pathways for New Hampshire citizens.

**STRATEGY 2.2** Ensure career pathways include opportunities to develop foundational skills

- **STRATEGY 2.2.A** Include adult education as an entry-point to career pathways for individuals who have not previously earned their high school diploma or the equivalent
- **STRATEGY 2.2.B** Continue the WorkReadyNH and/or similar programs for individuals in need of soft skill/employability skill development
- **STRATEGY 2.2.C** Continue the expansion of sector based/supported employment/credential industry specific training programs for OSY participants.

As in most states, businesses in New Hampshire are desperate for individuals that possess the basic academic skills and foundational employability skills. Furthermore, in the 2013-2014 school year, there were 6,983 students enrolled in adult education in New Hampshire. These nearly 7,000 individuals need to be connected to career pathways so they can advance and to address employers’ needs for talent. For employability skills, New Hampshire has a foundation to build upon with the WorkReadyNH program that is currently offered by the community colleges. This program, or other similar programs, should be continued and expanded to the extent possible to prepare workers with the foundational competencies that are so important for success.

**STRATEGY 2.3** Work with network of the state’s community colleges and other post-secondary education institutions to expand best practices related to flexible, business-driven training and education

Best practices for flexible, employer-driven education and training exist throughout the state. For example, Nashua Community College partnered with GE Aviation for precision
manufacturing. This and other promising practices can be explored, evaluated for replicability, and brought to scale where appropriate. Further, more flexible education and training programs will allow non-traditional learners – working adults, individuals with families, etc. – to address unique barriers they may be facing.

STRATEGY 2.4 Work with K-12 education, career and technical education, post-secondary education, and business to promote career pathways for in-demand sectors and occupations to students in the talent pipeline

Equally important to the development of career pathways aligned to sector demand is the need to ensure the pipeline of talent into these pathways – and ultimately in the jobs – is robust and sustainable. This means it is important for the workforce development system to help promote in demand occupations and their relevant career pathways to students and emerging talent. Partnerships and connection will be key to this strategy, particularly the connection between business and education. The New Hampshire workforce development system will help to convene partners and coordinate efforts to ensure the talent pipeline stays full.

STRATEGY 2.5 Continue to advance apprenticeship as a workforce strategy

In expanding career pathways that are aligned to sector needs, the New Hampshire workforce development system recognizes apprenticeships as a proven model, especially for developing sector-specific, technical skills. Educating workforce professionals and partners about the value and process of apprenticeships will be important to this strategy as will the systemic promotion of the apprenticeship model to businesses and individuals.

GOAL 3: INCREASE AWARENESS OF SERVICES AVAILABLE THROUGH THE TALENT DEVELOPMENT SYSTEM TO SUPPORT BUSINESSES AND INDIVIDUALS

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

As mentioned previously, in a survey of businesses throughout the state, over 90 percent who had utilized NH Works services reported they would return and over 90 percent reported they would recommend the services to another business. Similarly, 97 percent of the individuals who responded to the survey were satisfied with services. This means the quality of services in NH Works Centers is high. However, focus groups conducted during this process revealed that more awareness, especially among the business

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community, is needed. Rather than ad hoc promotion, however, the New Hampshire workforce system will benefit from implementing communications strategies that will employ strategic messaging to target audiences.

**STRATEGY 3.2** Work with chambers of commerce, business and industry associations to promote services of NH Works and its partners to businesses

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

**STRATEGY 3.3** Work with community-based organizations, libraries, schools, and partners’ networks to promote services of NH Works and its partners to individuals and youth

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

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

**STRATEGY 4.1** Explore a common information system or the ability for system interfaces that will increase individuals’ and businesses’ access to all employment and training resources available to support their needs

Among the core partners and other partners included within this plan, there are a number of different information systems and data management systems being utilized. This results in customers of the system having to provide the same information to multiple partners and dual data entry by staff. A common information system or at least the ability for the multiple systems to interface with one another for key data would create efficiencies that would be valuable to both the customers and staff. The New Hampshire workforce system will explore the possibilities of a common system or system interfaces, considering the functionality that will be needed, sensitivity and confidentiality of data, impacts to customer flow (and the ability to provide customer-facing interfaces), impacts to work flow, financial and non-financial resources needed to support such a system, and barriers to implementation. Each of the partners has invested significant resources and energy in developing a case management system that meets the legal requirements of their program. The agencies share with NH Employment
Security specific data that is used for calculating performance measures and accessing Unemployment Insurance data for performance calculation.

**STRAIGHT 4.2** Expand the infrastructure for employers and individuals to pursue work-based learning opportunities along the full spectrum of options (internships, apprenticeship, etc.)

- **STRAIGHT 4.2.A** Map the existing resources and assets to support work-based learning in New Hampshire
- **STRAIGHT 4.2.B** Continue to assess business interest in work-based learning and the ideal engagement strategies from the businesses’ perspectives
- **STRAIGHT 4.2.C** Determine the most appropriate way(s) to link resources from various programs and partners to offer full spectrum of work-based learning opportunities (e.g. Department of Labor School-to-Work Approved Unpaid Work Sites, On-the-job training resources from WIOA and TANF, Office of Apprenticeship services, etc.)

This could be a digital infrastructure that offers the ability for businesses and emerging workers to be connected for work-based learning opportunities online. But, it may also be clarifying the message, resources, and roles/responsibilities among partners to support work-based learning connections in New Hampshire. Much mapping of the various assets has already been done and will provide a foundation for Strategy 4.2. With a thorough understanding of the resources currently available and employers’ feedback on ideal engagement strategies around work-based learning, the New Hampshire workforce development system will be well positioned to link and leverage resources that will form the infrastructure to support these valuable strategies.

**STRAIGHT 4.3** Make it easier for businesses and individuals to navigate the workforce development system by simplifying language and avoiding acronyms and “system lingo”

Acronyms and “alphabet soup” is a common challenge among government programs and the workforce system and its partner programs are no exception. But, beyond acronyms, we need to move toward a system that more clearly and concisely aligns system services to customer needs. Whether that is communicating the impact NH Works services can have on a business’ bottom line or how training can help an individual support his family, system language will be simplified in Strategy 4.3 so it is easier for customers to navigate the sometimes complex process of accessing services.

**GOAL 5: EXPAND COMMUNICATION AND COLLABORATION AMONG PARTNER AGENCIES AND PROGRAMS**

**STRAIGHT 5.1** Explore opportunities to share information more systematically among partners

Among members of the NH Works Consortium and Interagency Directors Group, there has been significant progress on sharing information among partners. For example, data
sharing agreements exist among many interagency partners, and on the business-facing side, movement has been made toward a common CRM for business services. Furthermore, partners have agreed to accept the assessments a customer has completed through another program rather than having to complete it again. There is more work to be done, however. Opportunities to share information that will be explored including a more systematic referral process, interfacing information systems (as reflected in Goal 3, Strategy 3.1), and the like.

**STRATEGY 5.2** Prioritize professional development of front-line staff on business services, partner programming/resources, and best practices

In New Hampshire, one of the greatest strengths is the existing collaboration, communication, and trust that exists among state-level partners. The Interagency Directors Group, for example, provides a regular opportunity to come together for joint planning, resource alignment, and brainstorming on how to overcome barriers. These relationships have led to many successes and an ongoing willingness to collaborate. However, staff at all levels within the system – whether they are program managers, team leaders, or front-line staff – do not have the same depth of knowledge about one another’s services or the existing relationships that are so essential for collaboration. More professional development opportunities for staff on topics such as cross-agency programs and services, innovative service delivery strategies, trends in key sectors, and the like will allow them not only to increase their knowledge-base but also generate a better understanding of how all services and programs can fit together to create a truly comprehensive system.

**STRATEGY 5.3** Develop a peer-to-peer learning network that offers opportunities for all levels of staff to identify best practices within the state, encourages information sharing among partners, and reinforces professional development of staff

As mentioned above in Strategy 5.2, trust and relationship-building is key for successful collaboration. In addition to prioritizing professional development of staff, the New Hampshire workforce development system and its partners will also develop a peer-to-peer learning network that will bring together staff from multiple agencies at multiple levels. This will allow for networking opportunities, outside-of-the-box thinking, identification of best practices in New Hampshire and externally, and will encourage collaboration. The peer-to-peer learning network will consist of virtual learning opportunities and information sharing (e.g. webinars, conference calls, and online resources) as well as in person opportunities (e.g. meetings, events).
III. OPERATIONAL PLANNING ELEMENTS

(a) State Strategy Implementation. The Unified or Combined State Plan must include—

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

The New Hampshire Office of Workforce Opportunity (OWO) serves as the state-level administrative entity for the Workforce Innovation and Opportunity Act (WIOA) Adult, Dislocated Worker and Youth funds flowing to New Hampshire from the U.S. Department of Labor (USDOL). The Department of Business and Economic Affairs (BEA) is the state entity fiscal agent and is the official grant recipient of WIOA funds. USDOL, Region I office in Boston, Massachusetts provides federal oversight and technical assistance to OWO.

The Governor, in accordance with section 106(d) of WIOA, has designated New Hampshire as a “Single State Local Area.” As a single service area, New Hampshire has developed a highly aligned governance and administrative structure that sets policy direction, performance goals, and provides oversight to hold the workforce development system fully accountable. The State Workforce Innovation Board (SWIB) serves as the advisory body for the development, updating and evaluation of the planning process to ensure that workforce development programs remain fully responsive to New Hampshire’s economic development and labor market needs. State agencies work in a coordinated manner to oversee the implementation of a host of specific workforce development programs. Local agencies or community-based administrative arms of state agencies are responsible for managing workforce programs and providing direct services to customers. The New Hampshire workforce development system, diagramed in the following pages, allows the SWIB, in conjunction with the New Hampshire Works Consortium, the Interagency Directors Groups, and the NH Works American Job Centers to execute the functions of a state workforce board pursuant to section 101(d) of WIOA. The functions of a state board according to WIOA are listed below, including notes of how the SWIB will carry out some of these functions due to New Hampshire’s status as a Single State Local Area.

1. The development, implementation, and modification of the State plan;
2. The review of statewide policies, of statewide programs, and of recommendations on actions that should be taken by the State to align workforce development programs in the State in a manner that supports a comprehensive and streamlined workforce development system in the State, including the review and provision of comments on the State plans, if any, for programs and activities of one-stop partners that are not core programs;
3. The development and continuous improvement of the workforce development system in the State, including:
a. The identification of barriers and means for removing barriers to better coordinate, align, and avoid duplication among the programs and activities carried out through the system;

b. The development of strategies to support the use of career pathways for the purpose of providing individuals, including low-skilled adults, youth, and individuals with barriers to employment (including individuals with disabilities), with workforce investment activities, education, and supportive services to enter or retain employment;

c. The development of strategies for providing effective outreach to and improved access for individuals and employers who could benefit from services provided through the workforce development system;

d. The development and expansion of strategies for meeting the needs of employers, workers, and jobseekers, particularly through industry or sector partnerships related to in-demand industry sectors and occupations;

e. The identification of regions, including planning regions, for the purposes of section 106(a), and the designation of local areas under section 106, after consultation with local boards and chief elected officials; (*Note: New Hampshire is a Single State Local Area)

f. The development and continuous improvement of the one-stop delivery system in local areas, including providing assistance to local boards, one-stop operators, one-stop partners, and providers with planning and delivering services, including training services and supportive services, to support effective delivery of services to workers, jobseekers, and employers; (As New Hampshire does not have local boards, the SWIB will focus on technical assistance to the statewide one-stop delivery system) and

g. The development of strategies to support staff training and awareness across programs supported under the workforce development system;

4. The development and updating of comprehensive State performance accountability measures, including State adjusted levels of performance, to assess the effectiveness of the core programs in the State as required under section 116(b); (*Note: New Hampshire is a Single State Local Area)

5. The identification and dissemination of information on best practices, including best practices for:

   a. The effective operation of one-stop centers, relating to the use of business outreach, partnerships, and service delivery strategies, including strategies for serving individuals with barriers to employment;

   b. The development of effective local boards, which may include information on factors that contribute to enabling local boards to exceed negotiated local levels of performance, sustain fiscal integrity, and achieve other measures of effectiveness (The SWIB will focus on the development of an effective state board
and its subcommittees and contractors, enabling the state to exceed negotiated levels of performance); and

c. Effective training programs that respond to real-time labor market analysis, that effectively use direct assessment and prior learning assessment to measure an individual’s prior knowledge, skills, competencies, and experiences, and that evaluate such skills, and competencies for adaptability, to support efficient placement into employment or career pathways;

6. The development and review of statewide policies affecting the coordinated provision of services through the State’s one-stop delivery system described in section 121(e), including the development of:
   a. Objective criteria and procedures for use by local boards in assessing the effectiveness and continuous improvement of one-stop centers described in such section (The State will utilize criteria and procedures to assess effectiveness and continuous improvement of all one-stop centers);
   b. Guidance for the allocation of one-stop center infrastructure funds under section 121(h); and
   c. Policies relating to the appropriate roles and contributions of entities carrying out one-stop partner programs within the one-stop delivery system, including approaches to facilitating equitable and efficient cost allocation in such system;

7. The development of strategies for technological improvements to facilitate access to, and improve the quality of, services and activities provided through the one-stop delivery system, including such improvements to:
   a. Enhance digital literacy skills (as defined in section 202 of the Museum and Library Services Act (20 U.S.C. 9101); referred to in this Act as “digital literacy skills”);
   b. Accelerate the acquisition of skills and recognized postsecondary credentials by participants;
   c. Strengthen the professional development of providers and workforce professionals; and
   d. Ensure such technology is accessible to individuals with disabilities and individuals residing in remote areas;

8. The development of strategies for aligning technology and data systems across one-stop partner programs to enhance service delivery and improve efficiencies in reporting on performance accountability measures, including the design and implementation of common intake, data collection, case management information, and performance accountability measurement and reporting processes and the incorporation of local input into such design and implementation, to improve coordination of services across one-stop partner programs;

9. The development of allocation formulas for the distribution of funds for employment and training activities for adults, and youth workforce investment activities, to local areas as permitted under sections 128(b)(3) and 133(b)(3);
10. The preparation of the annual reports described in paragraphs (1) and (2) of section 116(d);
11. The development of the statewide workforce and labor market information system described in section 15(e) of the Wagner-Peyser Act (29 U.S.C. 49l–2(e)); and
12. The development of such other policies as may promote statewide objectives for, and enhance the performance of, the workforce development system in the State.

NEW HAMPSHIRE WIOA WORKFORCE DEVELOPMENT SYSTEM

State Workforce Innovation Board

Executive Committee

Youth Council

Performance and Evaluation (WIOA State Plan)

One-Stop Operator Consortium (NH Works Consortium)

Office of Workforce Opportunity: WIOA Administrative Entity (Staff to the Board)

Interagency Directors Group

Interagency Business Team

Performance Team

Professional Development Team

Sector Strategy Team

12 NH Works American Jobs Centers Statewide (Co-located UI, Employment Security, Trade Act, WIOA Adult/DW, Vocational Rehabilitation)
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.

<table>
<thead>
<tr>
<th>Group</th>
<th>Function</th>
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<tbody>
<tr>
<td>State Workforce Innovation Board</td>
<td>1-12</td>
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<tr>
<td>Executive Committee</td>
<td>1-12</td>
</tr>
<tr>
<td>Youth Council</td>
<td>3, 12</td>
</tr>
<tr>
<td>Performance and Evaluation</td>
<td>4, 8, 12</td>
</tr>
<tr>
<td>One-Stop Operators Consortium</td>
<td>3, 5, 6, 8, 12</td>
</tr>
<tr>
<td>Interagency Directors Group</td>
<td>3, 5</td>
</tr>
<tr>
<td>Interagency Business Team</td>
<td>3(b)(d)</td>
</tr>
<tr>
<td>Professional Development Team</td>
<td>3(g), 7</td>
</tr>
<tr>
<td>Sector Strategy Team</td>
<td>3(d)</td>
</tr>
<tr>
<td>Performance Team</td>
<td>5(c)</td>
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</tbody>
</table>

**STATE WORKFORCE INNOVATION BOARD**

The State Workforce Innovation Board 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:

- Increasing affordability of higher education for all New Hampshire residents;
- Aligning workforce programs with the needs of business and industry;
- Expanding job training;
- Modernizing STEM education; and
- Establishing college and career readiness standards.

The SWIB mission is to promote lifelong learning by partnering with businesses, agencies, and organizations to bring the state’s education, employment, and training programs together into a workforce development system that will provide the means for residents of New Hampshire to gain sufficient skills, education, employment, and financial independence. The Board’s vision is to serve as a catalyst to establish a secure and sustainable workforce that will meet current and future skilled labor needs and provide a competitive advantage for New Hampshire businesses.
The state Board and the workforce development system identified the following five (5) goals in order to ensure their system A) prepares an educated and skilled workforce, including preparing youth and individuals with barriers to employment and other populations, and B) meets the skilled workforce needs of employers.

**Goal 1:** Create a demand-driven workforce development system that bases strategies, services, and investments on a data-informed approach, with a focus on sector strategies.

**Goal 2:** Offer flexible training and education opportunities that are aligned to business needs, including the development of career pathways and apprenticeships.

**Goal 3:** Increase awareness of services available through the talent development system to support businesses and individuals

**Goal 4:** Streamline access to employment and work-and-learn opportunities

**Goal 5:** Expand communication and collaboration among partner agencies and programs

**EXECUTIVE COMMITTEE**

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

**YOUTH COUNCIL**

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

**PERFORMANCE AND EVALUATION**

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

ONE-STOP OPERATOR CONSORTIUM (NH WORKS CONSORTIUM)
The NH Works Consortium is a standing committee of the SWIB and serves as the One-Stop Operator in New Hampshire. Membership is assigned by the OWO 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), NH Department of Education (DOE), NH Community College System (CCSNH), NH Department of Resources & Economic Development (BEA), NH Department of Health and Human Services (DHHS) and the Community Action Association). The Chair of the State Board serves as the Chair of the Consortium. Decisions at the Consortium level are reached by a consensus, or in consultation with the SWIB and/or the Governor, as appropriate. The Consortium guides the work of the Interagency Directors Group (IDG), which in turn works with management staff within each partner agency, creating a flexible system that can respond to the needs of the State. The Consortium also oversees the implementation of system-wide workforce development strategies and goals at the service delivery level, consistent with the vision and goals set forth by the SWIB. The Consortium is the primary committee charged with designing and implementing continuous improvement tools and processes for the day-to-day operations at the NH Works Centers.

INTERAGENCY DIRECTORS GROUP (IDG)
IDG is a management team established to work in collaboration with the NH Works Consortium. IDG is comprised of director-level staff from each of the state agencies responsible for WIOA core programs with additional members representing Temporary Assistance for Needy Families (TANF), the Community College System, and Federal apprenticeship staff. This team represents a direct connection between workforce system participants and policy makers. The IDG functions as a strategic mechanism to facilitate communication among partner agencies. This produces a more customer-centric system quickly identifying issues relevant to system-wide operations. The team identifies new or emerging issues that affect the work of the NH Works Center operations on a system level, and report them back to the NH Works Consortium with recommendations for change and/or continuous improvements as appropriate.

Using existing NH Works Center operating agreements and the state Memorandum of Understanding as its guide, the IDG is accountable to the timely provision of solutions, improvements, and/or policy issuances, with the direction set forth by the NH Works Consortium. Decisions at the IDG level are reached by consensus of the team members, or in
consultation with the NH Works Consortium. All decisions at the IDG level are submitted as recommendations to the NH Works Consortium for further discussion and final approval prior to implementation.

INTERAGENCY BUSINESS TEAM

The Interagency Business Team (IBT) is a system improvement team established by the SWIB in collaboration with the NH Works Consortium. Members are assigned by the OWO in consultation with the NH Works Consortium. Like the other groups, the IBT includes core and non-core partners of this plan, as well as additional agencies outside of the plan. IBT members must currently have a position within their agency that allows for them to have day-to-day contact with the business community and therefore have a working knowledge of their local NH Works service delivery system and the direct needs of the businesses in their respective areas.

The IBT functions as a collaborative mechanism to facilitate communication between partner agencies involved with current and ongoing employer services offered through the NH Works Centers. The IBT is a strategic alliance of the system partners, providing a streamlined employer service structure. This helps to eliminate duplicated services and promotes information sharing among agencies. The goal of the team is to identify strategies for better coordination of business services and provide a frontline voice to policy makers. Recommendations identified by the IBT for continuous improvement, and/or replication of best practices for working with employers at the local level, are submitted to the IDG for comment prior to being submitted to the NH Works Consortium for further discussion and/or final approval.

PROFESSIONAL DEVELOPMENT TEAM

The Professional Development Team (PDT) is an interagency team established by the IDG in collaboration with the NH Works Consortium. The team serves as a state-level capacity building and planning team whose mission is to “Build the Capacity of NH Works Staff to Enhance Customer Service” within the workforce development system. The PDT’s primary customers are NH Works Center staff and WIOA Youth providers. Team members coordinate partner agency training opportunities to reduce duplication, leverage existing training resources (e.g., trainers, training funds, training rooms, etc.) from within the system and/or the region to affect system efficiencies, as well as plan, develop and implement staff training opportunities. The PDT approach fosters continuous improvement throughout the system by the sharing information and skill development among the partners. All decisions at the PDT level are submitted as recommendations to the IDG for further discussion. Training plans and/or other staff training recommendations are reviewed and approved by the IDG and submitted to the NH Works Consortium for final approval.

SECTOR STRATEGY TEAM

The Sector Strategy Team is an interagency committee created by the IDG to assist in creating a more demand-driven workforce system that is flexible to the needs of business and jobseekers. The team is focused on sector strategies that include regional, industry-focused approaches to
workforce and economic development that improve access to good jobs and increase job quality in ways that strengthen a specified industry’s workforce. The Sector Strategy Team utilizes a multiagency team-based approach to align the needs of business with the services delivered in the workforce system. In addition the Sector Strategy Team is tasked with spearheading the system’s career pathway agenda. The team works under the guidance of the IDG and all recommendations are submitted the NH Works Consortium for final approval.

**PERFORMANCE TEAM**

The Performance Team was created by the IDG to review and coordinate the requirements and performance of training providers in regards to the WIOA. This interagency group is made up program-level staff from the agency responsible for WIOA core programs and includes a business representative. The group reviews policies and procedures as they relate to training providers and programs. The team’s goal is to establish guidelines for the Eligible Training Provider List (ETPL) that allows New Hampshire jobseekers to make informed decisions based on data and labor market demand. This sub-group provides recommendations to the Performance and Evaluation Committee and/or NH Works Consortium for final approval.

**(2) Implementation of State Strategy. Describe how the lead State agency with responsibility for the administration of each core program or a Combined State Plan partner program included in this plan will implement the State’s Strategies identified in II(c) above.**

The lead State agencies responsible for WIOA core programs and non-core programs included in the combined plan are the Office of Workforce Opportunity (OWO), New Hampshire Employment Security (NHES), and New Hampshire Department of Education (DOE). Program responsibility is detailed in the table below.

<table>
<thead>
<tr>
<th>Agency</th>
<th>Core Program</th>
<th>Non-Core Program</th>
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<tbody>
<tr>
<td>OWO</td>
<td>– Adult (Title I)</td>
<td>– Senior Community Service Employment Program (Title V Older Americans Act)</td>
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<tr>
<td></td>
<td>– Dislocated Worker (Title I)</td>
<td></td>
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<td></td>
<td>– Youth (Title I)</td>
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</tr>
<tr>
<td>NH Employment Security</td>
<td>– Wagner-Peyser (Wagner-Peyser Act, as amended by Title III)</td>
<td>– Trade Adjustment Assistance for Worker Program (Chapter 2, Title II Tract Act)</td>
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<td></td>
<td></td>
<td>– Jobs for Veterans State Grants (Title 38, Chapter 41)</td>
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<td></td>
<td>– Unemployment Insurance</td>
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<td></td>
<td></td>
<td>– Re-employment Services and Eligibility Assessment Program</td>
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<td></td>
<td></td>
<td>– Migrant and Seasonal Farmworker Program</td>
</tr>
<tr>
<td>NH DOE</td>
<td>– Adult Basic Education and Family Literacy (WIOA Title II)</td>
<td>– Career and Technical Education (Card D. Perkins Career and</td>
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</table>
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 Office of Workforce Opportunity (OWO), New Hampshire Employment Security (NHES), and New Hampshire Department of Education (DOE) will work in partnership to carry out the goals of the SWIB through the network of collaboration described in section 3(a)(1). The workforce development system core and non-core partners will execute the following goals and strategies.

Goal 1: Create a demand-driven workforce development system that bases strategies, services, and investments on a data-informed approach, with a focus on sector strategies

<table>
<thead>
<tr>
<th>Strategies</th>
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<tbody>
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<td>1.1</td>
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<td>1.2</td>
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<td>1.3</td>
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Goal 2: Offer flexible training and education opportunities that are aligned to business needs, including the development of career pathways and apprenticeships.

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<th>Strategies</th>
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<td>2.2.c</td>
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<td><strong>Strategies</strong></td>
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<td><strong>2.3</strong></td>
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<td><strong>2.4</strong></td>
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<td><strong>2.5</strong></td>
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**Goal 3: Increase awareness of services available through the talent development system to support businesses and individuals**

<table>
<thead>
<tr>
<th><strong>Strategies</strong></th>
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<tbody>
<tr>
<td><strong>3.1</strong></td>
<td>Employ proven strategies for marketing and outreach that target audiences (e.g. small and medium-sized businesses, sector-specific stakeholders, long-term unemployed individuals, underemployed individuals, youth, etc.)</td>
</tr>
<tr>
<td><strong>3.2</strong></td>
<td>Work with chambers of commerce, business and industry associations to promote services of NH Works and its partners to businesses</td>
</tr>
<tr>
<td><strong>3.3</strong></td>
<td>Work with community-based organizations, libraries, schools, and partners’ networks to promote services of NH Works and its partners to individuals and youth</td>
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</table>

**Goal 4: Streamline access to employment and work-and-learn opportunities**

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<thead>
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<th><strong>Strategies</strong></th>
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<tbody>
<tr>
<td><strong>4.1</strong></td>
<td>Explore a common information system or the ability for system interfaces that will increase individuals’ and businesses’ access to all employment and training resources available to support their needs</td>
</tr>
<tr>
<td><strong>4.2</strong></td>
<td>Expand the infrastructure for employers and individuals to pursue work-based learning opportunities along the full spectrum of options (internships, apprenticeship, etc.)</td>
</tr>
<tr>
<td><strong>4.2.a</strong></td>
<td>Map the existing resources and assets to support work-based learning in New Hampshire</td>
</tr>
<tr>
<td><strong>4.2.b</strong></td>
<td>Continue to assess business interest in work-based learning and the ideal engagement strategies from the businesses’ perspectives</td>
</tr>
<tr>
<td><strong>4.2.c</strong></td>
<td>Determine the most appropriate way(s) to link resources from various programs and partners to offer full spectrum of work-based learning opportunities (e.g. On-the-job training resources from WIOA and TANF, Office of Apprenticeship services, etc.)</td>
</tr>
<tr>
<td><strong>4.3</strong></td>
<td>Make it easier for businesses and individuals to navigate the workforce development system by simplifying language and avoiding acronyms and “system lingo”</td>
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Goal 5: Expand communication and collaboration among partner agencies and programs

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<th>Strategies</th>
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<td>5.2</td>
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<td>5.3</td>
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</table>

(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 (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
  - Talent Attraction and Tourism
- New Hampshire Employment Security
  - Migrant and Seasonal Farm Workers
- New Hampshire Community Technical College System (CCS)
  - Post-Secondary Education Services
  - Carl Perkins Funds
- NH DOE
  - K-12 Education
- US Department of Labor
  - Job Corps
  - Registered Apprenticeships
An example of how these outside partners are working in collaboration with core partners and non-core partners identified in this plan can be seen in the apprenticeship program. One of the SWIB’s goals is to offer flexible training options to meet the needs of businesses through career pathways. The apprenticeship program through the federal Office of Apprenticeships offers customized training for businesses through the development of career pathways. These work-based learning opportunities are a result of core partner staff working directly with the Office of Apprenticeship in identifying the needs of the business, recruiting, placing participants, and providing wraparound supportive services to the businesses and job seekers to ensure a successful and sustained outcome. The partners will continue to expand apprenticeship opportunities to unemployed and underemployed jobseekers by working together throughout the state. There is also a strong collaboration with the TANF program to provide on-the-job training dollars for customers who may not be seeking an apprenticeship, but would benefit from work-based learning experiences. In addition, community partners representing the various interests of target populations regularly attend the local Partners Meetings.

WorkReadyNH is an employability skills training program designed to meet the needs of New Hampshire businesses. It is a joint endeavor by the Community College System of NH, Office of the Governor, BEA, Employment Security, and NH Works, and funded by the State of New Hampshire’s Unemployment Insurance Fund and contracted with the Office of Workforce Opportunity. This program provides training, at no cost to the participant, on skills employers have identified as essential in the workplace. The program is delivered at the community colleges where participants engage in remedial skill building (i.e., math and reading). They are then exposed to over 60 hours of job seeking and soft skills curriculum that includes:

- Job interviews
- General expectations
- Workplace safety
- Communication skills
- Team-building & conflict resolution
- Problem-solving
- Meetings
- On-the-job training
- Customer service
- Performance review

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

Understanding that transportation is often a barrier for serving some individuals, members of the state board and the IDG are also engaging with the State Coordinating Council for Transportation. Agencies are discussing ways to coordinate the various transportation services to reduce duplication, increase availability, and maximize the scarce resources that are available. Workforce and human services agencies have been engaged to provide the voice of their
customers. Staff has also participated in providing input for the Governor’s Advisory Commission on Intermodal Transportation’s 10 year plan, which is currently in draft form, as another way to make sure the voice of the customer is heard.

In an effort to increase system-wide collaboration, these outside partners will continue to be included in the operation of the board functions described above through SWIB membership and sub-group participation. Outside partners included in this collaboration are members of the Youth Council, IDG, NH Works Consortium, and the IBT. This aids in the prevention of duplicated services and activities, but also ensures there is strategic coordination among all the partners in the NH workforce development system.

(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 to individuals including those populations identified in section II(a)(1)(B). The activities described shall conform to the statutory requirements of each program.

The NH Workforce Innovation Board in conjunction with its subcommittee, the NH Works Consortium oversees the operation of the twelve (12) NH Works American Job Centers as described previously. The NH Works one-stop centers are the frontline services for individuals within the workforce development system. The Office of Workforce Opportunity contracts its adult, dislocated worker, and National Emergency Grant services to the Community Action Associations. The staff from the Community Action Association, NH Employment Security, and NH Department of Education - Vocational Rehabilitation is co-located to provide a seamless customer-centric service. For individual job seekers, there is a clear and effective process when entering a one-stop center, which is reflected on the front-end beginning with an intake process. Job seekers can access an array of services and activities including but not limited to:

<table>
<thead>
<tr>
<th>NH Works Center Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Career Services (Basic, Individual, and Follow-up)– WIOA 134(c)(2)</td>
</tr>
<tr>
<td>- Determination of Eligibility</td>
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<tr>
<td>- Assessments</td>
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<tr>
<td>- Labor Exchange Information</td>
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<tr>
<td>- Labor Market Information</td>
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<tr>
<td>- Unemployment Insurance Information</td>
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<tr>
<td>- FAFSA Assistance</td>
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<tr>
<td>- Development of Individual Employment Plan</td>
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<tr>
<td>- Group Counseling</td>
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<tr>
<td>- Individual Counseling</td>
</tr>
<tr>
<td>- Career Planning</td>
</tr>
<tr>
<td>- Internships</td>
</tr>
<tr>
<td>- Short-Term Per-Vocational Services (soft skills</td>
</tr>
</tbody>
</table>
Co-enrollment in core programs and non-core programs is common, and staff use a universal referral form for interagency service delivery. When co-enrollment is applicable and beneficial to the individual, a multi-agency case management team meeting is conducted where a services strategy is agreed upon and a “lead” case manager is assigned to coordinate services to eliminate duplication of services. In addition to the WIOA services outlined above, individuals are able to access energy assistance, health, food and nutrition assistance, Hispanic/Latino community services, housing and homeless programs, Welfare-to-Work programs, and other various supportive and volunteer services through the NH Works centers. All activities conform to the statutory requirements of each program and are accessible to all individuals.

All program partner (core and non-core) agencies have access to the New Hampshire Job Matching System (JMS), which allows for collaboration among partners when providing any type of job search assistance. Memorandums of Understanding and Formal Data sharing agreements exist across the following partners (also described in Section II (a)(2)):

**NH Department of Employment Security and the NH Department of Business and Economic Affairs, Office of Workforce Opportunity to apportion and coordinate administration of the Unemployment Insurance Reemployment Service and Eligibility Assessment 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

| Training Services – WIOA 134(c)(3) and 122(a)(3) | • Occupational Skills Training  

| Financial Literacy  
| Follow-up Services |

| Supportive Services – WIOA 134 (d)(2) | • To Support Career and Training Services |

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effective and timely early intervention response can be offered to affected workers, and responsibility for delivery of these services can be assigned.

**NH Works One-Stop Operator Consortium for operation of the NH Works One-Stop Centers** – The Workforce Innovation Board and the NH Department of Business and Economic Affairs (BEA), NH Department of Education (NHDOE), NH Health and Human Services, Division of Family Assistance (DHHS), NH Employment Security (NHES), Community College System of NH (CCSNH), Community Action Association of NH (CAP) have an MOU for the purpose of continuing the NHWORKS One Stop partnership as a “single service delivery system” or “One-Stop Delivery System” under WIOA, to engage in a joint planning process, and to establish the general terms and conditions under which the partnership will operate.

**NH Employment Security and NH Dept. of Business and Economic Affairs, Office of Workforce Opportunity, to apportion and coordinate administration for the Trade Act of 1974 as amended by the Trade Adjustment Assistance 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, the State Youth Council, and Adams and Associates – Manchester Job Corps Center** – This agreement constitutes a memorandum of understanding between the Adams and Associates - Manchester Job Corps Operator, the NH Works One-Stop Operator Consortium (NH Works Consortium) and the NH Youth Council (Youth Council), for implementation upon federal award by US Dept. of Labor. Both the Youth Council and the NH Works Consortium are established subcommittees of the State Workforce Innovation Board. New Hampshire is a single state service delivery area, and as such has one state level board responsible for the State’s WIOA one-stop delivery system known as NH Works.

The NH Works system partners include the following:

- NH Department of Business and Economic Affairs (BEA)
- NH Department of Education (NHDOE)
- NH Health and Human Services, Division of Family Assistance (DHHS)
- NH Employment Security (NHES)
- Community College System of NH (CCSNH)
- Community Action Association of NH (CAP)

The purpose of the memorandum is to provide an overview of the respective roles of the partner agencies within the NH Works system and identify recruitment, referral and information sharing as allowable within the parameter of existing services.

**Services to Veterans** – Memorandum of Understanding among NH Department of Business and Economic Affairs, NH Employment Security, Southern NH Services, NH Department of Education, NH Health and Human Services and Community College System of NH is to establish a non-financial agreement among the above mentioned NH Works partners concerning their respective roles and responsibilities to “ensure maximum effectiveness and efficiency are achieved in providing services and assistance to eligible veterans” in accordance with funding agencies’
statues and participation in Capstone activities and other outreach to transitioning service members.

Copies of these MOUs maybe found on the NH Works website, nhworks.org.

Information sharing is key to the collaboration, coordination and alignment of services to individuals in New Hampshire. As described above the SWIB, NH Works Consortium, and IDG lead the effort at the state level. At a more community or program level NH Works partners hold quarterly meetings. These meetings are held in six (6) different regions across the state, which includes representatives from Employment Security, WIOA, Vocational Rehabilitation, TANF, resettlement agencies, contractors, and others involved with workforce services or wraparound supportive services. These quarterly meetings ensure open communication and system alignment. For Youth services, a Local Shared Youth Vision Team was created. The group includes representatives from various youth-serving agencies such as Job Corps, WIOA Youth program contractors, ABE, Juvenile Justice, VR, local school districts, homeless community outreach partners, and more. These meetings are held at both the regional and state level, with the goal of sharing information and assisting each other in navigating the various regulations as well as developing a systematic way to determine where youth should go first to receive the best services possible for an individual’s unique situation.

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).

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

The primary function of the Interagency Business Team (IBT) is to coordinate and align services to employers at a state and community level. The IBT functions as a collaborative mechanism to facilitate communication among partner agencies. This collaboration is specific to services to employers, both current and ongoing, offered through the NH Works Centers. The IBT is a strategic alliance of the system partners to provide a streamlined employer service structure in an effort to eliminate duplicated services and promote information sharing among agencies. The IBT is made up of partners from core, non-core, and outside programs. The IBT focuses on sector strategies, demand-driven initiatives, and is spearheading the rollout of NEOSERRA, a business intelligence tool. New Hampshire will implement the NEOSERRA software, which will allow all
core and non-core program partners to access and update business information. This software will allow frontline staff partners to read business case notes, enter services, and coordinate activities in terms of businesses services. This will further prohibit duplication of services and create a more customer-focused system.

These services and activities are delivered by a team of NH Works partner staff whom are universally called Business Resource Specialists (BRS). Services that are available to businesses in the NH Works center include by are not limited to:

- Labor Exchange Information
- Customized Services
  - Screening and Referral of Jobseekers
  - Employer Application
  - Recruitment Events – Job Fairs
  - HR Consultation
    - Writing/Reviewing job descriptions
    - Developing performance appraisals
    - Creating orientations
    - Helping with interview skills
    - Analyzing employee turnover
    - Explaining labor laws
  - Labor Market Information
- Sector Strategies
- Career Pathways
- Rapid Response and Layoff Aversion

All activities and services conform to the statutory requirements of each program and are accessible to all employers.

In order to coordinate these activities at the community level, regular BRS team meetings that include appropriate NH Works staff and partners are conducted. These meeting allow discussion on employer needs, which can then be matched to individual needs of NH Works and partner agency customers thereby creating a more customer-centric workforce system. Finally, through the PDT subgroup, continued professional development will be conducted for BRS staff across agencies to cross train, share information, and maximize resources.

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

Engagement with educational institutions is led by NH DOE – a core and non-core program partner. NH DOE represents the K-12 education system, Adult Education, Vocational Rehabilitation, and CTE and is the contractor for WIOA Youth. Representatives participate on the SWIB, Youth Council, IDG, IBT, and the NH Works Consortium. In addition, the Community
College System of NH (CCSNH) has a representative on each of these committees. Engagement begins through the council and sub-groups’ function, but disseminates to service-level staff. This institutionalized partnership is how New Hampshire will prepare the future workforce through a pipeline of skilled workers to meet the demands of business. NH DOE, OWO, and NH Employment Security understand that engagement with education needs to exist at every level. Only with engagement with education at every level will a true demand-driven education and training system exist.

(F) Partner Engagement with Other Education and Training Providers. Describe how the State’s Strategies will engage the State’s other education and training providers, including providers on the state’s eligible training provider list, as partners in the workforce development system to create a job-driven education and training system.

As described above, New Hampshire understands that engagement with education and training providers at all levels is necessary in order for a truly demand-driven workforce system to exist. The State will utilize the eligible training provider list (ETPL) to engage all training providers that offer opportunities leading to in-demand careers. In order to be included on the ETPL, training must be for occupations in industry sectors that are in-demand and result in completion of an industry-recognized credential, national or state certificate, or degree, including all industry appropriate competencies, licensing and/or certification requirements.

New Hampshire also values Registered Apprenticeship as an important strategy for including a wider range of training opportunities for jobseekers that are work-based and demand-driven. Apprenticeship programs registered under the National Apprenticeship Act (NAA) are exempt from initial eligibility procedures to be included on the ETPL. Registered Apprenticeship programs must verify the status of their program on an annual basis in order to remain on the ETPL.

As the state develops sector partnerships through the state, other education and training providers will be solicited to help develop, design and/or deliver occupation specific training. On-going engagement of other education and training providers is also necessary to develop robust community based career pathways.

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

OWO, NH Employment Security and NH DOE will utilize the workforce development system partnerships as described above to ensure all resources are leveraged for education participants in attaining their educational goals. Core and non-core program staff will utilize WIOA, TAA, Vocational Rehabilitation, Pell Grants, public and private grants, and other resources to assist participants in their education goals. Professional development, guided by the PDT, and accurate training program information, provided through the ETP Team, will ensure all program staff is up-to-date with the latest educational resources information.
(H) Improving Access to Postsecondary Credentials. Describe how the State’s strategies will improve access to activities leading to recognized postsecondary credentials, including Registered Apprenticeship certificates. This includes credentials that are industry-recognized certificates, licenses or certifications, and that are portable and stackable.

With support from initiatives such as 65 by 25 OWO, Employment Security, and NH DOE will improve access to postsecondary credentials beginning by focusing on high school diploma or equivalency attainment. This will be done by ensuring NH Works participants who lack a high school diploma are referred to Adult Basic Education (ABE) for services. A commitment to work-readiness programs such as WorkReadyNH will enable many participants to be introduced or reconnected to the education system. These activities, along with the state strategy outlined under Goal 2 in the combined plan, will generate improved access to postsecondary credentials.

New Hampshire will utilize a demand-driven system to identify which trainings leading to credentials are essential to business’ needs. This information will inform corresponding career pathways from high school diploma through advanced degrees. Career pathways will create a pipeline of skilled and credentialed workers that New Hampshire businesses demand today and into the future.

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

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

The plan is scheduled for completion by December 1, 2018 and the following must be achieved:

- Align with growth sectors: work with the SPI and the CPA effort to confirm and align with the growth sectors represented in that initiative.
- Review existing plans: There are plans, personnel and programs, both within DED as well as among economic development entities in the state, which will be a guide for this process.
- Develop an eco-system map: The state has a considerable number of organizations that have direct or indirect involvement in economic development services, programs, planning, and implementation. The map should identify those organizations and their role, and should include pre-determined development zones or areas and their governing body throughout the state (i.e., industrial parks and development authorities).
• Evaluate NH’s workforce development structure: A primary component of NH’s short-term development is the establishment and maintenance of career pathways for a wide array of careers in the State. Recommend efficiencies and leverage opportunities across those platforms and funding mechanisms (federal and state) and recommend programs and strategies to complement and address new opportunities.

• Analyze NH’s foreign direct investment opportunities: As a state that borders a sovereign nation, foreign investment is a critical element to NH’s economic growth. The plan will work with the Office of International Commerce to analyze what opportunities there are, if the state is taking advantage of these opportunities, and strategies the state can execute to develop more or better opportunities.

• Define key benchmarking data points for tracking: Define a number of broad benchmarking statistics that will be used to track outcomes and progress of this plan. These should include benchmarks related to specific data and broad averages and trends and be focused on key growth sectors to develop a rolling 10-year economic development strategy and operating plan.

Through joint staff meetings with Economic Development as well as representation on IBT, NH Works Consortium, and Workforce Innovation Board, ensures coordination with economic development strategies. Furthermore OWO subcontracts Rapid Response responsibilities to the Division of Economic Development (DED), and at the state level DED is the lead entity in the state’s sector development effort. The strategies outlined under Goal 1 of the combined plan will increase collaboration by engaging more community economic development partners to identify the needs businesses. By coordinating at a state and community level, New Hampshire will establish an industry-driven system focused on the needs of both jobseekers and businesses.

(b) STATE OPERATING SYSTEMS AND POLICIES

(b) State Operating Systems and Policies The Unified or Combined State Plan must include a description of the State operating systems and policies that will support the implementation of the State strategy described in section II Strategic Elements. This includes—

(1) The State operating systems that will support the implementation of the State’s strategies. This must include a description of—

(A) State operating systems that support coordinated implementation of State strategies (e.g., labor market information systems, data systems, communication systems, case-management systems, job banks, etc.).

Open lines of communication are established through Commissioner level agency representatives on the State Board and the Governor’s direct relationship with the State Board Chair, on down through partner agency representation on the State Board subcommittees, and the staff that provide committee support. Meeting minutes and products are shared with stakeholders. Sub-committee Chairs present to the full board on committee work, activities and
recommendations at the quarterly board meetings. Local level communication is achieved through management teams and/or local one-stop partner meetings, which bring together co-located staff and other community partners to share workforce system information.

Information is shared in a variety of ways. The following is a list of some standard mechanisms for communication across the system, and with the public:

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

The interagency business team has also just adopted a customer relationship management system, Neoserra, for use by multiple agencies with business-serving staff to share information. This customer relationship management system (CRM) was previously used by some staff within the Department of Business and Economic Affairs, and it was determined that it could meet the needs of a wider group, to coordinate business contacts, assisting with business recruitment, retention, and expansion, as well as partners in the workforce development system. This information will promote a coordinated response to business needs, making services more efficient and potentially eliminating duplication of efforts. The approval and adoption process is currently in process for this system, and it is hoped that it will be ready for staff training in mid-winter 2016, with full implementation in late PY15.

The Economic Labor Market Information Bureau (ELMIB) is the State’s lead agency for providing labor market information to all relevant agencies and partners. Over the years, New Hampshire’s award winning ELMIB has produced numerous reports and publications tailored to the specific needs of NH Works Center staff, and have provided training to local staff, demystifying labor market information, making it a viable tool for employment counselors and customers alike. ELMIB staff maintains a presence on both the state and local level and is available to provide training, technical assistance, presentations, workshops, products, and other services to the State Board, partners, community agencies, employers and the local One-Stop Center staff, to provide a coordinated picture of the labor market and available data.

The New Hampshire Job Match System (JMS) is accessible via the Internet for all customers and partners or can be accessed at One-Stop Centers. All programs encourage customers to register in the JMS regardless of services received or the programs in which they are participating. Employer customers are also directed to the JMS and have access to information on all registered jobseekers across all programs.
Partner programs do not currently have a common case management system as each has invested significant resources and energy in developing a case management system that meets the legal requirements of their program. However, staff do collaborate on individual cases when a customer is receiving or is eligible for services from more than one program. Agencies also share specific data with NH Employment Security that is used for calculating performance measures and accessing Unemployment Insurance data for performance calculation.

(B) Data-collection and reporting processes used for all programs and activities, including those present in one-stop centers.

New Hampshire manages customer data collection and reporting for WIOA Title I Adult and Youth programs through the State Board administered e-TEAMS case management and reporting system. All entities that receive WIOA funds are mandated to use this system consistent with service delivery contractual agreements. The ELMIB has been designated the Performance Accountability and Customer Information Agency (PACIA) by the Governor of New Hampshire and as such performs the necessary performance analysis and reporting functions under WIOA under contract with the Office of Workforce Opportunity. ELMIB generates the performance related items that must be submitted to the U.S. Department of Labor (DOL) as part of the WIOA Quarterly Summaries and Annual Report. These performance related items require the integration of the WIOA Standardized Record Data (WIASRD) with UI wage records, and program cost data acquired from OWO, Community Action Programs (CAPS), the NH Department of Education (DOE), the Community College System of NH (CCSNH), the Department of Business and Economic Affairs (BEA), and WIOA Eligible Training Providers. ELMIB also performs additional program evaluation tasks as requested by partners involving Participant Individual Record Layout (PIRL)-like data (formerly WIASARD) and UI Wage Record Data, and analyzes WIOA participant data based on a variety of characteristics to help OWO define how differences in the population served over time or from local area to local area may affect performance.

System integration is encouraged through the use of a single client record for program participants being served under WIOA. The e-TEAMS system has the ability to record and report partner services. In addition, all partners are encouraged to register customers in the NHES Job Match System to track customers.

Performance is managed at multiple levels throughout the system: the State Workforce Innovation Board, the Performance and Evaluation Committee, the One-Stop Operator Consortium and the Interagency Directors Group. Financial performance management is a function of the Executive Committee of the State Board; reports and recommendations are shared at all levels of system management.

(2) The State policies that will support the implementation of the State’s strategies (e.g., co-enrollment policies and universal intake processes where appropriate). In addition, describe the State’s process for developing guidelines for State-administered one-stop partner programs’ contributions to a one-stop delivery system, including benchmarks, and
Copies of policies that support the implementation of the State’s strategies may be found at nhworks.org.

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. For additions and updates, the NH Works Consortium will lead the development of state policies and their communication and implementation, including guidelines for state-administered one-stop programs’ contributions to the one-stop delivery system. Policies and procedures will comply with all requirements outlined by WIOA and respective federal and state legislation. They will be disseminated to all partner agencies and used to provide guidance to the workforce system and the implementation of the State Plan. In addition to coordination among core partners, the NH Works Consortium will continue to encourage coordination with non-core partner agencies to strengthen the alignment between the Governor’s vision and the goals and strategies that are outlined in this plan to meet that vision.

(3) State Program and State Board Overview.

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

State Level Organization Chart:
The Governor appoints a Commissioner for each state agency and a Chancellor for the Community College System of New Hampshire. The Governor also appoints the Chair of the State Workforce Board and all other board members consistent with WIOA procedures. The heads of each entity listed in the chart above are appointed members of the state board. In addition, the Governor holds joint monthly meetings with the heads of each agency which allows for further cross-communication and information sharing specific to workforce development efforts related to the services and programs listed in the table below.

<table>
<thead>
<tr>
<th>Operating Agency</th>
<th>Program</th>
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<tbody>
<tr>
<td>NH Department of Education</td>
<td>• WIOA Youth Services (contract with the Office of Workforce Opportunity)</td>
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<td></td>
<td>• Vocational Rehabilitation</td>
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<td></td>
<td>• Adult Basic Education</td>
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<td>• Carl Perkins Funding</td>
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<td></td>
<td>• Career &amp; Technical Education</td>
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<tr>
<td>NH Department of Business and Economic Affairs</td>
<td>• WIOA Rapid Response Services</td>
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<tr>
<td></td>
<td>• Business Resource Center for Economic Development</td>
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<td></td>
<td>• Office of Workforce Opportunity</td>
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<td></td>
<td>o Administrative entity for WIOA Adult, Dislocated Worker &amp; Youth</td>
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<td></td>
<td>o Workforce board staff charged with leading the State’s strategic</td>
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<td></td>
<td>planning for workforce issues and system policy making guidance</td>
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<td></td>
<td>o Contracts with Community Action Association to serve as primary</td>
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<td></td>
<td>contractor for WIOA adult and dislocated worker funds, including</td>
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<td></td>
<td>National Emergency Grants.</td>
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<tr>
<td></td>
<td>o Contracts with NH DOE for WIOA Youth program</td>
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<tr>
<td></td>
<td>o Contracts with CCSNH for WorkReadyNH Programs</td>
</tr>
<tr>
<td></td>
<td>o Contracts with BEA for Rapid Response Services</td>
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<td></td>
<td>o Administrative entity for State SCSEP program</td>
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<tr>
<td>NH Employment Security</td>
<td>• Wagner-Peyser</td>
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<tr>
<td></td>
<td>• Migrant and Seasonal Farm Workers</td>
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<td></td>
<td>• Unemployment Insurance</td>
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<td>• Jobs for Veterans’ Service Grant</td>
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<td>• Performance Accountability and Customer Satisfaction</td>
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<td>• Foreign Labor Certification</td>
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<td>• WOTC/WTW Tax Credits</td>
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<td>• Labor Market Information Services</td>
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<td>• Trade Assistance Program</td>
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<td>• Re-employment Services and Eligibility Assessment Program</td>
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<td>NH Health &amp; Human Services</td>
<td>• TANF programs – NHEP work program</td>
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<td>• Division for Children, Youth, and Families (Juvenile Justice and</td>
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<td></td>
<td>Family Services)</td>
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<td>• SNAP programs</td>
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<td>Community College System of New Hampshire</td>
<td>• Post-secondary education services (eligible training provider for</td>
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<td></td>
<td>WIOA)</td>
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<tr>
<td></td>
<td>• Carl Perkins funds</td>
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The Office of Workforce Opportunity (OWO) serves as the state level administrative entity for Workforce Innovation and Opportunity Act (WIOA) Adult and Youth funds flowing to the State from the US Department of Labor. The Department of Business and Economic Affairs is the state entity fiscal agent and is the official grant recipient of WIOA funds. The US Department of Labor, Region I office in Boston, Massachusetts provides federal oversight and technical assistance to the OWO.
As a single state service delivery area, New Hampshire has developed a highly aligned governance and administrative structure that sets policy direction and performance goals and provides oversight to hold the workforce development system fully accountable. The state workforce innovation board serves as the advisory body for the development, update and evaluation of the planning process to ensure that workforce development programs remain fully responsive to New Hampshire’s economic development and labor market needs. State agencies work in a coordinated manner to oversee the implementation of a host of specific workforce development programs. Local agencies (or local administrative arms of state agencies) are responsible for managing programs and providing services to customers.

The chart above is intended to identify only the primary state level program operators. The workforce development system consists of many other programs and services that prepare people for employment and training. New Hampshire has established an infrastructure that supports planning, policy-making and accountability across multiple workforce programs. Multiple committees of the State Board and other state-level interagency groups provide a vehicle for developing cohesive policies and strategies and managing performance across multiple programs. These committees include the One-Stop Operator Consortium (NH Works Consortium), Interagency Directors Group, Interagency Business Team, Professional Development Team, Sector Strategy Team, Performance Team, Performance and Evaluation Committee of the SWIB, and the Youth Council. These groups were described previously in Section III (a)(1) State Board Functions.

(B) State Board. Provide a description of the State Board, including---

   (i) Membership Roster. Provide a membership roster for the State Board, including members’ organizational affiliations.

A membership roster is found in Appendix D.

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

The Governor established and certified the Workforce Opportunity Council (Council) as the State’s Workforce Board under WIA on September 22, 1999. The Council name was changed to State Workforce Investment Board in 2009 with the creation of the Office of Workforce Opportunity (OWO) in the NH Department of Resources and Economic Affairs. In 2017 the Governor established the Department of Business and Economic Affairs (BEA); OWO is an office within BEA. The board’s name changed to the State Workforce Innovation Board (SWIB) with the implementation of WIOA. The Board is chaired by a businessperson and has 37 members, of whom 19 members (51%) are business representatives including a minimum of one small business representative. In addition the board includes:

• The Governor (Section 101(b)(1)(A));
• Two representatives of the State Legislature (Section 101(b)(1)(B));
• Lead officials from state agencies that oversee workforce development programs including chief elected officials (Section 101(b)(1)(C)(iii)); and
• Representatives of the workforce including labor and community-based organizations (Section 101(b)(1)(C)(ii)).

Board members are generally selected according to the following criteria: geographic representation, industry sectors, company size, and workforce and economic development expertise. A strategic member selection process allows for the state board to have a diverse population, which represents the needs of the entire state. These members serve a three-year term and are appointed by the Governor with the expectation of the legislatives appointees.

The Office of Workforce Opportunity (OWO) serves as the state level administrative entity for all WIOA Title I Adult, Dislocated Worker and Youth funds flowing to New Hampshire from the US Department of Labor (USDOL). The Department of Business and Economic Affairs (BEA) is the state entity fiscal agent and is the official grant recipient of WIOA funds. The USDOL, Region I office in Boston, Massachusetts provides federal oversight and technical assistance to the OWO.

The Governor in accordance with section 106(d) of WIOA has designated New Hampshire as a “Single State Local Area.” As single service area, New Hampshire has developed a highly aligned governance and administrative structure that sets policy direction and performance goals and provides oversight to hold the workforce development system fully accountable. The State Workforce Innovation Board (SWIB) serves as the advisory body for the development, update, and evaluation of the planning process to ensure that workforce development programs remain fully responsive to New Hampshire’s economic development and labor market needs. State agencies working in a coordinated manner oversee the implementation of a host of specific workforce development programs. Local agencies (or local administrative arms of state agencies) are responsible for managing programs and providing services to customers. This workforce development system allows the SWIB in conjunction with the NH Works Consortium, the Interagency Directors Groups, and the New Hampshire Works American Job Centers to execute the functions of a state workforce board pursuant to section 101(d) of WIOA.

The full state board membership holds business meetings three times a year. Subcommittees meet monthly, bi-monthly or quarterly depending on the need. Meetings and meeting minutes are posted on the NH Works website for public view. The functions of a state board are listed in Section III (a)(1) of this plan, outlining each function and the groups involved in assisting the state board in carrying out that function. Please refer to Section III (a)(1) for a description of the activities of the SWIB, its committees, and other interagency groups for carrying out the state board’s functions.

(4) Assessment and Evaluation of Programs and One-Stop Program Partners.

(A) Assessment of Core Programs. Describe how the core programs will be assessed each year based on State performance accountability measures described in section 116(b) of WIOA. This State assessment must include the quality, effectiveness, and improvement of
New Hampshire, as a single workforce area, will assess its core programs through the oversight activities conducted by the interagency management teams described throughout this plan and on-going continuous improvement strategies including but not limited to the following:

- Program Monitoring of WIOA Title I and SCSEP programs.
- **Annual** NH Works Customer Satisfaction Surveys – participants, employers and staff.
- On-going assessment of performance conducted by the Performance and Evaluation Committee (e.g., recommend performance standards, review partner performance, and make recommendations for improvement).
- Vocational Rehabilitation Agency/State Rehabilitation Council (SRC) will conduct a Comprehensive Needs Forums Assessment.
- 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.

**(B) Assessment of One-Stop Program Partner Programs.** Describe how other one-stop delivery system partner program services and Combined State Plan partner program included in the plan will be assessed each year. Such state assessments should take into account local and regional planning goals.

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

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

The Workforce Innovation Board has been consistent in effectively monitoring the performance of WIA (and now WIOA), Title I programs as well as its Youth Council, which reviews WIA (WIOA) Youth program performance quarterly. In addition, state board members sit on the NH Employment Security Unemployment Advisory Committee that reviews Wagner Peyser Performance. Program monitoring was cited by US DOL Region I for excellence in the state’s
most recent comprehensive review. As detailed in the chart below, the common measure goals for each of these programs were exceeded or met during the preceding 2-year period, with the exception of Youth Attainment of Degree or Certificate, which is due in part to the change to WIOA, which requires a 75% OSY expenditure rate.

<table>
<thead>
<tr>
<th>Program</th>
<th>Performance Measure</th>
<th>PY 2014</th>
<th>PY 2015</th>
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<tbody>
<tr>
<td>Adult</td>
<td>Entered Employment</td>
<td>Exceeded</td>
<td>Exceeded</td>
</tr>
<tr>
<td></td>
<td>Six Months Retention</td>
<td>Exceeded</td>
<td>Exceeded</td>
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<tr>
<td></td>
<td>Average Earnings</td>
<td>Exceeded</td>
<td>Exceeded</td>
</tr>
<tr>
<td>Dislocated Worker</td>
<td>Entered Employment</td>
<td>Exceeded</td>
<td>Exceeded</td>
</tr>
<tr>
<td></td>
<td>Six Months Retention</td>
<td>Met</td>
<td>Exceeded</td>
</tr>
<tr>
<td></td>
<td>Average Earnings</td>
<td>Exceeded</td>
<td>Exceeded</td>
</tr>
<tr>
<td>Youth</td>
<td>Placement in Employment or Education</td>
<td>Exceeded</td>
<td>Exceeded</td>
</tr>
<tr>
<td></td>
<td>Attainment of Degree or Certificate</td>
<td>Exceeded</td>
<td>Failed</td>
</tr>
<tr>
<td></td>
<td>Literacy &amp; Numeracy Gains</td>
<td>Met</td>
<td>Met</td>
</tr>
<tr>
<td>Wagner-Peyser Labor Exchange</td>
<td>Entered Employment</td>
<td>Met</td>
<td>Met</td>
</tr>
<tr>
<td></td>
<td>Six Months Retention</td>
<td>Met</td>
<td>Met</td>
</tr>
<tr>
<td></td>
<td>Average Earnings</td>
<td>Exceeded</td>
<td>Exceeded</td>
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<tr>
<th>Program</th>
<th>Performance Measure</th>
<th>PY 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adult</td>
<td>Entered Employment, 2(^{nd}) Quarter</td>
<td>Exceeded</td>
</tr>
<tr>
<td></td>
<td>Employment Rate, 4(^{th}) Quarter</td>
<td>Met</td>
</tr>
<tr>
<td></td>
<td>Median Earnings</td>
<td>Exceeded</td>
</tr>
<tr>
<td></td>
<td>Credential Rate</td>
<td>Exceeded</td>
</tr>
<tr>
<td>Dislocated Worker</td>
<td>Entered Employment, 2(^{nd}) Quarter</td>
<td>Met</td>
</tr>
<tr>
<td></td>
<td>Employment Rate, 4(^{th}) Quarter</td>
<td>Exceeded</td>
</tr>
<tr>
<td></td>
<td>Median Earnings</td>
<td>Exceeded</td>
</tr>
<tr>
<td></td>
<td>Credential Rate</td>
<td>Exceeded</td>
</tr>
<tr>
<td>Youth</td>
<td>Entered Employment, Education or Training 2(^{nd}) Quarter</td>
<td>Exceeded</td>
</tr>
<tr>
<td></td>
<td>Attainment of Degree or Certificate</td>
<td>Exceeded</td>
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<tr>
<td></td>
<td>Entered Employment, Education or Training 4(^{th}) Quarter</td>
<td>Exceeded</td>
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<tr>
<td></td>
<td>Credential Rate</td>
<td>Exceeded</td>
</tr>
<tr>
<td>National Dislocated Worker Grants</td>
<td>Entered Employment, 2(^{nd}) Quarter</td>
<td>Met</td>
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Similarly, the State SCSEP program met or exceeded program goals over the last two years. The NH State Board of Education oversees the performance outcomes of Vocational Rehabilitation., Adult Education, and Carl Perkins funding to ensure of both federal and state standards are met.

In addition, to the continuation of oversight of performance outcomes, a SWIB subcommittee has been recently re-established to focus on NH Works partners’ performance and eligible training providers, the Performance and Evaluation Committee. Not only do they establish and monitor partner performance, they will also look at continuous improvement strategies related to credential, skills gains, and business performance and work with the IDG to implement and manage improved processes. For the 2018 state plan modification, New Hampshire will utilize findings from these monitoring activities to provide an assessment of the effectiveness of all partner programs.

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

The State assures compliance with this requirement through the ongoing continuous improvement activities described throughout this plan, such as monitoring, customer satisfaction surveys for participants and employers, quarterly data analysis, annual review of the NH Works one-stop service centers, and other such activities and/or reports. In addition, the SWIB working with the NH Works’ One Stop Operator Consortium shall identify services/programs for which a third-party evaluator may be engaged to assess program effectiveness. In this situation, the board must recommend a strategy to the Governor for the use of the Title I Governor’s set aside funds to accomplish this activity. In addition, moving forward the State will require an evaluation component in each WIOA discretionary grant it receives and will set aside grant funds for this purpose; which would be coordinated with evaluations known to be conducted by the Labor and/or Education National office. As we have in the past, the State will also take advantage of workforce system evaluations of conducted by graduate students.
The Interagency Work Groups (Consortium, IDG, and IBT) will work with Board and other partners to integrate evaluation and research projects that impact the workforce system in New Hampshire. Information developed by the multitude on state level workforce development initiatives underway (STEM, Advanced Manufacturing, 65 by 25, Work-based Learning Project, etc.) will be considered in the development of an integrated evaluation and research approach.

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<th>(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.</th>
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<tbody>
<tr>
<td>(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—</td>
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<tr>
<td>(i) Youth activities in accordance with WIOA section 128(b)(2) or (b)(3),</td>
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<tr>
<td>(ii) Adult and training activities in accordance with WIOA section 133(b)(2) or (b)(3),</td>
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<tr>
<td>(iii) Dislocated worker employment and training activities in accordance with WIOA section 133(b)(2) and based on data and weights assigned.</td>
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New Hampshire’s WIOA Allotment policy can be found at nhworks.org. 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 one statewide contractor for Youth funding. Contractors are required to ensure an equitable distribution of funds and services statewide. In determining distribution of local area allocations for WIOA 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 operations manual. All documents are submitted to the OWO for final approval to ensure locally distributed funds are being expended in accordance with WIOA and Board parameters.
(B) For Title II:

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

The NH Department of Education awards multiyear grants or contracts on a competitive basis to eligible providers within our State to enable the eligible providers to develop implement and improve adult education and literacy activities in New Hampshire.

(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.

(C) Title IV Vocational Rehabilitation

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

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

(6) Program Data

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

(i) Describe the State’s plans to make the management information systems for the core programs interoperable to maximize the efficient exchange of common data elements to support assessment and evaluation.

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

(ii) Describe the State’s plans to integrate data systems to facilitate streamlined intake and service delivery to track participation across all programs included in this plan.

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

(iii) Explain how the State board will assist the governor in aligning technology and data systems across mandatory one-stop partner programs (including design and implementation of common intake, data collection, etc.) and how such alignment will improve service delivery to individuals, including unemployed individuals.

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

(iv) Describe the State’s plans to develop and produce the reports required under section 116, performance accountability system. (WIOA section116(d)(2)).

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

(B) Assessment of Participants’ Post-Program Success. Describe how lead State agencies will use the workforce development system to assess the progress of participants who are exiting from core programs in entering, persisting in, and completing postsecondary education, or entering or remaining in employment. States may choose to set additional indicators of performance.
New Hampshire Workforce partners will utilize WIOA performance standards for determining effectiveness for individuals served within these programs: within the program as well as post-program outcomes. WIOA Title I will provide a year of post training follow-up services. In addition, customer satisfaction surveys are administered semi-annually to NH Works customers. The Performance and Evaluation Committee will monitor the quarterly outcomes of the programs using for the first year the federal standards. As time and need permits, additional state standards may be established.

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

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

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

All partners maintain participant confidentiality at all times.

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

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

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

Once an eligible veteran or eligible person is identified as having an Significant Barrier to Employment (SBE), as defined in VPL 03-14, including change 1 and change 2 or current guidance; or are a member of a population designated by the Assistant Secretary, as outlined in VPL 04-14 or current guidance, they will be referred to the DVOP specialist. The DVOP specialist will place the veteran or eligible person into case management and facilitate intensive services to help overcome the SBE’s and assist the veteran to become job ready.

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

The collaborative partnerships that exist with collocation of partner agency staff from Employment Security (Wagner-Peyser, Veterans Services, Farm Workers, Trade Act, Re-employment Services and Eligibility Assessment); Vocational Rehabilitation (people with disabilities, adult basic education); Community Action Agency (WIOA services dislocated workers, displaced homemakers, low-income individuals and connects to CAP services such as Head Start, Fuel Assistance, and other support programs); Older Worker Program (employment and support programs); and Granite State Independent Living (benefit specialists for the disabled) ensures that the full range of employment and training programs are accessible in one location to meet
the needs of specific target populations. In addition, although no longer co-located, a close relationship and co-enrollment exists with the NH Employment Program (TANF recipients). Collectively, these partner agencies form a network of internal and external resources and services accessible to individuals in need of specific and/or specialized assistance in overcoming barriers to employment. In addition, One-stop career centers are fully accessible and offer a variety of specialized equipment and resources to address the needs of people with disabilities, and through the “language line” and access to interpreter services, people with limited English-speaking proficiency are able to access information and services.

The State will continue to support enhanced services to those with significant barriers to employment through a variety of new and ongoing strategies. Accessibility and quality of service provision will continue to be evaluated affecting greater access to employment opportunities for people with disabilities and will continue to be addressed through the collaborative partnership established through the Governor’s Task Force on People with Disabilities, which is directly linked to One-Stop center activities, and continuous improvement strategies that include staff development and adopting new approaches to service delivery will be planned for and implemented to achieve improved services and outcomes.

As referenced earlier, all partners provide employment and training services in response to the needs of individuals with disabilities. One of the NH Works Partners, NH Department of Education, Bureau of Vocational Rehabilitation focuses on individuals with significant disabilities. They are co-located at each of the twelve NH Works offices. VR has productive relationships with all of the NH Works partners. Together they assist those mutual customers with disabilities in obtaining necessary services to improve their ability to obtain and maintain employment. The long-term strategy to improve services to and employment outcomes of individuals with disabilities includes plans for promotion and development of employment opportunities, job counseling and job placement. This is achieved through individual and partner resources, as appropriate. Joint services to employers have included those listed below and similar events are anticipated for the future:

- Yearly employment leadership awards to highlight employers with inclusive hiring practices for people with disabilities.
- Business to business expos
- Business summits
- Chamber of Commerce events
- Partnering for staff capacity at large job fairs (i.e. Merrimack Premium Outlets, etc.)

VR personnel also provided partner placement staff with the ACRE model. This training program improved the job placement and coaching skills of youth staff assisting people with disabilities in obtaining and maintaining employment. Furthermore, NH Vocational Rehabilitation was recognized in 2012 as the Business Assistance Organization of the Year by the Business NH Magazine and the NH Association of Chamber of Commerce Executives.
The Professional Development Team has included programs pertaining to serving individuals with disabilities. For example, in the fall of 2015, all NH Works office staff were required to complete At Your Service: Welcoming Customers with Disabilities online training course (http://www.wiawebcourse.org/). The course was self-paced and can be completed in multiple sessions. In the spring is the annual NH Works Training Conference where traditionally a workshop regarding this training need occurs. In addition, on-going trainings pertaining to serving individuals with disabilities will occur as the need is determined by the Professional Development Team.

The State's one-stop certification process for its comprehensive center includes a review of the Center using the American's with Disabilities Act Checklist for Readily Achievable Barrier Removal. Furthermore, all of the partner programs require accessibility in both rented and state-owned properties.

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 with extensive computer-based learning tools, and are the state’s main effort to provide basic skills, literacy, and English as Second Language training to WIOA customers on a drop-in, open-access basis. If a customer is determined in need of these services, they are referred directly to WIOA Title II Adult Education services for remedial basic skills, English as a Second/Other Language and related services.

IV. COORDINATION WITH STATE PLAN PROGRAMS

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

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

Throughout the planning process for this Combined State Plan, both the New Hampshire One Stop Consortium and the Interagency Directors Group, in addition to the State Workforce Innovation Board, were actively involved in identifying goals and strategies for the next four years. The methods utilized to develop this plan included:

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

Joint planning and coordination will maintain this data-informed, inclusive approach to ensure sound decision-making whenever update and/or plan modifications are required. Most recently partner entities and key stakeholders came together to respond to the 2-year plan modification requirement. Joint planning discussions were held culminating in a formal public hearing on March 13, 2018, to inform and solicit feedback for inclusion in the State Plan modification, as appropriate.

V. COMMON ASSURANCES

All common assurances and program-specific assurances may be found in Section VIII Combined State Plan Assurances and Attachments.
VI. PROGRAM-SPECIFIC REQUIREMENTS FOR CORE PROGRAMS

TITLE I-B: ADULT, DISLOCATED WORKER, AND YOUTH ACTIVITIES

(a) General Requirements

(1) Regions and Local Workforce Development Areas.

(A) Identify the regions and the local workforce development areas designated in the State.

(B) Describe the process used for designating local areas, including procedures for determining whether the local area met the criteria for “performed successfully” and “sustained fiscal integrity” in accordance with 106(b)(2) and (3) of WIOA. Describe the process used for identifying regions and planning regions under section 106(a) of WIOA. This must include a description of how the State consulted with the local boards and chief elected officials in identifying the regions.

(C) Provide the appeals process referred to in section 106(b)(5) of WIOA relating to designation of local areas.

(D) Provide the appeals process referred to in section 121(h)(2)(E) of WIOA relating to determinations for infrastructure funding.

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

(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: nhworks.org.

All of the State partner agencies are following NH State Laws and Accounting principles which can be found at NH Manual of Procedures. In addition, the Department of Education Federal Funds Handbook can be found at NH Department of Education Federal Funds Handbook.

As a single workforce area, funds are distributed as outlined in the federal statute. The State does not currently provide the Office of Workforce Opportunity with any state funds to assist with Adult, Dislocated Worker, or Youth funding.

(B) Describe how the State intends to use Governor’s set aside funding. Describe how the State will utilize Rapid Response funds to respond to layoffs and plant closings and coordinate services to quickly aid companies and their affected workers. States also should describe any layoff aversion strategies they have implemented to address at risk companies and workers.
The Governor's Set aside funding may be used for system costs including operation of the One-Stop delivery system, disseminating the state list of eligible training providers, conducting evaluation of programs or activities, technical assistance, capacity development, and activities for hard to serve populations. Most recently the Governor released the use of discretionary funds to support state sector development efforts, as recommended and implemented by the Board.

New Hampshire Rapid Response is defined by the strength and depth of its partnerships. Its network of State, local, and community partners are diverse, innovative, and compassionate. The magnitude of its reach can be felt from the state line in southern New Hampshire to the most northern border touching Canada.

Rapid Response is a complex, challenging, and invaluable service. The extensive collaboration between multiple, separate state and federal agencies, private entities, and community supports has proven invaluable to NH companies and their workers. Rapid Response customers have benefited immensely from the partnerships with economic development activities, apprenticeships and incumbent worker programs, Trade Act programs, and numerous reemployment programs. Partner assistance has also provided vocational, health, financial, and educational resources and supports to workers and their families. The experience and dedication of the Rapid Response Partners, State and Local Teams, and Federal supports has consistently allowed for the highest level of quality and service delivery to participants throughout NH.

In addition to the on-site services provided through response for layoff and closure events, Rapid Response provides an ongoing, comprehensive approach to identifying, planning for, and responding to layoffs, and preventing or minimizing their impacts wherever possible. To ensure high quality and maximum effectiveness, successful rapid Response strategies include at least the following:

- Informational and direct reemployment services for workers;
- Solutions for businesses in transition (growth and decline);
- Convening, facilitating, and brokering connections, networks, and partners; and,
- Strategic planning, data gathering and analysis designed to anticipate, prepare for, and manage economic transition.

Rapid Response activities are defined as those activities that include initial contact with the affected company including all state and federal Worker Adjustment and Retraining Notification Act (WARN) activities, company fact-finding activities, lay-off aversion activities, and contact with and coordination of the local Rapid Response Team for the purpose of planning and implementing Rapid Response information sessions as defined in this document.

**Employee Retention Activities:** For the purposes of this policy, Employee Retention activities are defined as those which include contact with a company when the company is faced with issues that could impact their workforce. Causal issues and possible solutions are assessed, alternatives to layoffs are discussed and guidance is offered regarding working and communication with the
workforce during difficult times. Employee Retention is an integral element of Rapid Response activities.

Rapid Response Roles and Responsibilities:

State Dislocated Worker Unit Administrator (DWUA)

The State Dislocated Worker Unit Administrator (DWUA) oversees the operations of Rapid Response activities. The DWUA works directly with the 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 are responsible for making the initial contact with any company facing a major layoff, plant closing or other similar mass job dislocation for the purposes of:

- Soliciting employer buy-in and timely commitment to helping affected dislocated workers,
- Working with a local Rapid Response team from NH Works partners to arrange a meeting(s) of affected employees for the purpose of describing available services,
- Facilitating the Rapid Response meeting and introducing partner presenters,
- Collecting/updating the information needed to complete a “Fact Finding Report” and RR follow-up report.

When applicable, this should be done at an on-site meeting with company officials. The Regional Business Resource Specialists are also responsible for ensuring that results of the fact finding research will be sent via email to members of local Rapid Response Team, the Office of Workforce Opportunity State Director, the NHES Operations Director and others as deemed appropriate.

Any layoff, plant closing, or mass job dislocation due to natural or other disasters shall be reported by staff from all participating agencies to the Division of Economic Development (DED) Regional Business Resource Specialist as soon as possible. The quickness and conciseness of information is paramount in providing initial Rapid Response Services to displaced workers. No independent actions should be undertaken before notification to and consultation with the DED Regional Business Resource Specialist.

Local Rapid Response Team (Local Dislocated Worker Unit)
Local Rapid Response teams are comprised of partner agency personnel in the affected NH Works Center as well as other agencies and organizations as necessary. Required partners include:

- The DED Regional Business Resource Specialist
- Local NHES Manager
- WIOA Workforce Development Coordinator

When appropriate, the following partners and relevant agencies and organizations should be included but not limited to:

- Department of Education: Bureau of Vocational Rehabilitation, Bureau of Adult Education
- NHES Trade Act staff
- Labor union representative (if a collective bargaining unit is affected)
- Managers or designated representatives of other partner agencies (e.g., Health and Human Services)
- Affected company representative
- Local officials
- NH or US Department of Labor
- NHES LMI staff (economic data input)
- Community College representation

The responsibilities of the Local Rapid Response Team(s) include the delivery of services at the local level. Among the activities they will undertake are:

- Participate in the presentation of information and distribution of Dislocated Worker Packets AND Rapid Response Worker Surveys to affected dislocated workers (both Rapid Response meeting attendees and non-attendees).
- Plan and coordinate any allowable initial services necessary to assist affected dislocated workers.

State Rapid Response Team (State Dislocated Worker Unit)

In the event of major layoffs and/or closures impacting a community or region’s economy and workforce, a State Rapid Response Team is led by the Office of Workforce Opportunity. The Dislocated Worker Unit Administrator will convene a partners meeting comprised of policy level decision makers of core partners and other agencies and organizations as needed, including but limited to:

- The Governor’s Office
- Chair, Statewide Workforce Board
- Department of Business & Economic Affairs
- NH Employment Security
- NH Department of Labor
- NH Department of Health & Human Services
The responsibility of the State Rapid Response Team is to develop strategy and identify resources to determine needed services and the most efficient delivery of services.

Office of Workforce Opportunity Lead Role

The Statewide Rapid Response lead is the Dislocated Worker Unit Administrator (DWUA). The DWUA oversees the operations and implementation of the initial NH Works Rapid Response services and activities described in the Non-Financial Memorandum of Understanding (MOU). The DWUA reports to the Director of the Office of Workforce Opportunity, for the purposes of this project.

The DWUA has a primary responsibility for convening and chairing the meeting of policy level decision makers (see above); consultations regarding Rapid Response for general or company-specific concerns and issues; answering all media questions regarding the Rapid Response activities; updating the Governor’s Office and partners on the status of the dislocation; reporting data to appropriate state and federal agencies and personnel and to the state level team.

Working with local NH Works partners as well as appropriate federal, state and local officials and agencies, the DWUA will supervise development of prospective strategies for addressing dislocation events and ensuring rapid access to the best range of allowable assistance.

Rapid Response and Employee Retention Information Materials

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

Rapid Response Procedures

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

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 State Director of OWO; and the Commissioner of Employment Security. No other actions, including contact with the filing employer, shall be initiated without authorization. The NH Department of Labor shall maintain a list of all state and federal WARN Act notices received.

A Rapid Response Information Session will be offered to the dislocated workers in a timely manner, preferably on site at the company. The information session, whenever possible, will not be held on the day of the notification. Alternative neutral sites may be utilized when onsite meetings are not feasible or permitted.

The main purpose of the Rapid Response Informational Session with affected workers is to inform them of the availability of re-employment services. The meeting also helps workers cope with the emotional, financial and job-hunting stresses that accompany unemployment.

A Rapid Response informational meeting is facilitated by the DED Regional Business Resource Specialist. The DED Regional Business Resource Specialist will:

Open the session and distribute the rapid Response Information Packets.

• Provide a brief overview of Rapid Response
• Introduce and moderate the panel of presenters
• Identify other partner agencies and program of NH Works

The NHES Representative will:

• Explain how to access Unemployment Compensation Benefits
• Distribute relevant UI information not contained in the Rapid Response packet
• Provide NH Works locations and NHES website
• Discuss available Employment Services and available workshops

The Community Action Agency Representative will:

• Explain available Workforce Innovation and Opportunity Act (WIOA) services
• Distribute and collect completed Worker Surveys and Sign-in sheets.
• Provide general information on local resources
Whenever one of the primary agencies cannot be present at a Rapid Response Information Session, the absent agency will provide the informational packets or materials for distribution to affected dislocated workers.

It is the intent that the Community Action staff will make every effort to contact workers who attended Rapid Response Sessions and completed Dislocated Worker surveys to encourage WIOA participation.

(C) In addition, describe the State policies and procedures to provide Rapid Responses in cases of natural disasters including coordination with FEMA and other entities.

In the event of a Natural Disaster, the Dislocated Worker Unit (DWU) shall convene partners immediately to coordinate a comprehensive response specific to the emergency situation. The work of the DWU shall include activities necessary to plan and deliver services to enable dislocated workers to transition to new employment as quickly as possible, following a natural or other disaster resulting in a mass job dislocation. Appropriate to the level and/or nature of a dislocation, the Dislocated Worker Unit Administrator will convene a partners meeting comprised of policy level decision makers from core partners and others as needed. This meeting may include, but shall not be limited to:

- The Governor's Office staff
- Chair, Statewide Workforce Board
- Department of Resources & Economic Development
- NH Employment Security
- NH Dept. of Labor
- NH Dept. of Health & Human Services
- NH Department of Education: Bureau of Vocational Rehabilitation, Bureau of Adult Education
- NH Community Action Agencies
- Area elected officials
- Labor-Management Committee (if applicable)

The responsibility of the State Rapid Response Team is to develop strategy and identify resources to determine needed services and the most efficient delivery of services. This may include the inclusion of FEMA, if appropriate and necessary for the situation.

As appropriate, the DWU will follow guidance provided in the NHES Unemployment Insurance (UI) Information Technology (IT) Continuity of Operations Plan, which details procedures for preparing alternate sites and associated activity-specific plans and procedures to help ensure the safety of personnel and to allow essential staff to continue mission critical operations in the event of an emergency; and/or follow the guidance provided in the State Disaster Preparedness Plan as needed.

(D) Describe how the State provides early intervention (e.g., Rapid Response) to worker groups on whose behalf a Trade Adjustment Assistance (TAA) petition has been filed.
(Section 134(a)(2)(A).) This description must include how the State disseminates benefit information to provide trade-affected workers in the groups identified in the TAA petitions with an accurate understanding of the provision of TAA benefits and services in such a way that they are transparent to the trade-affected dislocated worker applying for them (Trade Act Sec. 221(a)(2)(A) and Sec. 225; Governor-Secretary Agreement). Describe how the State will use funds that have been reserved for Rapid Response to provide services for every worker group that files a TAA petition.

Once a company has been certified for Trade Adjustment Assistance (TAA), NHES contacts the certified company in order to request a layoff list with addresses, separation date, etc. Upon receipt of the layoff list, the information is loaded into NHES’ database and a letter advising them of a certification is immediately sent. Benefits Information Sessions are scheduled and all adversely affected workers are invited to attend through a direct mailing. A comprehensive overview of the benefits and services is given and NHES staff schedule one-on-one assessment interviews with the workers at that time. A WIOA staff person is invited to attend the sessions to describe the benefits of co-enrolling in their programs. Rapid Response services are utilized for every worker group that files a TAA provision through the NH Works/American Job Centers staff. Rapid Response services are utilized for every worker group that files a TAA provision through the NH Works/American Job Centers staff.

(b) Adult and Dislocated Worker Program Requirements

(1) Work-Based Training Models. If the State is utilizing work-based training models (e.g. on-the-job training, incumbent worker training, transitional jobs, and customized training) as part of its training strategy and these strategies are not already discussed in other sections of the plan, describes the State’s strategies for how these models ensure high quality training for both the participant and the employer.

The Return to Work is one part of the Governor’s NH Working Initiative. The Return to Work initiative is an opportunity for a trainee to get their foot in the door and learn new skills and an opportunity for an employer to train without the accompanying costs. The training must be authorized through the Department of Employment Security prior to the beginning of the training. The training program may be up to six weeks, and a maximum of 24 hours per week per benefit year. Claimants are required to submit paper weekly claims for benefits timely and meet all other unemployment compensation eligibility requirements. Claimants will continue to receive their weekly unemployment compensation benefits during the training program. A Return to Work claimant trainee must be able and available to seek and accept work during this period. A non-claimant trainee is required to complete a weekly status form to NHES. The trainee is covered under a state provided Workers Compensation program.

In addition, adult, dislocated worker, NEG, and youth may be enrolled in On-the-Job Training programs. The term “On-the-Job Training” (OJT) means training by an employer that is provided to a participant paid while engaged in productive work in a job that –

a) Provides knowledge or skills essential to the full and adequate performance of the job;
b) Provides reimbursement to the employer of up to 50% of the participant wage rate for the cost of providing the training and additional supervision related to the training; and

c) Is limited in duration as appropriate to the occupation for which the participant is being trained, not exceeding 6 months, and taking into account the content of the training, the prior work experience of the participant, the skills gap between the participant’s education and experience level and the skills required for the job, and the service strategy of the participant, as appropriate.

The Job Training Fund, 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 and services.

Local one-stop staff maintains communication with Office of Apprenticeship representatives for the purposes of sharing information on apprenticeship opportunities. Direct access to Apprenticeship information for Region I can be found on the NH Works website. USDOL apprenticeship staff is available to answer any questions that staff may have about apprenticeship in general, or a particular training program. In addition, the Community College System of New Hampshire, a NHWorks Consortium member, through their Department of Labor State Apprenticeship Expansion grant, will work to strengthen ties between key partners. Staff and partners will continue to receive training and information about apprenticeship opportunities being developed by CCSNH, and will collaborate around leveraging funds through WIOA for apprenticeship programs as well as working to build a pipeline to apprenticeship for dislocated & disadvantaged workers across the state.

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

Initial eligibility procedures for the Eligible Training Provider List (ETPL) apply to all training providers, with the exception of Registered Apprenticeship, in light of the detailed application and vetting procedures under which apprenticeship programs become registered. Initial eligibility is based on the following:
1. Meeting State minimum performance criteria, as approved by the State Board.
2. Training must be for occupations in industry sectors that are in-demand. Training must result in completion of an industry-recognized credential, national or state certificate, or degree, including all industry appropriate competencies, licensing and/or certification requirements.

Providers must provide evidence of accreditation and/or licensure with the appropriate state or other governing entity to have their programs listed on the ETPL. Potential entities include:

1. NH Department of Education
2. NH Higher Education Commission
3. NH Department of Safety
4. NH Board of Nursing
5. NH Division of Fire Standards
6. NH Division of Public Health Services
7. NH Board of Barbering, Cosmetology and Esthetics
8. Postsecondary institutions eligible under Title IV of the Higher Education Act (HEA) and offering programs leading toward an associate degree, baccalaureate degree, or certificate
9. Programs that are registered under the National Apprenticeship Act (NAA) with the Department of Labor (DOL)

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

1. Evidence that programs result in the awarding of an industry recognized credential, national or state certificate, or degree, including all industry appropriate competencies, licensing and/or certification requirements.
2. Student grievance policy and procedure.
3. Refund policy and procedure.
4. Cost information, including tuition and fees.
5. Describe whether the provider is in partnership with a business or multiple businesses.
6. Information that addresses alignment of the training services with in-demand industry sectors and occupations, to the extent possible.
7. Information related to the indicators of performance, which include:

For all students (includes every student enrolled in a WIOA-approved training program)

- Unsubsidized Employment During the Second Quarter after Exit
- Unsubsidized Employment During the Fourth Quarter after Exit
- Median Earning at the Second Quarter After Exit

All providers must meet the minimum established performance criteria, as approved by the State Board.
Providers that are licensed by the Department of Safety, the Division of Public Health Services or the Board of Barbering, Cosmetology and Esthetics must provide additional documentation, including:

1. Documentation of liability insurance.
2. Documentation of surety bond insurance in the amount of 10% of last year’s annual gross income or a minimum of $10,000.
3. Most recent audit or audited financial statement

Apprenticeship programs registered under the National Apprenticeship Act (NAA) are exempt from initial eligibility procedures. Registered Apprenticeship programs must verify the status of their program on an annual basis in order to remain on the ETPL.

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

After the initial eligibility expires, these initially-eligible providers are subject to the application procedures for continued eligibility.

**Subsequent Eligibility Policy and Procedures**

Training Providers will apply for biennial renewal for an eligibility period to span the respective following two fiscal years (July 1-June 30) by December 1st. Providers must provide the following information during reapplication:

1. Up to date provider information.
2. Up to date information on each program, including cost (tuition and fees).
3. Student data for calculation of performance information[1], which includes:
   i. Unsubsidized Employment During the Second Quarter after Exit
   ii. Unsubsidized Employment During the Fourth Quarter after Exit
   iii. Median Earnings at the Second Quarter after Exit
   iv. Credential Attainment Rate
   v. Program Completion Rate for WIOA participants

Upon receipt of completed information and student data, OWO will make a determination of continuing eligibility.

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

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

(4) Describe how the State will implement and monitor the priority for public assistance recipients, other low-income individuals, or individuals who are basic skills deficient in accordance with the requirements of WIOA sec. 134(c)(3)(E), which applies to individualized career services and training services funded by the Adult Formula program.

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

(5) Describe the State’s criteria regarding local area transfer of funds between the adult and dislocated worker programs.

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

(c) Youth Program Requirements. With respect to youth workforce investment activities authorized in section 129 of WIOA,—

(1) Identify the State-developed criteria to be used by local boards in awarding grants for youth workforce investment activities and describe how the local boards will take into consideration the ability of the providers to meet performance accountability measures based on primary indicators of performance for the youth program as described in section 116(b)(2)(A)(ii) of WIOA in awarding such grants.

As referenced earlier, the NH Department of Business and Economic Affairs, Office of Workforce Opportunity is responsible for the disbursal of WIOA grant funds in the State of New Hampshire. The Office of Workforce Opportunity contracts with the NH Department of Education for the procurement, technical assistance, and monitoring of WIOA Youth programs.

Type and Availability of WIOA Title I Youth Activities including an identification of successful providers.

1. Competitive and Non-Competitive Grant and Contract Award Process

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

2. Criteria Used in Awarding Youth Grants

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

- Proposal submissions will be reviewed to ensure that all the required documentation, signatures, and assurances are included.
- The cost of the proposal will not be the sole determinate factor for selection.
- The proposal contents will be reviewed and scored using a rating criteria and point system.
- A minimum of 75% of the funds are allocated to programs that serve out-of-school youth and up to 25% of the funds will be allocated to youth currently enrolled in educational activities.
- Respondents may choose to apply to serve in-school youth only, out-of-school youth only, or both.
- The goal is to distribute funds throughout the geographic regions of the state based on the receipt of satisfactory applications.
- NH DOE/Youth Council/Office of Workforce Opportunity reserves the right to allocate funds as appropriate based on the quality of proposals, past performance, and the statewide minimum of 75% out-of-school funding.
- The Youth Council in conjunction with the Office of Workforce Opportunity establishes a review panel and conducts a comprehensive, fair and impartial evaluation of all proposals received that meet the Request for Proposals minimum requirements.
- Proposals that do not meet minimum criteria will not be funded.
- Applications will be ranked based on the score assigned by the panel after careful evaluation by panel members.
- Final decisions will be based on the application score, the regional and minimum funding requirements, high performing contractors, the judgment of the review team and the Youth Council in conjunction with the Office of Workforce Opportunity, and where applicable, the Governor and NH Executive Council approval process.

All proposals received in response to the WIOA Youth RFP process are evaluated in accordance with the criteria and rating system specified in the RFP application packet. A typical RFP evaluation process would include criteria such as the following:

**Rating Factor 1**: Program Management and Organizational Capacity

**Rating Factor 2**: Past Outcomes

**Rating Factor 3**: Program Design

**Rating Factor 4**: Program Components

**Rating Factor 5**: Collaboration with Youth Serving Agencies

**Rating Factor 6**: Budget

**Rating Factor 7**: Leveraged Resources and Sustainability
Rating Factor 9: Employer/College Connections Bonus

Criteria for Determining Effective Youth Providers

To guide the youth funding award process, and help interested providers better understand the vision, goals and priorities established by the Youth Council, the Council has identified seven areas for consideration in determining effective providers of youth services. They are as follows:

1. **Meeting Needs**: Programs should meet the needs of at-risk youth populations and 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 Youth Council is looking for in this area are providing adult mentors for every youth participant, integrating social and support services into programming, addressing transportation barriers to youth access, accommodating a variety of learning styles, and providing follow-up services for young people when they exit in order to ensure their continued success.

3. **Skill Development**: Effective programs clearly emphasize the development of skills, knowledge, and competencies that lead to jobs and careers. Programs should strongly link work and learning and academic and occupational learning. All Dropout Recovery (out-of-school youth) programs are required to provide occupational skills training concurrently with work readiness and academic training. Key strategies the Youth Council is looking for in this area are linkages to apprenticeships, community colleges and employers, transition services, and how participants will gain academic credit and skill credentials.

4. **Involvement of Employers and Links to Local Labor Markets**: Programs should have the strong involvement of local employers and should be linked to local labor market needs and growing economic sectors as determined by the occupations in-demand list for New Hampshire. Programs should provide effective connections to intermediaries with strong links to the job market and local and regional employers.

5. **Collaboration and Leveraging Partnerships**: Programs are sought that demonstrate how partnerships and the involvement of the community will be used to meet the program goals. Involving the local community means developing real partnerships among educational institutions, employers, community-based organizations, private sector employers, and/or other organizations and members of the community interested in
6. **Producing Results:** Programs should ensure that young people are gaining the skills to complete high school or its equivalent and transition to postsecondary education, advanced training or skilled employment. Programs should track these results and strive to continuously improve their programs and their outcomes for youth based on information and data.

7. **Academic Gains for In-School Youth:** Alternative Education programs (either dropout prevention or dropout recovery models) will provide quality education that adheres to the state standards.

(2) **Describe the strategies the State will use to achieve improved outcomes for out-of-school youth as described in 129(a)(1)(B), including how it will leverage and align the core programs, any Combined State Plan partner programs included in this Plan, required and optional one-stop partner programs, and any other resources available**

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

Strategies to achieve improved outcomes will include some or all of the following:

- Develop and identify clear and concise pathways to achieving individual education/employment goals.
- Connect out-of-school youth with state developed sector training and/or job opportunities.
- Encourage credential-granting training options.
- Expand work-based learning and training opportunities that allow youth to explore employment options – e.g., Return to Work, OJT, Apprenticeship, Internship, Work experience (paid or unpaid), etc.
- Increase co-enrollments in/across core programs to maximize available resources for the provision of comprehensive work and training supports i.e., full complement of wrap around services to support success.
- Streamline referral processes to minimize “drop outs”
- The Granite Workforce initiative recently announced by the Governor will serve low-income parents who are at or below 138% of the Federal Poverty Guideline. This program is being offered as a pilot program and is being proposed in the same legislation that would implement New Hampshire’s expanded Medicaid programs’ new work
requirements, if approved by the federal Center of Medicare and Medicaid. The work activities proposed under the expanded Medicaid program are very similar to the Temporary Assistance for Needy Families (TANF) work activities. The project is led by the NH Department of Health and Human Services who will coordinate the NH Employment Security. Other named partners include NH Department of Business and Economic Affairs, NH Community College System, NH Department of Education and other education and training agencies. In addition, community based organizations can respond to a request for services for the provision of additional barrier resolution and/or support services as necessary and appropriate.

(3) Describe how the state will ensure that all 14 program elements described in WIOA section 129(c)(2) are made available and effectively implemented.

As outlined in WIOA, the New Hampshire Youth Programs will promote the following program elements to support the attainment of a secondary school diploma or its recognized equivalent, entry into postsecondary education, and career readiness for participants:

A. Tutoring, study skills training, instruction, and evidence-based dropout prevention and recovery strategies that lead to completion of the requirements for a secondary school diploma or its recognized equivalent (including a recognized certificate of attendance or similar document for individuals with disabilities) or for a recognized postsecondary credential;
B. Alternative secondary school services, or dropout recovery services, as appropriate;
C. Paid and unpaid work experiences that have as a component academic and occupational education, which may include—
   1) Summer employment opportunities and other employment opportunities available throughout the school year;
   2) Internships and job shadowing; and
   3) On-the-job training opportunities;
D. Education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster;
E. Leadership development opportunities, which may include community service and peer centered activities encouraging responsibility and other positive social and civic behaviors, as appropriate;
F. Supportive services;
G. Adult mentoring for the period of participation and a subsequent period, for a total of not less than 12 months;
H. Follow-up services for not less than 12 months after the completion of participation, as appropriate;
I. Comprehensive guidance and counseling, which may include drug and alcohol abuse counseling and referral, as appropriate;
J. Financial literacy education;
K. Entrepreneurial skills training;
L. Services that provide labor market and employment information about in-demand industry sectors or occupations available in the local area, such as career awareness, career counseling, and career exploration services; and
M. Activities that help youth prepare for and transition to postsecondary education and training.
N. Education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupational cluster.

These program elements were included in the RFP for youth service providers for PY15/21. Any provider receiving funds from the State will be required to provide these elements to its participants either through its program or program partners. Through annual on-site monitoring and file review, DOE/OWO staff will ensure that programs are providing the participant's needed essential elements.

(4) Provide the language contained in the State policy for “requiring additional assistance to enter or complete an educational program, or to secure and hold employment” criterion for out-of-school youth specified in WIOA section 129(a)(1)(B)(iii)(VIII) and for “requiring additional assistance to complete an education program, or to secure and hold employment” criterion for in-school youth specified in WIOA section 129(a)(1)(C)(iv)(VII).

New Hampshire’s Youth Council, under the auspices of the State Workforce Innovation Board, and in collaboration with the Office of Workforce Opportunity, the grant recipient for WIOA Youth funds has identified the criterion as follows:

Out-of-School Youth: requiring additional assistance to enter or complete an educational program, or to secure and hold employment” is defined as any real or potential barrier to success as determined and documented through the assessment process.

In-School Youth: A youth determined to be at risk of dropping out of school as defined by the Jobs for America’s Graduates program model definitions:

- One or more years behind modal grade for one’s age group, with particular emphasis on those two or more years behind modal grade.
- Below average academic test scores relative to students in his/her class with particular emphasis on those in the bottom 25% of the test score distribution.
- Above average number of absences during the past school year in comparison to other students in the school.
- Placed on probation, suspended from school or expelled from school one or more times during the past two years.
- Member of an economically disadvantaged family. Criteria for determining one’s economic status is that used in local WIOA programs.
- Lives with only one or neither of his/her natural parents.
- Mother has not graduated from high school.
- Closest friends have limited educational expectations, i.e. they do not expect to graduate from high school or have already dropped out of school.
• Substance abuse.

(5) Include the State definition, as defined in law, for not attending school and attending school as specified in WIOA Section 129(a)(1)(B)(i) and Section 129(a)(1)(C)(i). If State law does not define “not attending school” or “attending school,” indicate that is the case.

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

(6) If not utilizing the portion of the basic skills deficient definition contained in WIOA Section 3(5)(B), include the specific State definition.

In New Hampshire, “basic skills deficient” is defined as “Deficient in basic literacy skills is defined as an individual who computes or solves problems, reads, writes or speaks English at or below grade level 8.9; or is unable to compute or solve problems, read, write or speak English at a level necessary to function on the job, in the individual's family or in society.”

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

This Combined State Plan reflects the planning requirements for both the WIOA State and Local Plans. Below is a reference guide for where each local planning element may be found.

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<td>(B) Analysis of the knowledge and skills needed to meet the needs of employers</td>
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States with a single workforce area must also include:

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

NH partners provided opportunities for public comment through a legal notice welcoming electronic feedback and/or participation in a State Plan Public Hearing in three different locations (north, central, and south east) to solicit feedback. The legal notice reflective of this opportunity was published in the State Union Leader on December 1, 2015. Notices were posted in various partner offices and distributed to interested parties including NH Department of Education “Key Messages”. Appendix E includes the legal notice and public feedback received.

A public hearing on plan modifications was held on March 13, 2018

(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).)

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

(3) The type and availability of WIOA title I Youth activities, including an identification of successful providers of such activities. (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 NH Department of Education (NH DOE) and its funder, Office of Workforce Opportunity at the NH Department of Business and Economic Affairs (BEA), solicit through a Request for Proposal (RFP) on behalf of the Youth Council. The purpose of the RFP is to identify appropriate service provider(s) to provide employment and training services throughout the state.

(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 Secretary may require that States provide the most recent data available about the outcomes of the existing waiver in cases where the State seeks renewal of a previously approved waiver.

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

WAGNER-PEYSER ACT

(a) Employment Service Professional Staff Development.

(1) Describe how the State will utilize professional development activities for Employment Service staff to ensure staff is able to provide high quality services to both jobseekers and employers.

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

NH Professional Development is provided through a variety of methods. Depending on the audience that needs to be reached, the timeframe needed to provide service and the level of instruction needed, NH uses a variety of ways to get the information to the staff through Video Conferencing, Group Workshops, and One-on-One sessions.

(2) Describe strategies developed to support training and awareness across core programs and the Unemployment Insurance program and the training provided for Employment
The ES and UI trainers work in collaboration to make sure ES and UI staff have the level of knowledge needed to impart the information on core programs. Strategies include Video Conferences on overviews or refreshers by both trainers. They also include each other in group training and inform each other when a one-on-one training with staff has been done.

Additional WIOA staff is also invited to the Video Conferences and group trainings to keep them abreast of the programs.

The ES trainer also provides specific training on JMS and O*Net to the WIOA partner staff.

(b) Explain how the State will provide information and meaningful assistance to individuals requesting assistance in filing a claim for unemployment compensation through one-stop centers, as required by WIOA as a career service.

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

(c) Describe the State’s strategy for providing reemployment assistance to 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 within the American Job Centers. UI beneficiaries selected for the RESEA Program are required to meet with an RESEA Staff person at the American Job Center nearest them. All selected RESEA claimants are required to attend an orientation and to meet with an RESEA staff person for one initial RESEA visit and two subsequent RESEA visits for the duration of a selected RESEA claimant’s benefit year. As with all ETA Programs that are administered through the local American Job Centers, referrals to training and supportive services are made seamlessly at the American Job Center.

The profiling model is used to identify those claimants who do not have a return to work date and who are not customarily hired through the union hall. The process selects claimants with higher profiling scores to participate in the RESEA Program. These individuals have a higher likelihood of exhausting their UI benefits and being long-term unemployed.
New Hampshire makes extensive use of the Worker Profiling and Reemployment Service (WPRS) model for early identification of claimants who are likely to face long-term unemployment. NHES administers a statistical model, to identify qualified UI claimants who will enter the UI Profile Pool. Answers to certain questions during the initial claim process and their resulting score are used to identify potential claimants. On a weekly basis, Employment Service staff in the NH Works Centers specify a number of claimants to be randomly extracted from the pool in their respective service area. A weekly report is produced listing the claimants ranked by their profiling score and who received a first payment in the previous week. Claimants with the highest score in the pool are selected to attend an orientation and receive one-on-one assessment and reemployment services. A letter is sent to each claimant selected for RESEA services notifying them of their selection, program requirements and services, and a date to report to an orientation at the One-Stop Center. Any claimants not selected by the fifth week of their claim series are automatically dropped from the list of possible RESEA selections.

The RESEA staff person maintains a case management level of at least 105 participants for a full time RESEA staff person and a percentage of that number for a part time RESEA staff person based on the number of hours they work. Using the NHUIS, the RESEA Interviewer sends the appropriate letter scheduling the claimant(s) selected for the initial group orientation session. The group orientation session is held at a One-Stop center and averages about thirty-five minutes. The orientation consists of a Power Point presentation explaining the level of work search efforts required each week while filing for UI, and the quality of work search documentation that must be provided as proof of these efforts. An overview of the reemployment services, (self-service, core, and intensive), available in the one stop is provided at the orientation session. In addition to the RESEA Interviewer, 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 and on the web (via Nhetwork) is provided. A portion of the UI initial claims process is the gathering and transferring of information to create a work registration in our Job Match System. At the orientation session, confirmation that the individual has a complete registration, including the demographic information, a resume, and the activation of the virtual recruiter, in the Job Matching System occurs. If the RESEA claimant has yet to complete these items in a more professional manner, the individual is directed to do so in the self service center or from home prior to their first RESEA one-on-one meeting.

The RESEA claimant is scheduled for an in-person visit with the REA staff person at the One-Stop center on an average every three weeks. Since a first payment is required for selection, the first meeting occurs after the claimant has filed for three to four weeks of benefits. Each full-time Interviewer schedules between 8 – 10 appointments each day.

At the first meeting, the RESEA staff person and the claimant develop an Employment Plan that identifies the reemployment goals and the action items that must be completed by the claimant and/or the RESEA staff person to meet these goals. At the meeting, the claimant’s work search
efforts for the prior weeks claimed are reviewed and critiqued. The RESEAs person is required to document in NHUIS any advice or instructions they provided to the claimant relative to specific improvements the individual must make in their work search efforts for the next three weeks. A review of available job openings, and if appropriate, training needs are reviewed at the first meeting. A referral to the WIOA Counselor is made at the first (or subsequent) meetings when appropriate. This first one-on-one meeting with the claimant is scheduled for one hour with an additional fifteen minutes needed for pre-meeting preparation. Therefore, the orientation and the first one-on-one meeting require one hour of staff time per claimant.

If an RESEA staff person identifies at the initial meeting that an RESEA participant needs additional assistance, they will schedule them to return in three or four week. In addition to a review of the work search for the previous three weeks, the RESEA staff person reviews labor market information and the individual service plan. The RESEA staff person performs assessment, reemployment services and the group orientation.

Any claimant that has failed to improve his/her work search efforts, after being so advised, is referred to an adjudicator to assess the claimant’s continued eligibility for benefits. If disqualified for failure to conduct a reasonable work search, the claimant will re-qualify for benefits once they have resumed and provided documentation of a reasonable work search.

RESEA Staff have direct access to the NHUIS to enter eligibility issues. Issues they typically enter are associated with poor work search efforts and failure to attend RESEA meetings. The ES Staff enters issues related to refusals of suitable work or job referrals. Once the issue is entered into the NHUIS, it is assigned to the respective adjudication center handling that labor market area. Once designated to a business unit, the issue is assigned to an adjudicator for review and resolution.

RESEA Staff schedule the initial and a subsequent RESEA one-on-one meeting through NHUIS. 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 is scheduled for a subsequent in-person meeting with the RESEA Staff Person within three weeks. 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 provide reemployment services identified in the Individual Reemployment Plan. New Hampshire has a Financial Coach available and referrals will be made as needed.

BRI/ERI Workshop Program
NHES has developed a series of four mandatory one-hour workshops for individuals filing for unemployment benefits. The first workshop, entitled Benefits Rights Interview (BRI), is scheduled for the week following the filing of an initial claim for benefits. All UI claimants are scheduled for this group workshop which is designed to provide an overview of the Rights and Obligations under the NH Unemployment Law for a claimant and the reemployment services available at the NH Works Center. Claimants not attending the workshop are reported to the UI staff for potential UI issues.

The three remaining workshops are Eligibility Review Interview (ERI) workshops designed to assist claimants in their efforts to become reemployed. The first workshop, ERI1 entitled Search, Resumes, Job Application Dos and Don’ts is attended four weeks after attending the BRI. The focus of this workshop is how to search for work and properly complete application requirements. The second workshop, ERI2 entitled Interviewing Workshop, is attended four weeks later. This workshop focuses on interviewing tips. The last workshop, ERI3 is entitled 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 has 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.

(d) Describe how the State will use W-P funds to support UI claimants, and the communication between W-P and UI, as appropriate including the following:

1) Coordination of and provision of labor exchange services for UI claimants as required by the Wagner-Peyser Act;
As described above in the Re-Employment Services and Eligibility Assessment (RESEA) Program description, all UI claimants are profiled to identify those most in need of re-employment assistance. Those selected for the program are required to meet with a RESEA staff person and attend an orientation and several follow up meetings to be introduced to and assisted with the services available at the American Job Center. One of these services is the labor exchange program offered in NH.

The initial claims process for UI claimants gathers the necessary information and transfers it to create a registered profile in the New Hampshire Job Match System. Staff confirm this registration with claimants and ensure that all information is correct and the profile is completely filled out to make it as effective as possible.

(2) Registration of UI claimants with the State’s employment service if required by State law;

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

(3) Administration of the work test for the State unemployment compensation system, including making eligibility assessments (for referral to UI adjudication, if needed), and providing job finding and placement services for UI claimants; and

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

(4) Provision of referrals to and application assistance for training and education programs and resources.

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

(e) Agricultural Outreach Plan (AOP). Each State agency must develop an AOP every four years as part of the Unified or Combined State Plan required under sections 102 or 103 of WIOA. The AOP must include—

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

(A) An assessment of the agricultural activity in the State means: 1) identifying the top five labor-intensive crops, the months of heavy activity, and the geographic area of prime
activity; 2) Summarize the agricultural employers’ needs in the State (i.e. are they predominantly hiring local or foreign workers, are they expressing that there is a scarcity in the agricultural workforce); and 3) Identifying any economic, natural, or other factors that are affecting agriculture in the State or any projected factors that will affect agriculture in the State.

There is no single, reliable source of information on migrant and seasonal farm workers. The State Monitor Advocate, The NH Migrant Education Program and the National Farmworker Jobs Program 167 Grantee, and the New England Farm Workers’ Council, base estimates on past outreach efforts.

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

The primary growing season for the state is May through November. It begins in May with plantings of various vegetables, followed by strawberry harvest the end of June into July, followed by the blueberry harvest.

Top Five Labor-Intensive Crops:
- Apple Orchards: 30 workers
- Strawberry Harvest 25 workers
- Low Bush Blueberry 20 to 30 workers
- All Other Fruits and Vegetables: 50 workers
- Christmas Tree: 20 workers

Several large tracts of land, utilized by Cherryfield of Maine to cultivate a low-bush blueberry crop, brings in the 20 to 30 migrant workers annually to harvest approximately 750,000 pounds of blueberries during the end of July into early August. These migrant workers are not being requested through the U.S. Department of Labor Agricultural Recruitment System. Cherryfield recruits the workers as part of their hiring for blueberry harvesting in Maine.

Other fruit and vegetable harvests begin the end of June and into early fall. Apple harvest begins in September and typically finishes by the end of October or very early November. Large apple growers, for the most part, continue to rely heavily on H2-A workers (approximately 200 workers a year) though most have at least 3 or 4 seasonal workers (quite often students) for packing and miscellaneous duties. There are a few of the larger orchards that do not utilize the H2-A program. By December the winter season has begun. Horticulture planting continues in the
greenhouses almost year round depending on the flowers and shrubs needed for a specific season, i.e., spring bulbs, Poinsettia, summer floral, etc.

New Hampshire agriculture has changed over the years. Today’s industry is quite diverse, encompassing many crop, livestock and specialty products. The value of New Hampshire’s agricultural industry is nearly $935 million. This includes $554 million in direct sales of agricultural and other horticultural products and services and $381 million in direct spending by agriculture related tourists (fairs, scenic travel, etc.).

Farming activity provides the fields, pastures and meadows that buffer New Hampshire’s residential and commercial development and affords the views of the hills, valleys and mountains. Without land kept open by farming, there would be no greenbelts around our towns and cities and without farming, there would be no barns, silos, or sugar houses that give our state its special character.

Some 3,400 individual operations qualify as commercial farms in New Hampshire, managing 450,000 acres including crop, pasture, maple and Christmas tree production, conservation and other agricultural uses. The state’s farms produce a wide variety of conventional bulk commodity crops, with milk and apples being the most significant. New Hampshire farms produce many specialty and horticultural crops for markets both within and beyond the state.

Food manufacturing in New Hampshire, including dairy products, bakery products, confectionery, beverages and seafood products, is valued at $4.5 billion per year. Internationally, New Hampshire exports over $47 million annually in food and agricultural products.

Specialty and processed food products include ice cream, yogurt and other dairy products, jams, jellies, condiments and other value-added food products at $125 million.

Ornamental Horticulture is still one of the fastest growing segments of New Hampshire agriculture including greenhouse and nursery production, flowers, turf, landscape materials and services, etc. at $381 million. Over 40 million gallons of milk are produced each year on 150 New Hampshire dairy farms. In addition, New Hampshire purebred cattle are sold all over the world. This industry’s value to NH is $53 million.

Pleasure horses are important to many aspects of New Hampshire recreation. Standardbreds and thoroughbreds raised and trained in New Hampshire are vital to racing. Horse farms are major consumers of local hay crops with a total industry value to NH of $50 million. Beef, sheep, swine and poultry are among the types of livestock raised for home food supplies and commercial markets. Specialty livestock such as angora goats and rabbits, llamas and sheep are grown for wool and specialty fiber markets. Farm raised fish and game including deer; bison and elk are gaining markets in restaurants and other outlets. New Hampshire egg and turkey products are favorites among local consumers looking for fresh, native foods. New Hampshire research farms have developed poultry strains that have influenced flocks worldwide. Livestock’s value to NH is $21 million.
Hay, corn silage and other forage crops are produced annually on thousands of New Hampshire acres. These are grown for on-farm consumption by livestock and for cash crops as well and valued at $16 million.

Through direct-to-consumer outlets such as farm stands and markets, as well as regional supermarkets, New Hampshire growers provide a large variety of fresh, quality vegetables to local consumers at a value of $12 million.

New Hampshire orchards produce about one million bushels of apples annually that are sold throughout the Eastern U.S. and Europe. In addition, apple cider has become a major product line for many orchard operations with an industry valued at $8 million.

New Hampshire grown Christmas trees, including Balsam, Fraser Fir and other species of pine and spruce, are harvested from across the state and sold throughout the region for fragrant holiday celebrations. Other evergreen products such as wreaths and roping are made at numerous farm operations and widely sold at a total industry value of $4 million.

By the quart, bushel, or by the pound, strawberries, raspberries, blueberries, peaches and other fruit, are enjoyed by New Hampshire consumers each year. Wild, low-bush New Hampshire blueberries are a baker’s favorite. All together these fruits provide NH agriculture with $4 million.

An average of 75,000 gallons of maple syrup is produced each year in New Hampshire from over 400 maple operations. Finally, Beekeepers raise bees for honey and to provide important crop pollination services for other farmers. These two areas bring NH an additional $3.5 million.

An assessment of the unique needs of farmworkers means summarizing Migrant and Seasonal Farm Worker (MSFW) characteristics (including if they are predominantly from certain countries, what language(s) they speak, the approximate number of MSFWs in the State during peak season and during low season, and whether they tend to be migrant, seasonal, or year-round farmworkers). This information must take into account data supplied by WIOA Section 167 National Farmworker Jobs Program (NFJP) grantees, other MSFW organizations, employer organizations, and State and/or Federal agency data sources such as the U.S. Department of Agriculture and the U.S. Department of Labor (DOL) Employment and Training Administration.

An estimate of the number of MSFWs working in the state during peak growing season is as follows:

Migrant Workers:
- Low Bush Blueberry 20 to 30 workers
- Apple Harvest 10 to 15 workers
- Seasonal Farm Workers:
  - Strawberry Harvest 25 workers
  - Horticulture: 55 workers
  - Apple Orchards: 30 workers
• All Other Fruits and Vegetables: 50 workers
• Maple Syrup: 20 workers
• Christmas Tree: 20 workers

MSFW’s tend to come from Mexico, Nepal, Africa, Jamaica, and the United States. They speak English, Spanish, and Nepali. Most MSFW’s in NH tend to be either seasonal or migrant workers.

(2) Outreach Activities. The local offices outreach activities must be designed to meet the needs of MSFWs in the State and to locate and contact MSFWs who are not being reached through normal intake activities.

Describe the State agency's proposed strategies for:

(A) Contacting farmworkers who are not being reached by the normal intake activities conducted by the employment service offices.

Federal regulations require an outreach program to locate and make contact with MSFWs. NHES utilizes a collaborative effort involving NH WORKS Centers, the New England Farm Workers’ Council, the NH Migrant Education Program and Pine Tree Legal Assistance of Bangor Maine.

Outreach needs are strongest during the peak season of July through September. Our continuing goal of improving outreach to MSFWs, by involving the twelve NH WORKS Centers, has been codified in the Outreach Directive and Outreach Manual that equips local office staff with the basic tools needed to make contact with MSFWs. Outreach staff provide information concerning employment services, availability of local services, as well as offering referrals to partner agencies.

Outreach requires visits to locations where agricultural workers congregate, to their work places and labor camps, providing available services information to local churches, businesses and services the workers may utilize, and through family, friends and acquaintances. NH WORKS Centers will continue to be promoted as the primary access point to an integrated network of local services and support.

The New England Farm Workers’ Council (NEFWC) continues to be a primary partner in providing employment and training services to MSFWs. This partner has statewide responsibility with its office located in Manchester, NH. The NEFWC assists with job search and direct placements, retraining, High School Equivalency Tests (HiSET), English as a Second Language Program, Apprenticeships, and On-the-Job Training opportunities. NEFWC averages approximately 30 referrals per year, training approximately 5 to 10 workers, and providing supportive services such as ESL, HiSET, Driver ED, etc. for the remainder. A Memorandum of Understanding has been developed by the State Monitor Advocate between NHES and NEFWC. Continued close cooperation is considered an integral part of the State’s five year plan.

Another major partner in the State Monitor Advocate’s outreach is the New Hampshire Department of Education’s “New Hampshire Migrant Education Program” (NHMEP). Using different qualifying criteria, NHMEP works with children of migrant farm workers, mostly through local schools. About 10% of their clients are children of dairy workers or blueberry
pickers. Nearly all others have been children of employees of meat and poultry processing plants. A Memorandum of Understanding has been developed by the State Monitor Advocate between NHES and NHMEP.

The NH WORKS Center Job Match System applicant registration screen continues to help NHES better track services provided. The self-registration screen provides NHES an additional opportunity to capture possible MSFWs not coming into the local offices. Local office procedures for reviewing MSFW self-registration have been implemented so that verification of status can be made and services and/or referrals can be offered. There is a regulatory requirement, as well as a need, to reach out to MSFWs to help them find agricultural or other work to improve their economic condition, and to refer MSFWs to supportive services as may be needed. An array of federal programs that channel monies to states is available for MSFWs. These include educational and health programs through agencies such as the New Hampshire Migrant Education Program; the Health and Human Services Minority Health Program; the New Hampshire Farm Workers’ Council in Manchester; the Manchester Community Resource Center and Pine Tree Legal Assistance. The objective remains to strengthen the non-profit service network referral system to better serve the migrant and seasonal farm worker and their family.

(B) Providing technical assistance to outreach workers. Technical assistance must include trainings, conferences, additional resources, and increased collaboration with other organizations on topics such as one-stop center services (i.e. availability of referrals to training, supportive services, and career services, as well as specific employment opportunities), the employment service complaint system, information on the other organizations serving MSFWs in the area, and a basic summary of farmworker rights, including their rights with respect to the terms and conditions of employment.

Outreach staff are provided technical assistance through group, and one-on-one training sessions, as well as the SMA occasionally accompanying outreach workers on MSFW outreach visits. The SMA provides all outreach staff with an MSFW Outreach Guide, which provides extensive information on conducting MSFW outreach, NFJP grantees, and the JS complaint system. Outreach staff have maximum experience speaking to workers of their rights, services available to them, and agricultural information relevant to their community.

Outreach staff are strongly encouraged to regularly collaborate with the NFJP grantees to improve outreach contacts, as well as to avoid duplication of services offered.

(C) Increasing outreach worker training and awareness across core programs including the Unemployment Insurance (UI) program and the training on identification of UI eligibility issues.

Since conducting outreach is only a portion of their job, outreach staff are required to have a general knowledge and awareness across all core programs, including the Unemployment Insurance (UI) program. Outreach workers are regularly trained on any new, or updated policies and procedures involving the services provided through the One-Stop offices.
(D) Providing State merit staff outreach workers professional development activities to ensure they are able to provide high quality services to both jobseekers and employers.

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

Professional Development is provided to outreach workers throughout the year through video conferencing, group training sessions, one-on-one sessions, and outreach training visits.

(E) Coordinating outreach efforts with NFJP grantees as well as with public and private community service agencies and MSFW groups.

NHES utilizes a collaborative effort involving NH WORKS Centers, the New England Farm Workers’ Council, the NH Migrant Education Program and Pine Tree Legal Assistance of Bangor Maine to provide services to MSFWs.

NH WORKS Center outreach staff are encouraged to coordinate specifically with the New England Farmworkers’ Council (NEFWC) to avoid duplication of services, and to better serve the needs of employers and MSFWs.

NHES has previously established MOUs with the New England Farmworkers’ Council (NEFWC) and the NH Department of Education with responsibilities of cooperation to assist with outreach and services to farm workers.

(3) Services provided to farmworkers and agricultural employers through the one-stop delivery system. Describe the State agency’s proposed strategies for:

(A) Providing the full range of employment and training services to the agricultural community, both farmworkers and agricultural employers, through the one-stop delivery system. This includes:

i. How career and training services required under WIOA Title I will be provided to MSFWs through the one-stop centers;

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

Services to MSFWs include:

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

NH WORKS Outreach workers shall explain to MSFWs, by means of written and oral presentations either spontaneous or recorded, in a language readily understood by them, the items described above in Section (3)(B).

Self-Registration

Self-service registration, available electronically via the NHWorks Job Match System, tends to be the primary method of registration. The Job Match System allows outreach staff to provide staff managed intake and case management capabilities. Individual applications may be taken during outreach when necessary or appropriate. Where necessary, an explanation of the purpose and completion of the process shall be given preceding the actual registration. Applicants with internet access or who visit the American Job Center Network Centers for services can register and self-refer themselves to job opportunities. The Outreach staff may also assist MSFWs who are unable to complete the process.

Assessment of MSFW Needs

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

Outreach Records

Each NH WORKS local office will keep a log of MSFW outreach activities. Instructions for completing the log are on the reverse side of the form. Copies of the outreach log are to be sent to the Operations Unit on a monthly basis.
During months when MSFW outreach activities are conducted, NH WORKS outreach workers shall maintain complete records of their contacts with MSFWs and the services they perform in accordance with a format developed by ETA. These records shall include a daily log, a copy of which shall be sent monthly to the State Monitor Advocate. These records shall include the number of contacts and names of contacts (where applicable), the services provided (e.g., whether a complaint was received, whether an application was taken, and whether a referral was made).

NH WORKS Outreach workers also shall maintain records of each possible violation or complaint of which they have knowledge, and their actions in ascertaining the facts and referring the matters as provided herein. These records shall include a description of the circumstances and names of any employers who have refused outreach workers access to MSFWs.

**Monitor Advocate Services**

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

- Conduct agency-wide and on-going review of state-wide delivery of services and protections afforded to MSFWs.
- Provide quarterly training sessions to outreach staff to assist in improving outreach to employers and MSFWs.
- Coordinate efforts to assure that local offices are reviewed at least once a year.
- Consult with local offices to ensure accurate reporting of MSFW related information.
- Review proposed American Job Center Network directives and manuals relating to MSFWs.
- Participate in Federal monitoring reviews.
- Review, on at least a quarterly basis, all statistical and other MSFW related data reported.
- Prepare an annual summary report of statewide services to MSFWs.
- Oversee the operation and performance of the JS complaint system.
- Review the state agency’s MSFW AOP and reports of outreach workers.
- Serve as an advocate to improve services to MSFWs within the American Job Center Network.

The State Monitor Advocate will visit the working and living areas of each MSFW placed through the Interstate Agricultural Clearance System and is responsible for all MSFW program reporting to the Region as required or requested.

The Monitor Advocate works with the Department of Labor related to the need to revise program regulations to more effectively relate to service delivery for MSFWs and to keep pace with developing technologies.

The Monitor Advocate will also provide cross training for partner agency staff on the National Monitor Advocate System, MSFW Outreach and overall provision of services to MSFWs and the JS Complaint System.
The Monitor Advocate is also assigned the duties of the FLC Program Manager, which ensures coordination and policy alignment in state and federal regulations regarding American Job Center Network services to MSFWs. The Monitor Advocate also attends and participates in meetings as expected of the State Monitor Advocate.

ii. How the State serves agricultural employers and how it intends to improve such services.

Agricultural employers receive all services provided to non-agricultural employers. Additionally, agricultural employers have access, but not limited to, the following WP Act Services or resources:

- Agricultural Recruitment System (Intrastate, and Interstate Clearance Orders)
- Temporary FLC Programs
- Explanation of, and assistance with, the NHWorks Job Match System
- Provide labor market information with such data as supply and demand, salaries, training requirements and industry growth
- Perform recruitment activities to find and refer qualified farm workers in order to fill the labor needs of agricultural employers
- Assistance with pre-occupancy housing inspections for employers requesting approval for participation in interstate recruitment through the Agricultural Recruitment System, and/or H2A foreign labor certification
- Assistance with informal and timely resolution of complaints and apparent violations
- Assistance with information on employment and training programs and tax incentives
- Assistance with referrals to potential training of agricultural employer staff

NH always provides special services to employers on an individual, as needed basis. Employer contacts are also made through personal on-site visits. Identification of employers takes place through unemployment Insurance records, local office employer records, lists obtained through the NH Department of Agriculture, website listings, farm services organizations and community contacts. Additional resources are utilized as found. Follow-up contacts will ensure the needs of employers and workers have been met and to assess if other support services are needed.

(B) Marketing the employment service complaint system to farmworkers and other farmworker advocacy groups.

NH WORKS outreach staff are all informed of the complaint system processes and the other groups that are available to connect with farmworkers. This information is shared with each contact to promote awareness. All outreach contacts will include the following information: presentation and offer of services, referrals to agricultural and non-agricultural employment, all range of services available from the American Job Center Network, JS complaint system, information about federal and state laws and protections available. We will also provide brochures and information on the New England Farmworkers’ Council (WIA 167 NFJP), NH Migrant Education Program Pine Tree Legal Assistance.
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.

**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.**

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.

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.

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

During PY 2015 outreach workers were able to make 53 initial contacts with agricultural employers. This was a considerable increase from PY 2014, where only 13 initial contacts were made. These employers were made aware of the variety of services available to them, as well as to MSFW’s.

As stated previously, it is an NHES goal to contact a sufficient number of MSFWs with the maximum utilization of resources available. During PY 2015, NHES was able to make 28 initial contacts with MSFW’s, an increase over the 24 initial MSFW contacts made in PY 2014. While this was above the minimum goal for the year, outreach workers continue to make every effort to reach more MSFW’s throughout the State. The numbers of migrant farm workers coming to NH are minimal, and agricultural employers aren’t always receptive to outreach workers’ attempts to reach their employees, but every effort is made to identify their locations and offer services as appropriate.

In PY 2016, our agency was unable to provide data due to changes in report system.

The numerical outreach goal for PY 2017 is 30 initial contacts. We have set two qualitative outreach goals for the NHES MSFW Program during PY 2017. The first goal is to improve outreach to agricultural employers to increase agricultural employers’ awareness and use of the Labor Exchange services. The second goal is to increase outreach contacts to seasonal workers, above the numerical goals, while encouraging these workers to take advantage of the services that NHES and its partners provide.
The State Monitor Advocate has been afforded the opportunity to review and approve this AOP.

ADULT EDUCATION AND LITERACY

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

The Bureau of Adult Education will adopt the NH College and Career Standards as approved by the New Hampshire State Board of Education (2/20/13, 10/24/13). The NH Standards are based upon the Common Core State Standards which are embedded in the New Hampshire standards.

The Bureau of Adult Education has been aligning Math and English Language Arts instruction in local adult education programs with the Office of Career, Technical, and Adult Education College and Career Readiness Standards for Adult Education. There appear to be very few differences between those standards and the NH College and Career Readiness Standards.

Implementation of the standards will continue to be a high priority for the use of State Leadership funds during the 2016-2017 program year.

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

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

It is anticipated that the network will include local programs administered by school districts, private not for profit organizations, local and state governmental agencies.

All thirteen of the considerations for awarding grants and contracts will be taken into account in the approval process established by the Bureau of Adult Education for the selection of grantees that will utilize federal WIOA Title II funding.

In the past approximately 7,000 adults have been served annually through funding from the Bureau of Adult Education. Three main delivery systems for programs have been developed over the years: Adult Basic Education/ESOL Centers, Adult High Schools and Adult Learner Services programs. Two additional programs: EL/Civics and Transitions are included in the delivery systems mentioned about.

Adult Basic Education/ESOL Centers are located in most of the larger communities in the state. Many offer multi-level classes for ABE and ESOL both during the day and in the evening. Other programs in smaller communities operate in the evenings. Most of these programs also provide HiSET preparation classes for those individuals focusing on taking New Hampshire’s high school equivalency test.

Adult High School 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 evenings.

The Adult Learner Services programs provide one on one instruction with volunteers or instruction in very small classes. These programs are located in many of the rural areas of the state.

Transitions programs are designed to provide adults with the skills to transition to post-secondary education with skill levels that will allow them to bypass developmental education courses.
Taken together these systems/programs provide instruction to adults ranging from basic literacy services through high school completion and transition to careers and college. Over the years the combined efforts of New Hampshire’s adult education programs have enabled the state to meet or surpass the core performance indicator levels established for the state by the US Department of Education’s Office of Career Technical and Adult Education.

The current alignment of programs includes seventeen Adult Basic Education/ESOL Centers, fourteen Adult Learner Services Programs, seven EL/Civics programs, ten transition programs and twenty eight Adult High School Programs. It is anticipated that the current delivery system for services will continue under WIOA.

In addition to academic skills most of the programs listed above, with the exception of the Adult High Schools, provide some level of workforce preparation activities for all participants, particularly in the area of soft skills that are needed for success in any occupation. The Bureau of Adult Education also includes the achievement of a high school credential as the most important workforce preparation activity carried out by all programs. Without that credential students cannot enter the workforce with a livable wage or start on a career pathway.

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

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

Each eligible agency using funds provided under Programs for Corrections Education and Other Institutionalized Individuals to carry out a program for criminal offenders within a correctional institution must give priority to serving individuals who are likely to leave the correctional institution within 5 years of participation in the program.

The Bureau of Adult Education will award grants for educational services to persons in corrections or other institutions that meet the funding requirements under Section 231 (e).

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

(d) Integrated English Literacy and Civics Education Program. Describe how the State will establish and operate Integrated English Literacy and Civics Education programs under Section 243 of WIOA, for English language learners who are adults, including professionals with degrees and credentials in their native countries.

Describe how the State will fund, in accordance with the requirements of title II, subtitle C, an Integrated English Literacy and Civics Education program and how the funds will be used for the program.

Describe how the Integrated English Literacy and Civics Education program will be delivered in combination with integrated education and training activities.

Describe how the program is designed to (1) prepare adults who are English language learners for, and place such adults in, unsubsidized employment in in-demand industries and occupations that lead to economic self-sufficiency and (2) integrate with the local workforce development system and its functions to carry out the activities of the program.

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

- Educational services for English Language Learners, including professionals with degrees and credentials in their native countries, that enables them to achieve competency in the English language and acquire the basic and more advanced skills needed to function effectively as parents, workers and citizens in the United States. These services shall include instruction in literacy and English acquisition and instruction on the rights and responsibilities of citizenship and civic participation.

- Workforce training that will enable students to begin or continue careers in their chosen fields, including preparation for post-secondary education. A high priority will be to provide English skills so that individuals with degree and credentials in their native countries will qualify for employment in the fields for which they have been trained. The desired outcome from the workforce training under this title will be unsubsidized employment in in-demand industries and occupations that lead to economic self-sufficiency.

- 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.

Funding under this title will be awarded based upon the criteria for evaluation of programs applications contained in Section 231 (e) of WIOA.
(e) **State Leadership.** Describe how the State will use the funds to carry out the required State Leadership activities under section 223 of WIOA.

Describe how the State will use the funds to carry out permissible State Leadership Activities under section 223 of WIOA, if applicable.

**Required Activities:**

The Bureau of Adult Education will continue to participate with other core WIOA partners in building a career pathway model that includes the services offered by each partner. In addition Title II Adult Education programs will be aligned with core partners in the areas of strategic vision/goals, analysis of economic conditions in the state and the analysis of workforce development activities in the state in order to address the identified education and skill needs of the workforce and the employment needs of employers in the state, as specified in the NH Unified State Plan.

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

Building upon our prior experience projected activities will include:

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

The Professional Development consultant and the Director of the State Wide Professional Development Project will insure that technical assistance is provided to the field on the most rigorous or scientifically valid research in reading, writing, speaking, mathematics, English language acquisition programs, distance education, staff training as well as the services provided by all WIOA partners and assistance in the use of technology to improve system efficiencies.

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

Permissible State Leadership Activities

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

The Bureau of Adult Education will continue to support the development and dissemination of curricula, particularly in the areas of mathematics and language arts, as well competency based courses for use in adult high school classes.

State adult education funding will continue to be provided to Transitions Programs that help to prepare graduates of adult education programs for success in post-secondary education and training programs.

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

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 assessment of academic levels established by the Office of Career Technical and Adult Education to assess the quality of local program performance.

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

VOCATIONAL REHABILITATION

(a) Input of State Rehabilitation Council. All agencies, except for those that are independent consumer-controlled commissions, must describe the following:

(1) input provided by the State Rehabilitation Council, including input and recommendations on the VR services portion of the Unified or Combined State Plan, recommendations from the Council’s report, the review and analysis of consumer satisfaction, and other Council reports that may have been developed as part of the Council’s functions;

(2) the Designated State unit’s response to the Council’s input and recommendations; and
The following recommendations were included in the SRC Annual Report:

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

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

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

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

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

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

**(b) Request for Waiver of Statewidensess.** When requesting a waiver of the statewidensess requirement, the designated State unit must identify the types of services to be provided by the program on a non-statewide basis. The waiver request must also include written assurances that:

1. a local public agency will provide the non-Federal share of costs associated with the services to be provided in accordance with the waiver request;

2. the designated State unit will approve each proposed service before it is put into effect; and
(3) requirements of the VR services portion of the Unified or Combined State Plan will apply to the services approved under the waiver.

This agency has not requested a waiver of statewideness.

(c) Cooperative Agreements with Agencies Not Carrying Out Activities Under the Statewide Workforce Development System. Describe interagency cooperation with and utilization of the services and facilities of agencies and programs that are not carrying out activities through the statewide workforce development system with respect to:

(1) Federal, State, and local agencies and programs;

(2) State programs carried out under section 4 of the Assistive Technology Act of 1998;

(3) Programs carried out by the Under Secretary for Rural Development of the Department of Agriculture;

(4) Noneducational agencies serving out-of-school youth; and

(5) State use contracting programs.

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

Strategies/Agreements for Individuals with Disabilities

• Since the Medicaid Infrastructure Grant (MIG) ended in early 2012 the agency and community partners working together on the MIG have continued a relatively close relationship. New Hampshire (NH) has five Project SEARCH sites and we have been receiving national technical assistance from the National Project SEARCH out of Cincinnati on a quarterly basis.

• The Earn and Learn program with Granite State Independent Living continues with new students each semester and the local school district now pays two-thirds the cost of the program.

• The sustainability of the programs built by the MIG and VR ARRA funding has been very successful with all the partners collaborating and working to meet the intent of the infrastructure and assist our mutual customers in achieving employment success.

• The Agency continues to partner with the Bureau of Behavioral Health and the Bureau of Developmental Services, within Health and Human Services to ensure that employment needs are met with the relative populations.
• The Agency continually seeks to work with community organizations with an interest in providing job placement and support services. In addition, the Agency works on a continual basis with entities to develop new and innovative Pre-Employment Transition Services for students with disabilities.

• The Agency continues to be actively involved with its partners to develop consistent standards and training for job developers through ACRE training and APSE certification. To date 11 ACRE classes have been held with approximately 242 individuals completing the training.

• NHVR collaborates with Northeast Deaf and Hard of Hearing Services (NDHHS) and other partners in the deaf community so that there is a team approach when placement of a customer is made. There is also a very individualized approach to providing Pre-Employment Transition Services to the deaf and hard of hearing population.

• NHVR collaborates with ‘Future In Sight’ the program that assists individuals who are blind or visually impaired reach their vocational goals.

• NHVR is working with the E3 Technical Assistance Center that focuses on developing regional strategies for under-served populations.

Strategies/Agreements for Business Partners

• The agency collaborates with the newly formed Department of Business and Economic Affairs. This agency provides staff that assists with rapid response/layoff, new business entering the state of NH, and overall workforce development strategies.

• The agency has begun to develop stronger relationships with the Business and Industry Association in NH as well as all the local Chambers of Commerce.

• The agency participated with the Job-Driven Vocational Rehabilitation Technical Assistance Center from its inception to the end of the grant (2015 to 2017) with great success.

The USDA Rural Development office in New Hampshire does not administer any workforce development or economic development programs that would assist individuals with employment or small business startup assistance. New Hampshire does not have a state use contracting program.
(d) **Coordination with Education Officials. Describe:**

(1) The designated State unit's plans, policies, and procedures for coordination with education officials to facilitate the transition of students with disabilities from school to the receipt of VR services, including pre-employment transition services, as well as procedures for the timely development and approval of individualized plans for employment for the students.

(2) Information on the formal interagency agreement with the State educational agency with respect to:

(A) consultation and technical assistance to assist educational agencies in planning for the transition of students with disabilities from school to post-school activities, including VR services;

(B) transition planning by personnel of the designated State agency and educational agency that facilitates the development and implementation of their individualized education programs;

(C) roles and responsibilities, including financial responsibilities, of each agency, including provisions for determining State lead agencies and qualified personnel responsible for transition services;

(D) procedures for outreach to and identification of students with disabilities who need transition services.

Organized within the New Hampshire Department of Education, NHVR participates in the State’s transition initiatives. NHVR counselors across the state are involved in the local and regional partnerships which were developed to implement the activities of grants available. Counselors advocate for the inclusion of students with disabilities and special education staff in the systemic changes occurring in the schools.

NHVR understands the need for services to be identified and in place prior to a student leaving the school setting in order to assist the student with a smooth transition to post-school activities which may include postsecondary education, training, employment, and related vocational rehabilitation services which will lead to competitive integrated employment. To assure this planning, the Agency provides for the development and approval of an individualized plan for employment while the student is in school and within 90 days of eligibility determination.

The Agency continues to participate in an interagency agreement with the state educational agency with respect to transition planning. The current agreement includes information regarding roles and responsibilities, including financial responsibilities, of each agency, provisions for determining state lead agencies and qualified personnel responsible for transition services; and procedures for outreach to and identification of students with disabilities who need transition services. It is anticipated that this interagency agreement will undergo significant revision as a result of WIOA. This collaboration and coordination is underway and expected to be completed by **Summer 2018.**
Within the Department’s Dropout Plan, NHVR works with its partners via the Earn and Learn Program to help identify and assist youth with disabilities who may be at high risk of or who have already dropped out of school to remain in or return to school and continue with the transition process. This transition process might lead them to a post-secondary training institution or other training opportunity.

Bureau staff continue to participate on the “Next Steps New Hampshire” leadership team. This team is managing the states Special Education Development Grant and works with various regional partners to improve secondary transition services to students with disabilities. This grant will be coming to the end of it’s no cost extension year in 2018. NHVR is working with the partners who are part of Next Steps to determine what parts of the work can be supported by existing programs as the grant expires.

NHVR continues to be an active leader in the state Community of Practice on Transition (CoP). Using its strategy, it is intended to promote and to influence transition practice and policy on multiple levels, using more of a grassroots type of approach. The CoP sponsors an annual Transition Summit, and is currently focusing its efforts on serving as advisory board for NSNH, increasing student and family voice, and promoting and sharing the use of successful transition practices and resources. The Agency continues to be involved in the provision of sector-based employment opportunities through Project SEARCH. This program focuses on the healthcare industry; however, to date (2009 – mid 2018), NHVR has supported 346 students through Project SEARCH and 29 through Project Income in an effort to reach their employment goal.

NHVR continues to employ a full-time Transition coordinator and has hired a full time Administrator for Transitioning Youth Services to work statewide to improve services to students and youth with disabilities. The Administrator and Coordinator are working closely together to ensure that changes implemented by WIOA are achieved. The activities these positions cover include:

- working with NHVR counselors to improve access and services provided to students and youth with disabilities;
- working with NHVR counselors to develop best practices and examples of best practices to students and youth with disabilities;
- providing training on activities occurring across the state as a result of implementation of WIOA.
- coordinating efforts with NHVR counselors, school district staff, school-to-work staff and other constituents, to ensure the inclusion of students and youth with disabilities in the systemic changes occurring in the schools as a result of the IDEA 2008 and the Rehabilitation Act;
- providing advocacy for students and youth with disabilities to a variety of constituents;
- improving connections between NHVR and other transition service agencies;
- providing information and guidance regarding Labor Laws as they relate to job shadow, internships and work experience for students and youth with disabilities;
marketing to school staff, students and families, adult service agencies, etc. in a variety of areas, e.g., employment issues as a result of disability, transition of students with disabilities, availability of adult services, best practices in transition of youth with disabilities, accessing adult services, employer perspectives; develop relationships with other agencies providing services to students and youth with disabilities to maximize services offered;

• providing technical assistance on grants as they are developed with multiple agencies and programs to ensure the inclusion of all students and youth with disabilities.

• providing continued support of transition programs for students and youth such as the Earn and Learn program and Project SEARCH

The NHVR staff actively facilitates meetings with school staff, NHVR counselors and school-to-work staff to plan the inclusion of students with disabilities in the systemic changes occurring within the state.

The Agency will continue to expand and solidify its interagency approach to ensuring a successful transition from school to employment or post-secondary training opportunities for students with disabilities throughout the State. On both the statewide and local level, VR Agency staff continues to participate in planning, program development and funding of transition from school to work or post-secondary education initiatives with other agencies and school districts. The Agency continues to work closely with local school districts to develop, implement and expand programs designed to facilitate the transition process. Such as provision of Pre-Employment Transition Services to those who are eligible and those who are potentially eligible for vocational rehabilitation services. As an Agency, we have allowed latitude from region to region in regards to how transition caseloads are covered. In some regional offices all counselors have mixed caseloads (i.e. adults and transition age students), while others have only a certain number of counselors assigned to carry a full caseload of transition. This allows regional offices and the Agency overall to better respond to the needs of students with disabilities who are transitioning to the workforce or post-secondary education, work on strengthening existing school district relationships, and develop new school district relationships. Efforts in transition will take on a new focus given the implementation of WIOA. Per the newly reauthorized Act, Pre-Employment Transition Services (PETS) have been provided on two distinct levels, generalized and individualized. We were able to provide these services to over 1400 students with disabilities throughout our 15 month contracts. Once the contracts expired, we were able to move, with the same providers, to a fee for service structure to continue the focus on services to those who are potentially eligible. In addition to these services continuing, we have also developed a menu of individualized services for those who have been determined eligible for VR services.

Over 1500 individuals on the Agency’s current caseload are under the age of 21. Each year the Agency receives over 700 referrals per year of individuals who are under the age of 21. Students served by the Agency represent all disability groups and not just those in special education programs. Counselors are frequently present in schools receiving referrals from teachers,
guidance counselors, and administrators. Serving this population will remain a focus activity of the Agency.

The Agency plans to include statewide training and technical assistance intervention for schools and families for developing natural supports, which is a school and work based learning model including job training, monitoring and general workplace competencies in its continued innovation and expansion activities.

The Agency continues to collaborate with the Bureau of Developmental Disabilities 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 ensures that if someone is in an employment setting they will have the long-term supports to maintain that job. It also supports that students still in high school can achieve long-term supports while still in school and prior to graduation. The rule also helps families understand that employment should be the first option when looking at goals after high school graduation.

(e) Cooperative Agreements with Private Nonprofit Organizations. Describe the manner in which the designated State agency establishes cooperative agreements with private non-profit VR service providers.

NH Vocational Rehabilitation works with Community Rehabilitation Program providers (CRPs) to provide job search and placement services. In addition, since the implementation of WIOA they have assisted us in providing both generalized and individualized Pre-Employment Transition Services to students with disabilities. The agency has completed guidance letters to staff on how to utilize these services with each vendor agency.

The current menu of services and component pricing does not differentiate between profit and nonprofit agencies and is standard for all CRPs. The agency has completed systemic changes for the type and provision of services, training/competency and outcomes that are related to Community Rehabilitation Program providers. NHVR has collaborated with other partners to achieve a statewide accepted competency model that utilizes shared resources and will create consistency in how multiple systems utilize vendors that may provide services to customers in a variety of settings.

The process to determine the need for new, improved or expanded programs will be accomplished through:

1) public forums in six regions to include customers of Vocational Rehabilitation, Vocational Rehabilitation staff, community rehabilitation programs staff, developmental services area agency staff, mental health center staff, and the general public;
2) meetings of Vocational Rehabilitation administrators and consultants;
3) meetings of the State Rehabilitation Council; and
4) consultation with the State Board of Education.

Through continuing statewide studies on the rehabilitation needs of individuals with disabilities, including individuals with significant disabilities, the Agency gathers data and utilizes this to
identify ways in which the overall effectiveness of community rehabilitation program services might be improved. The Agency’s case management system also has a “vendor report card” that will allow us to analyze and make recommendations on services and efficiencies in the system.

The Agency will continue to seek ways to identify and meet the needs of individuals with disabilities in New Hampshire including, where appropriate, provision of services to groups of individuals with disabilities through the establishment, development and improvement of collaboration with private vocational rehabilitation service providers including community rehabilitation programs.

In an effort to standardize services in the field, all CRP’s will be required to complete ACRE training, prior to receiving referrals from NHVR, in order to meet the minimum requirements to work with people with disabilities. All CRP’s looking to receive Supported Employment referrals, are encouraged to pursue and/or obtain the Certified Employment Support Professional (CESP) credential, in order to demonstrate a sufficient level of knowledge and skill to prove integrated employment supports to a variety of people with disabilities. In addition, the CRP Management Liaison will review their resume and qualifications to ensure they have the knowledge, skills and abilities to work with our customers. Once a CRP is approved by the CRP Management Liaison, the CRP will be placed in NHVR’s “Customer Guide to Job Development Services” and scheduled to attend training on NHVR’s job placement and referral process.

Additional OJT will be offered by VR counselors and Rehabilitation Technicians to ensure the CRP understands NHVR’s referral and invoice process.

CRP’s are required to meet with the Regional Offices, at least once a year, to review progress being made with each of their customers. At this meeting, CRP’s will ensure their records match with the local Regional Offices. In addition, they will review NHVR’s “Customer Guide to Job Development Services” to ensure we have their updated contact information and document any additional training.

NHVR’s case management system, AWARE, has the capacity to evaluate vendor success rate and report card information that documents the number of referrals for individual services, referrals for job placement, and successful placement outcomes.

(f) Arrangements and Cooperative Agreements for the Provision of Supported Employment Services. Describe the designated State agency's efforts to identify and make arrangements, including entering into cooperative agreements, with other State agencies and other appropriate entities in order to provide supported employment services and extended employment services, as applicable, to individuals with the most significant disabilities, including youth with the most significant disabilities.

The Agency has developed relationships with both the Bureau of Developmental Services and the Bureau of Behavioral Health within our Department of Health and Human Services in the State of NH. The relationships are designed to enhance the collaboration of rehabilitation, case management and vocational service provider personnel with eligible individuals and their
families regarding the implementation and continuation of individualized supported employment. We are in the process of renegotiating those agreements to ensure that the respective systems work smoothly together to appropriate services.

NH Vocational Rehabilitation shall continue to provide training and technical assistance according to identified need with existing resources, including the development of new strategies and the refinement of existing structures to encourage full integration. A revised Memorandum of Agreement with the Bureau of Developmental Disabilities and the Bureau of Behavioral Health was planned for 2016, however due to staffing and coordination issues with the Department of Health and Human Services, this activity is still in progress.

Individuals with the most significant disabilities to be served under this program will likely have developmental disabilities, acquired brain disorders and/or mental health diagnoses, since these are the groups for which funding is available for long-term support after Vocational Rehabilitation services are completed. In addition, the Agency will seek additional avenues to expand the availability of supported employment services, including ongoing support services provided through natural community-based supports by families, employers, life insurance carriers and community organizations, for individuals with acquired brain injuries, significant physical disabilities, and other disabling conditions. The Agency will continue to collaborate with the two bureaus regarding any necessary system changes that will encourage and facilitate natural supports.

As mentioned in a previous section, the Bureau of Developmental Services has enhanced their employment long-term supports for joint customers. In addition the Bureau has also added in employment goals to the contracts of the 10 area agencies. These changes are monumental changes.

The agency has also added in a new supported employment service called “situational assessment.” The situational assessment is a specialized service that provides a VR participant with the opportunity to demonstrate their work skills at a real and functioning worksite (unpaid) within the community. This service will allow this agency to evaluate and identify the necessary services a participant will need to be successful in an actual competitive employment situation, on a short term basis and in accordance with DOL guidelines. The agency has lined up the insurance component of this service and has had a small team of VR staff that has worked on this diligently. Select vendors at each of the regional offices, will be able to provide this service. These vendors will be selected based on their demonstrated abilities to complete this assessment.

(g) Coordination with Employers. Describe how the designated State unit will work with employers to identify competitive integrated employment and career exploration opportunities in order to facilitate the provision of:

(1) VR services; and
New Hampshire Vocational Rehabilitation has had a long history of serving dual customers: individuals with disabilities and business partners. In the last ten years the agency has enhanced this principle and has worked on various levels in the organization to accomplish success for both customers. The agency revamped the Community Rehabilitation Program Menu of Services in 2010 and will be doing so again in 2018.

The Agency has been coordinating, along with partners, the Employment Leadership Awards in NH for seven years. This event began with Medicaid Infrastructure Grant funding and has evolved over the last nine years to examine and recognize business partners that hire, train and retain talent in their organizations. In October of 2018 we will hold our 10th Annual Employment Leadership Awards. The hiring of individuals with disabilities into these companies has been shown to enrich work culture and assist business partners in lowering turnover rates and improving organizational success.

The Agency has a strong relationship with the Institute on Community Inclusion out of UMass Boston. In this relationship they provide us with intensive technical assistance to enhance internal agency capacity for business engagement strategies. In 2015 the agency took part in a two-year intensive technical assistance project: The Job Driven Vocational Rehabilitation Technical Assistance Center (JD-VRTAC). The JD-VRTAC team assisted with strategic planning and support in creating a NHVR Business Engagement Unit. The changes we made included transitioning two Employment Specialist positions into Business Relations Consultants and adding three additional Business Relations Consultant positions in three regional offices. As a result of the agency work with the JD-VRTAC a Program Specialist position was created to manage the Community Rehabilitation Program. The Business Engagement Unit currently has a menu of business services and is working to create plans to increase business engagement in each regional office.

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

The agency is working closely with our national and state partners to utilize data systems and ELMI strategies to ensure we are meeting business needs and assisting our customers in achieving their personal vocational goals. In November 2017 NHVR joined other State agencies in using the database NEOSERRA to collect business engagement data. The National Employment Team and the Talent Acquisition Portal are two national strategies to engage businesses and assist them in hiring individuals with disabilities. They are both programs employed by the Council of State Administrators of Vocational Rehabilitation.
(h) Interagency Cooperation. Describe how the designated State unit will collaborate with the State agency responsible for administering each of the following programs to develop opportunities for competitive integrated employment, to the greatest extent practicable:

(1) the State Medicaid plan under title XIX of the Social Security Act;

The agency will seek to develop and enact a Memorandum of Understanding with this entity during the calendar year 2016.

(2) the State agency responsible for providing services for individuals with developmental disabilities; and

(3) the State agency responsible for providing mental health services.

New Hampshire Vocational Rehabilitation has, in the past, developed and engaged in discussions to complete a Memorandum of Understanding with both the Bureau of Developmental Disabilities and the Bureau of Behavioral Health. It is our goal to have a finalized MOU with Health and Human Services in 2018. It has not been completed at this point due to significant reorganization at that Department in the last two years. The MOU will help to identify referral and service provision agreements as well as supported employment strategies and services to increase the successful competitive, integrated employment outcomes for the mutual customers of each system.

(i) Comprehensive System of Personnel Development; Data System on Personnel and Personnel Development. Describe the designated State agency’s procedures and activities to establish and maintain a comprehensive system of personnel development designed to ensure an adequate supply of qualified State rehabilitation professional and paraprofessional personnel for the designated State unit, including the following:

(1) Data System on Personnel and Personnel Development

   (A) Qualified Personnel Needs. Describe the development and maintenance of a system for collecting and analyzing on an annual basis data on qualified personnel needs with respect to:

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

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

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

The Agency has implemented a comprehensive system of personnel development (CSPD) which identifies procedures and activities designed to ensure that there is an adequate supply of
qualified professionals for the Agency. The CSPD plan has been amended with input from members of the State Rehabilitation Council (SRC). The full Council had the opportunity to review and comment on the CSPD plan, the development of the plan and related policies and procedures. Included in this plan are the following requirements:

- Data system on personnel and personnel development
- Plan for recruitment and retention of qualified personnel
- Personnel Standards
- Staff development
- Personnel to address individual communication needs
- Coordination with personnel under the Individuals with Disabilities Education Act

The Agency collects and analyzes, on an annual basis, data on qualified personnel needs and personnel development. An annual training needs assessment is completed to identify focus areas for personnel development activities for the upcoming year. Data collected for financial and planning purposes is used for this analysis. This is data that reflects current information regarding personnel who are employed by NHVR. Included within this assessment is a self-assessment of training needs, an update of individual growth plans, and identification of training needs by regional leaders and an evaluation of the statewide assessment of the rehabilitation needs of persons with significant disabilities.

Over the next five years, the Agency anticipates hiring staff to fill openings created through retirement and other personnel turnover. The Agency realizes the need for continued recruitment and training of qualified personnel. Succession planning is a necessary part of the Agency’s preparation to address projected hiring needs, and is included within the annual analysis of qualified personnel needs and personnel development. The Agency projects that in the next 2-5 years there will be a fairly stable staffing pattern with only a few seasoned staff projected to leave their current positions in that timeframe.

The Agency has 42 Rehabilitation Counselor positions. At present 21 of the staff holding these positions meet the personnel standard; nineteen caseload carrying counselors do not meet the standard; and there are two vacancies. Current data indicates that the ratio of Rehabilitation Counselor to customers served is 96 customers to each Counselor. This information is reviewed quarterly by the Agency and the Policy committee of the State Rehabilitation Council. The Agency regularly reviews staffing patterns and caseload size to determine coverage needs. The Agency believes that, at this time the current staffing is adequate to meet the needs of the Agency's customers. While the Agency projects a relatively stable staffing pattern over the next 2-5 years; data indicates that there is an existing population of students with disabilities transitioning from school to post-secondary activities, including work that may require additional staff to adequately serve. These requirements will also be monitored and adapted to meet any changing needs.
In addition the Agency has five non-caseload carrying Counselor positions; one Counselor position is specifically designated to assist customers with benefit planning; and four Counselor positions were reclassified and are designated to target placement activities within the Agency.

During FY 17, two Rehabilitation Counselors resigned their positions with the agency and two Counselors retired from their positions. This is within the average of two to six position vacancies the Agency has experienced in the past few years. This represented a 9.5 percent turnover rate for Rehabilitation Counselors in the Agency.

Staff projections for the next five years:

Evaluating the past and current numbers of individuals served by the Agency reveals a reduction in case load sizes over the past few years. One of the factors that has been attributed to this is the low unemployment rate in the state. The Agency predicts a stable pattern with moderate projections for any increases in these numbers served by the Agency over the upcoming five-year period. Based on the numbers of individuals served by the program, the current staffing pattern is projected to be adequate in serving the individuals who apply for vocational rehabilitation services in NH over the next five-year period.

During FY 17 there was no turnover of vocational evaluation staff. Two rehabilitation counselors were promoted to supervisory staff in 2017. One support staff was promoted to an administrative staff position and one administrator position was hired during the year. Support staff saw the most turnover in the agency as two individuals resigned, three retired; two were promoted within the agency; and one full and one part-time support level staff left for other reasons.

It is anticipated that the staffing pattern will become fairly stable over the next five-year period. Over the upcoming five-year period staff leaving the agency through retirement and attrition are anticipated to be 2-3 administrative staff persons, 10-15 rehabilitation counselors, 1-2 supervisory staff, 1 vocational evaluator staff and 5-10 support staff.

<table>
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<th>Job Title</th>
<th>Total Positions</th>
<th>Current Vacancies</th>
<th>Projected Vacancies over the next 5 years</th>
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</tr>
<tr>
<td>Other Staff</td>
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<td>2</td>
<td>3</td>
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</tbody>
</table>
(B) Personnel Development. Describe the development and maintenance of a system for collecting and analyzing on an annual basis data on personnel development with respect to:

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

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

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

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 has 103 full and part-time matriculated students currently enrolled in their Rehabilitation Counseling programs including the 30 who will graduate in May. Assumption had 41 students graduate with Master’s of Arts degrees in Rehabilitation Counseling in the previous year. Although there is not any current RSA grant or scholarship funding to students attending Assumption College, the college notes that a few current students have received RSA traineeships in the past. The Agency had two staff enrolled in the Assumption College program that was not able to continue when the RSA grant was discontinued. (updated statistics have been requested from the College but were not available as of this submission).

In 2016, Central Connecticut State University had 96 students enrolled in their Counselor Education with Specialization in Professional and Rehabilitation Counseling Master’s in Science program on either a full or part time basis. They report graduating an average of 17 students each year. (Statistics for 2017 were not available for this submission.)

Salve Regina University currently has 68 students enrolled in their Master’s Degree program. Twenty-three of these students have received RSA funding. Twelve students are anticipated to graduate in May while 14 students graduated in May. The school has RSA long-term training funding and has some opportunities for distance education. (Updated statistics have been requested from the College but were not available for this submission).

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

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

All rehabilitation counseling graduates from the colleges listed will be eligible for Certification as a Rehabilitation Counselor through the Commission on Rehabilitation Counselor Certification (CRCC).

| Institution                        | Students enrolled | Employees sponsored by agency and/or RSA | Graduates sponsored by agency and/or RSA | Graduates from the previous year |
|------------------------------------|-------------------|-----------------------------------------|-----------------------------------------|---------------------------------
| Assumption College                 | 103               | 0                                       | 30                                      | 41                               |
| Univ. Mass - Boston                | 27                | 0                                       | 4                                       | 6                                |
| Central Connecticut State          | 92                | 0                                       | 0                                       | 15                               |
| Salve Regina                       | 68                | 0                                       | 3                                       | 18                               |
| University of Southern Maine       | 37                | 0                                       | 5                                       | 6                                |

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

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

The identified training needs are utilized in the planning and development of training.

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

Further activities toward recruitment and retention of qualified personnel, including personnel from minority backgrounds and personnel who are individuals with disabilities, are identified within the Personnel Standards and Staff Development sections below.
In addition to the communication and recruitment efforts with the colleges and universities in the region, NHVR uses the Recruitment Center for State Vocational Rehabilitation Counselors (www.rehabjobs.info) in recruitment efforts.

(3) Personnel Standards. Describe the State agency’s policies and procedures for the establishment and maintenance of personnel standards consistent with section 101(a)(7)(B) and to ensure that designated State unit professional and paraprofessional personnel are adequately trained and prepared, including:

(A) standards that are consistent with any national or State-approved or -recognized certification, licensing, registration, or other comparable requirements that apply to the profession or discipline in which such personnel are providing VR services; and

(B) the establishment and maintenance of education and experience requirements, to ensure that the personnel have a 21st century understanding of the evolving labor force and the needs of individuals with disabilities.

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

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

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

Or

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

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

Acceptable Master's, Specialist or Doctoral Degree Majors:

- Behavioral Health Psychology
- Behavioral Science Psychometrics
- Disability Studies Rehabilitation
- Human Relations Social Work
- Human Services Special Education
- Marriage and Family Therapy Vocational Assessment/Evaluation
- Occupational Therapy

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

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

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

To ameliorate the impact of these factors, NHVR conducts outreach activities to reach potential candidates. NHVR has identified colleges and universities in New England that provide Master’s level training in rehabilitation counseling and will continue to work with these institutions toward the recruitment of qualified candidates. NHVR has worked with the University of Hartford and Assumption College to identify and provide needed coursework for staff. The Training Officer continues to seek alternative educational opportunities for staff through emerging long distance learning opportunities, including RSA-funded training opportunities such as the Southern University program in Louisiana.
NHVR supports retraining of new and existing employees through the following plan and policies:
All staff will be encouraged to continue to update and maintain their skills by completing 100 hours of in-service training every five years. The Training Officer will maintain current records of the training offered and credit hours earned.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

(6) Coordination of Personnel Development Under the Individuals with Disabilities Education Act. As appropriate, describe the procedures and activities to coordinate the designated State unit's comprehensive system of personnel development with personnel development under the Individuals with Disabilities Education Act.

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

The goal of the grant is to increase the number of students with disabilities and/or at risk of dropping out of school that are college and career ready in NH through the implementation of evidence-based transition practices. Next Steps New Hampshire will use the following strategies to achieve this goal:

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

Bureau staff participate on the grant’s leadership team and have worked together with Bureau of Special Education staff to provide the first of what is hoped to be several dual trainings between special education and vocational rehabilitation staff. In August 2017, Bureau of Special Education staff presented the special education process to vocational rehabilitation staff.

The agency has state leadership representation on the State Advisory Committee on the Education of Students/Children with Disabilities (SAC). Attending the meetings and understanding the current issues that are affecting our transitioning youth is critical to understanding the needs of the customers we jointly serve.

NHVR staff continues to work with other areas of the department toward coordinating the Agency’s comprehensive system of personnel development efforts with personnel development activities occurring within the NH Department of Education.

(j) Statewide Assessment.

(1) Provide an assessment of the rehabilitation needs of individuals with disabilities residing within the State, particularly the VR services needs of those:
(A) with the most significant disabilities, including their need for supported employment services;

(B) who are minorities;

(C) who have been unserved or underserved by the VR program;

(D) who have been served through other components of the statewide workforce development system; and

(E) who are youth with disabilities and students with disabilities, including, as appropriate, their need for pre-employment transition services or other transition services.

(2) Identify the need to establish, develop, or improve community rehabilitation programs within the State; and

The Comprehensive statewide needs assessment was completed in September 2016. A new triennial assessment period is currently underway with the goal of completion in September of 2019. During 2018 NHVR plans to complete specific listening sessions to assess the needs for pre-employment transition services or other transition services in all six regions of the state.

(3) Include an assessment of the needs of individuals with disabilities for transition career services and pre-employment transition services, and the extent to which such services are coordinated with transition services provided under the Individuals with Disabilities Education Act.

NH Vocational Rehabilitation conducts regular and ongoing assessments of the rehabilitation needs of individuals with significant disabilities residing in the state.

The required triennial comprehensive statewide needs assessment was completed at the end of FY 2016. Included in the needs assessment is a review of New Hampshire population statistics; NHVR service data; survey data to assess customer satisfaction; survey data to assess the provision of transition services and the needs of transition-aged customers; and information received at forums held at strategic locations throughout the State. The full report can be viewed online at: NH Vocational Rehabilitation Report

The data in this section of the plan has been updated to include data available at the time of the PY 18 state plan update preparation. This update includes information from 1) public forums held throughout the state with the purpose of assessing the rehabilitation needs of individuals with significant disabilities residing in the state, receiving comments and recommendations to update the rehabilitation and career needs of individuals with significant disabilities residing in the state and the need for supported employment services; 2) an online survey that was available during the public comment period that allowed individuals who were unable to attend a forum (or chose not to attend) to provide input and recommendations; 3) review of demographic data and, 4) the data from the current customer satisfaction survey and the 2016 comprehensive statewide needs assessment.
The findings continue to support previously identified rehabilitation needs for persons with
disability in NH in the following areas of:

- Awareness
- Education
- Outreach
- Access
- Collaboration
- Transition
- Housing
- Transportation
- Placement
- Information and Referral / Resources
- Staff Development
- Training

Assessment data was sought from various individuals, groups and agencies including individuals
who experienced and/or worked with individuals with the most significant disabilities, including
the need for supported employment services; individuals with disabilities who are minorities;
individuals who have been unserved or underserved by the vocational rehabilitation program;
individuals served through other components of the statewide workforce system; and individuals
served through Community Rehabilitation Programs (CRPs).

NHVR worked with the State Rehabilitation Council to complete the required comprehensive
statewide needs assessment due to be completed every three years. The SRC has begun
working on this with the Agency and has recommended that transition-aged youth be a specific
focus within the needs assessment.

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

(k) Annual Estimates. Describe:

(1) The number of individuals in the State who are eligible for services.

(2) The number of eligible individuals who will receive services under:

(A) The VR Program;

(B) The Supported Employment Program; and

(C) each priority category, if under an order of selection.

(3) The number of individuals who are eligible for VR services, but are not receiving such
services due to an order of selection; and
2010 Census data demonstrates a profile of 850,768 individuals residing in the state between the ages of 18 and 64. Of that total, 76,114 report to having a disability (8.9% of the state's 18 to 64 population). Information from the 2010 survey regarding the number of these individuals in the workforce was not yet available.

Disability data from the American Community Survey reveals that of the 76,000 individuals identifying themselves with a disability that 46,000 were not employed. This 46,000 represents 60% of the working age adults (ages 18 - 64) with disabilities in the state. In this study the results were further broken down to show that a majority of the individuals in this group do not identify themselves as being in the labor force.

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

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

During the period of 10/1/18-9/30/19, NH Vocational Rehabilitation anticipates a workload of 6,000 individuals.

Applicants expected on hand October 1, 2018- 250

Number of Applicants expected during FY 2018 – 2,300

Customers in eligible statuses expected on hand 10/1/18 – 3,450

Total eligible individuals expected in FY 2018 – 6,000

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(i) State Goals and Priorities. The designated State unit must:

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

(2) Identify the goals and priorities in carrying out the VR and Supported Employment programs.

(3) Ensure that the goals and priorities are based on an analysis of the following areas:

(A) the most recent comprehensive statewide assessment, including any updates;

(B) the State’s performance under the performance accountability measures of section 116 of WIOA; and

(C) other available information on the operation and effectiveness of the VR program, including any reports received from the State Rehabilitation Council and findings and recommendations from monitoring activities conducted under section 107.

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

Goal 1---Quality competitive integrated employment outcomes for persons with disabilities in New Hampshire.

Goal 2---Effective and efficient use of resources

Goal 3---Increase the opportunities for training and college and career readiness for transition-aged youth
**Goal 4**---Promote an environment that supports the Vocational Rehabilitation Counselor-Customer relationship

**Goal 5**---Provide ongoing support for the State Rehabilitation Council (SRC) and the Statewide Independent Living Council (SILC) in order to enhance their ability to achieve their statutorily-created mission

_(m) Order of Selection. Describe:_

1. **Whether the designated State unit will implement and order of selection.** If so, describe:
   
   (A) The order to be followed in selecting eligible individuals to be provided VR services.
   
   (B) The justification for the order.
   
   (C) The service and outcome goals.
   
   (D) The time within which these goals may be achieved for individuals in each priority category within the order; and
   
   (E) How individuals with the most significant disabilities are selected for services before all other individuals with disabilities.

2. **If the designated State unit has elected to serve eligible individuals, regardless of any established order of selection, who require specific services or equipment to maintain employment.**

This agency is not implementing an Order of Selection.

_(n) Goals and Plans for Distribution of title VI Funds._

1. **Specify the State’s goals and priorities for funds received under section 603 of the Rehabilitation Act for the provision of supported employment services.**

2. **Describe the activities to be conducted, with funds reserved pursuant to section 603(d), for youth with the most significant disabilities, including:**
   
   (A) the provision of extended services for a period not to exceed 4 years; and
   
   (B) how the State will leverage other public and private funds to increase resources for extended services and expanded supported employment opportunities for youth with the most significant disabilities.

This section is no longer required as VI Funds are no longer available.

_(o) State’s Strategies._ Describe the required strategies and how the agency will use these strategies to achieve its goals and priorities, support innovation and expansion activities, and overcome any barriers to accessing the VR and the Supported Employment programs (See sections 101(a)(15)(D) and (18)(B) of the Rehabilitation Act and section 427 of the General Education Provisions Act (GEPA)):  

1. **The methods to be used to expand and improve services to individuals with disabilities.**
NHVR Strategies to achieve State Goals

**Goal 1---Quality competitive integrated employment outcomes for persons with disabilities in New Hampshire.**

**Strategies and Activities:**

- Restructure job placement and support activities, and the corresponding menu of services, to be in alignment with new performance accountabilities under WIOA.
  - Require CRPs to complete ACRE training in order to meet minimum certification requirements
  - Encourage CRPs to pursue and/or obtain CESP credential
  - Support training to demonstrate and enhance competencies
- Coordinate with the systems for community mental health centers and community developmental disability organizations to increase the expectations for competitive integrated employment for individuals served under these programs
- Increase internal Business Engagement capacity
- Develop new relationships between NHVR and employers at a national, regional, and local level
  - Collaborate with CSAVR/National NET Team
  - Maintain partnerships with the NH Works systems including participation in business expos and job fairs
  - Continue using innovative marketing strategies, targeting businesses, to promote employment outcomes for persons with disabilities in New Hampshire.
- Strengthen relationships with partners to support those with disabilities who served in the U.S. military
- Promote self-sufficiency and informed choice through use of internal agency work incentive services
- Maintain options and technical assistance for customers and counselors related to the development and implementation of small business and self-employment plans
- Improve access to demand occupations through sector-based training and employment strategies
- Target outreach efforts to support the employment outcomes of underserved populations
- Improve vocational rehabilitation services to the deaf, hard of hearing, late deafened, and deaf blind communities
  - Provide appropriate training opportunities as needed for staff to develop and improve needed skills regarding services to the deaf, hard of hearing, late deafened, or deaf blind communities.
  - Provide appropriate training opportunities as needed for staff on job accommodations, and Assistive Technology (AT) used by person who are deaf, hard of hearing, late deafened, or deaf blind communities.
Increase delivery of, awareness of, and coordination of available educational and vocational services among at risk students who are deaf, hard of hearing, and deaf blind.

- Develop transition resources and increased opportunities for students who are deaf, hard of hearing, and deaf blind and their parents through collaboration with DOE, and other partner, School-to-Work transition program.

- Collaborate with the Bureau of Special Education to establish suggested guidelines for the development of Individualized Education Plans (IEPs) or other programs that could improve outcomes for students who are deaf, hard of hearing, and deaf blind

- Collaborate with NHVR Office of Services for Blind and Visually Impaired to improve services to students who are deaf and blind.

- Improve job development, placement, and retention for customers who are deaf, hard of hearing, late deafened and deaf blind.

- Collaborate with business community to improve business owners understanding and acceptance of customers who are deaf, hard of hearing, late-deafened and deaf blind.

- Improve availability of AT for people who are deaf, hard of hearing, and deaf blind so the new employee can perform job task on their first day of work.

- Collaborate with NHVR Office of Services for Blind and Visually Impaired to improve job opportunities for customers who are deaf blind.

- Improve ability to provide the needed services in job retention cases and understand how to treat that business as a customer of the agency.

- Create opportunities to improve communication on the job for customers who are deaf, hard of hearing, late deafened, and deaf blind during Job Search Workshops.

- Continue to work with the Legislative Commission on Deaf and Hard of Hearing on projects relevant to the deaf, hard of hearing, late deafened, and deaf blind communities.

- To work on VR Guide for Provision of Interpreting Services for Individuals with Deaf and Hard of Hearing booklet

Measurement plan for all goal areas:

NHVR will achieve or exceed the established and negotiated common performance measures once identified through the appropriate approval process. This first two years have been a baseline measurement.

Goal 2---Effective and efficient use of resources

Strategies and Activities:
• Build and support relationships with providers and partners in the state
  o Develop menu of service for Community Rehabilitation Programs that links component pricing to specific customer needs (individual and business partner)
  o monitor the performance-based payment system for obtaining and retaining employment
• Monitor fiscal management strategies that have been implemented to identify effectiveness
  o Maintain the centralized accounting functions
  o Utilize four-year budgetary planning process examining historical trends to influence fiscal and program planning
• Utilize data driven decision making
  o Align staff performance accountability measures with goals and priorities
  o Utilize data reporting capabilities of AWARE, the Agency’s case management system
  o Update and maintain quality assurance and accountability system
• Improve the availability and quality of services for individuals who are blind or visually impaired
  o Identify additional assistive technology resources and providers
  o Coordinate with Vision in Sight when possible to collaborate on strategies for successful employment opportunities
• Improve the collaboration with schools and transition departments so that more students with disabilities begin to determine career pathways earlier in education and in the transition process
• Improve the availability and quality of interpreters in the state of New Hampshire.
  o Provide administrative support to the NH Interpreting Licensure Board
  o Coordinate and provide the NH Interpreter Screening Process to obtain additional licensed interpreters
  o Update and disperse Interpreter Directory as needed.
  o Work collaboratively with New Hampshire Registry of Interpreters for the Deaf (NHRID) and other organizations invested in the expansion of interpreting services to assess the need for and promote the use of all types of CART and interpreting services (e.g., ASL interpreters, COIs, oral interpreters, deaf blind interpreters, etc).
• Improve the accessibility to assistive device that can improve employment outcomes for customers who are deaf, hard of hearing, late deafened, and deaf blind
  o Continue to use the Videophone RelaySystem (VRS) and CSDIO (Video Remote Interpreter) and provide training on how to use these services.
  o Increase awareness of the availability of this service at the Regional Offices and Employers across the state of New Hampshire.
Goal 3---Increase the opportunities for training and college and career readiness for transition-aged youth

NHVR will work with our partners on a state wide level to ensure that all students with disabilities are aware of the transition services of Self-Advocacy, Workplace Readiness, Work Based Learning, Job Exploration and Counseling and Counseling Regarding a Comprehensive Transition Program or Post-Secondary Education, available, per WIOA, on both a Generalized and Individualized level.

Strategies and Activities:

- Expand community employment opportunities and exploration of appropriate career paths, such as job shadows, informational interviews and work-based assessments
- Build partnerships with school transition personnel and serve as a resource for career planning
- Encourage career-focused and work-based experiences during the transition from school to work
- Identify students with disabilities who have been underserved and develop strategies for engagement
- Utilize alternative and extended learning opportunities (ELO) for skill acquisition and academic achievement for students who require non-traditional learning environments
- Support and continue to explore opportunities for sector-based and alternative education, employment and training programs for this targeted group, e.g., ACES, Earn and Learn, Project Search, Project Invest, Project Incomes and CHAMP

NHVR will begin working with students as young as age 16 to begin the transition process. Students younger can be considered if the entire team agrees on this decision.

NHVR will continue to build on existing relationships with school transition personnel and seek to build relationships in those areas where none exists.

Goal 4---Promote an environment that supports the Vocational Rehabilitation Counselor - Customer relationship

Strategies and Activities

- Support the development and retention of qualified rehabilitation staff through a comprehensive system of personnel development, leadership and succession planning
- Provide training to staff in the utilization of rehabilitation technology to enhance customer employability
- Utilize public forums and customer satisfaction survey data to foster continuous improvement of VR services
- Explore strategies to maximize customer engagement throughout the VR process
- Provide opportunities for individuals to make informed choice throughout the VR process
• Develop and implement a succession plan for the Agency
• Explore strategies and support needs to ensure counselor efficiency in caseload management, particularly in the area of maintaining appropriate contact with the customer.
• Ensure implementation of new case management system provides enhanced support for the counselor-customer relationship.

Goal 5: Provide ongoing support for the State Rehabilitation Council (SRC) and the Statewide Independent Living Council (SILC) in order to enhance their ability to achieve their statutorily-created mission

Strategies and Activities
• Inclusion of the SRC in the development of agency policy and state plan as well as other activities which will enhance the VR/SRC partnership
• Support the SRC and the SILC to build capacity for community involvement and participation
• Support the training of SRC members relative to the implementation of the Rehabilitation Act of 1973, as amended by WIOA
• Support participation of SRC members relative to the National Coalition of SRC
• Support collaboration between the SRC and SILC

(2) How a broad range of assistive technology services and devices will be provided to individuals with disabilities at each stage of the rehabilitation process and on a statewide basis.

Throughout the vocational rehabilitation process Rehabilitation Counselors routinely assess whether technology-related solutions would assist the customer in achieving a successful employment outcome as part of required services needed to be included in the Individualized Plan for Employment, and any subsequent amendments, as well as whether assistive technology services and/or devices are necessary to assist the individual to more fully participate in the vocational rehabilitation process.

The Agency recognizes that the term assistive technology service encompasses a broad spectrum of services that includes ‘any service that directly assists an individual with a disability in the selection, acquisition or use of an assistive technology device’ (Technology-Related Assistance Act, 1988). This includes the evaluation of an individual’s needs and may include services to assist in the selection, design, fitting, customizing, adaptation, application, maintenance, repair or the replacing of an assistive technology device(s). Included in this broad definition is the coordination and utilization of other therapies and interventions; and training or technical assistance to the customer about assistive technology services and in the use of any technology services that have been identified and/or provided.

One of the major needs in the area of assistive technology is to assure that customers and staff have access to information about techniques, devices and services that can effectively assist the
customer to reach their employment goals. Technical assistance and training related to the assessments for and provision of a broad range of assistive technology services and devices are available from a number of assistive technology providers in the state including Rehabilitation Technology Consulting, NH Assistive Technology Evaluation & Consultation (NH-ATEC); the NH Association for the Blind, the NH Accessible Instructional Materials (AIM) Center and the New Hampshire Deaf and Hard of Hearing Education Initiative Project (DHHEIP). These sources provide services throughout the state. Counselors, staff and customers also utilize resources that are available online such as the Job Accommodation Network’s information and resources.

(3) The outreach procedures that will be used to identify and serve individuals with disabilities who are minorities, including those with the most significant disabilities, as well as those who have been unserved or underserved by the VR program.

As part of the continuing statewide studies of the needs of individuals with disabilities and how these needs may be most effectively met, New Hampshire Vocational Rehabilitation includes outreach procedures to populations such as racial and ethnic minorities.

Outreach procedures for identifying and serving individuals with the most significant disabilities who are minorities over the next three years will include:

- Working with partner agencies within the E3 (Employ, Empower, Engage) Technical Assistance Center to identify and provide services to underserved populations;
- Continuing to identify and partner with local agencies that serve diverse populations to enhance services provided to these individuals;
- Continue to promote use of multiple communication access options for our customers within the offices;
- Continue to promote cultural competency of all staff in order to effectively service NH’s multicultural population and recruit staff from the community; and
- Increased emphasis in the identification, referral and provision of effective vocational rehabilitation services to individuals with disabilities who are also a member of a minority group.

NH Vocational Rehabilitation is committed to assisting individuals with significant disabilities, including individuals with the most significant disabilities, to secure suitable employment, and financial and personal independence by providing rehabilitation services. The Agency continually assesses the barriers and strategies to reduce barriers that relate to equal access to the State VR program.

In providing a quality customer-focused service delivery system that is timely, effective and responds to the needs of individuals with disabilities throughout the state, the NHVR recognizes the need to expand and improve services to individuals with sensory, cognitive, physical and mental impairments who have traditionally not been served or have been underserved by the vocational rehabilitation program. This goal is to be accomplished through:
• Continue to maintain cooperative working relationships between NH Vocational Rehabilitation and community developmental disabilities organizations (area agencies) and community mental health centers.
• Continue to collaborate with stakeholder partners and invest in services to address the following needs related to individuals who are considered underserved.
• Seek and implement strategies to expand and improve the provision of supported employment services.
• Seek and implement strategies to expand and improve services to youth in transition from school to work.
• Seek strategies to improve service for persons with severe and persistent mental illness.
• Continue the support of the Benefits Specialist staff in Regional Offices.
• Seek strategies to expand and improve services to individuals who have experienced a traumatic brain injury.
• Seek strategies to improve services to individuals who experience autism spectrum disorders.
• Continue to increase collaboration efforts to provide vocational rehabilitation services for returning veterans.
• Continue to increase collaboration efforts with business partners to improve business owners understanding and acceptance of people with disabilities.
• Continue to coordinate services for persons with developmental disabilities.
• Include in the staff training program disability specific training in areas that have been identified as disability groups that may be unserved or underserved by the vocational rehabilitation program.

(4) The methods to be used to improve and expand VR services for students with disabilities, including the coordination of services designed to facilitate the transition of such students from school to postsecondary life (including the receipt of VR services, postsecondary education, employment, and pre-employment transition services).

The Agency has both generalized and individualized approaches to serving individuals with disabilities. This work is done with the collaboration of VR staff, community rehabilitation program staff and school personnel.

(5) If applicable, plans for establishing, developing, or improving community rehabilitation programs within the State.

As we examine and analyze data we can determine if additional initiatives will be established in this area in 2018/2019.

(6) Strategies to improve the performance of the State with respect to the performance accountability measures under section 116 of WIOA.

NH Vocational Rehabilitation strives to meet all negotiated performance accountability measures.
(7) Strategies for assisting other components of the statewide workforce development system in assisting individuals with disabilities.

NH Vocational Rehabilitation maintains ongoing collaborative efforts with other workforce partners in the state. Agency staff participate on committees at various levels of the statewide workforce development system such as the Consortium, Interagency Directors Group (IDG) and the Interagency Business Team (IBT). This allows for collaboration as activities and strategies are developed. It also provides an opportunity to ensure inclusion for individuals with disabilities is considered in planning and implementation of new services or initiatives or as revisions are made. This has led to collaboration with colleges with the WorkReadyNH program and has assured vocational rehabilitation was involved in the development of the standardized Rapid Response presentation that is used when a New Hampshire business is going to be doing a massive layoff. In addition, NH Vocational Rehabilitation Counselors have an on-site presence at local one stop centers to work with customers and to provide information and technical assistance to other workforce partners regarding providing equal access for individuals with disabilities.

(8) How the agency's strategies will be used to:

(A) achieve goals and priorities by the State, consistent with the comprehensive needs assessment;

(B) support innovation and expansion activities; and

(C) overcome identified barriers relating to equitable access to and participation of individuals with disabilities in the State VR Services Program and the State Supported Employment Services Program.

NH Vocational Rehabilitation is committed to assisting individuals with significant disabilities, including individuals with the most significant disabilities, to secure suitable employment, and financial and personal independence by providing rehabilitation services. The Agency continually assesses the barriers and strategies to reduce barriers that relate to equal access to the state VR program. In planning this year specific input was solicited from the Developmental Disabilities Council; the statewide Independent Living Council; the state MH Planning Council; the Governor's Commission on Disability; the Autism Council and the executive committee of the Special Education Administrators in the state.

In providing a quality customer-focused service delivery system that is timely, effective and responds to the needs of individuals with disabilities throughout the state, the NHVR recognizes the need to expand and improve services to individuals with sensory, cognitive, physical and mental impairments who have traditionally not been served or have been underserved by the vocational rehabilitation program. This goal is to be accomplished through:

- Continue to maintain cooperative working relationships between NH Vocational Rehabilitation and community developmental disabilities organizations (area agencies) and community mental health centers.
• Continue to collaborate with stakeholder partners and invest in services to address the following needs related to individuals who are considered underserved.
• Seek and implement strategies to expand and improve the provision of supported employment services.
• Seek and implement strategies to expand and improve services to youth in transition from school to work
• Seek strategies to improve service for persons with severe and persistent mental illness.
• Continue the support of the Work Incentive staff in the Portsmouth Regional Office.
• Seek strategies to expand and improve services to individuals who have experienced a traumatic brain injury.
• Seek strategies to improve services to individuals who experience autism spectrum disorders.
• Continue to increase collaboration efforts to provide vocational rehabilitation services for returning veterans.
• Continue to coordinate services for persons with developmental disabilities.
• Include in the staff training program disability specific training in areas that have been identified as disability groups that may be unserved or underserved by the vocational rehabilitation program.

NHVR analyzed the characteristics of individuals determined to be ineligible to see if any trends existed that would identify that a specific group (disability, race, etc.) experienced barriers relating to equitable access to Vocational Rehabilitation services. During fiscal year 2015, 2,315 individuals applied for vocational rehabilitation services. Of these 2,315 individuals, 15 were found ineligible (less than 1%). The following is a breakdown of the characteristics of these 15 individuals.

**Closure Reasons**

**Reason for Closure**

02 - Disability too significant 3
08 - No disabling condition 0
11 - Does not require VR services 14

**Sex**

Male 9
Female 8

**Referral Source**

Elementary or High School (public and/or private) 2
Physician or medical facility 4
Family/Friends 4
Self-referred 5
Other 2

Race
Caucasian 14
Hispanic origin 2
African American: 0
American Indian: 2
Asian: 0
Pacific Islander: 1

While this data did not demonstrate the existence of any trends related to a specific group (gender, race, etc.), NH Vocational Rehabilitation remains committed to ensuring that no applicant or group of applicants is excluded from services solely on the basis of type of disability and that the Agency does not discriminate on the basis of age, gender, disability, race, color, creed, national origin, marital status or sexual orientation in its programs, activities and employment practices. Ongoing strategies to overcome identified barriers to equitable access include:

- Information and materials are provided to applicants and eligible individuals through appropriate modes of communication, i.e., the language or method of communication understandable to the individual.
- NH Vocational Rehabilitation ensures that Counselors are aware of how an individual's cognitive disability might affect his or her ability to participate in the vocational rehabilitation process and the need to provide supports and accommodations to these individuals in the process.
- Working with the Bureau of Behavioral Health toward strategies and practices to improve supported employment outcomes.
- Exploring long-term funding options such as Partnership Plus, for individuals who need extended supports.

**Evaluation and Reports of Progress: VR and Supported Employment Goals. Describe:**

1. An evaluation of the extent to which the VR program goals described in the approved VR services portion of the Unified or Combined State Plan for the most recently completed program year were achieved. The evaluation must:

   A. Identify the strategies that contributed to the achievement of the goals.
   B. Describe the factors that impeded the achievement of the goals and priorities.
**Goal 1**—Quality competitive, integrated employment outcomes for persons with disabilities in New Hampshire.

New Hampshire Vocational Rehabilitation will examine (after the two year baseline period) the following performance accountabilities in this area:

1. Percentage of customers successfully employed second quarter after exit from the program
2. Percentage of customers successfully employed fourth quarter after exit from the program
3. Median wages for customers
4. Credential Attainment
5. Measurable skills gains
6. Employer measures

**Goal 2**—Effective and efficient use of resources

2.1 Percent for whom eligibility is determined in 60 days or less from application unless the customer agrees to an extension. Of the eligibilities completed in FY17 97.1% met the established timeline standard or had an agreed upon extension in place.

2.2 Percent for whom IPEs are developed within 90 days or less from eligibility unless the customer agrees to an extension. Of the IPEs completed in FY17 87.9% were completed within the established time frame or had an agreed upon extension in place. The percentage was impacted by a number of cases where a plan was written after the case was in an extension for an extended period of time.

2.3 Average consumer satisfaction using the American Consumer Satisfaction Index (ACSI) index model. Target – an ACSI score of 70 or above. From Customer Satisfaction Survey – Among all customers surveyed in 2016 the satisfaction index was 78.

2.4 Average expended per rehabilitation for the life of the case. The average cost of a rehab in FY17 was $5,482

2.5 Annual contribution to IPE costs through comparable benefits and services. Of plans written in FY17 there were identified $953,170.91 in comparable benefits across 191 Participants. For an average comparable benefit of $4,990 on the cases with identified comparable benefits.
**Goal 3**—Increase educational attainment, employment and self-sufficiency of transition-aged youth. (In NH for the data related to transition youth, the Agency includes individuals referred to the Agency who are 21 or younger at time of referral.)

3.1 Number of new applications from transition students. In FY 2017 1,357 applications were received from transition aged customers.

3.2 Number of new IPEs for transition students. In FY 17 here were 415 new IPEs for transition students.

3.3 Number of transition-aged students that are participating in a post-secondary or training program following graduation. In FY 17- Number of Transition-aged (14-21) who were in post-secondary were 229.

Additional information and activity in 2017 and continuing into 2018 that has impact on this goal area has included:

CRP menu of services updated with guidance letters in this area. This provides transition counselors with greater ability to provide these services to students.

Transition Coordinator continues to meet quarterly with transition counselors in the regional offices to provide information regarding state and national transition initiatives and to provide other related support.

Transition Coordinator meets with a workgroup comprised of counselors and supervisors bi-monthly to review transition services and practices, learn about outside resources for customers and troubleshoot difficult cases.

Need to have greater discussion as to how we want to use CRPs or other opportunities to provide these opportunities, particularly work-based assessments.

The Agency continues to utilize the Power Point, timeline for services and youth friendly brochure as a means to ensure a consistent VR message across the state regarding transition. It has been particularly beneficial for use amongst new counselors working with schools as well as presenting to outside stakeholder groups.

The Agency continues to participate in programming designed to reengage at-risk students in their education in the greater Manchester and Somersworth areas. Strategies such as ELO development, soft skill building, paid work experience, HiSET attainment and, internships and attendance of Adult Ed classes are being utilized for engagement of students.

The Agency also continues to support and participate in transition programming in the areas of employment and independent living skill building, sector-based employment, transition planning/partnership and Autism.
The Agency continues to support the Statewide Independent Living Council and the implementation of the Statewide Plan for Independent Living (SPIL). The Goal of the SPIL is to embrace the addition of Transition Services from education to community life as well as nursing home transition services that are available in NH. Transitions for students with disabilities as well as those who are housed in nursing homes have been designated as the fifth core Independent Living service. Transitions to independent living in community environment of the individual with disabilities are determined by the individual’s choice. This goal, in collaboration with community partners, is to promote a variety of student transition options. The goal is also to promote and advocate for options to enhance nursing home transition services that are available to consumers in New Hampshire.

Project SEARCH is a school-to-work program in the medical industry for students with cognitive and physical disabilities in their final year of high school eligibility. The program is currently located at St Joseph Hospital (Nashua), Concord Hospital (Concord), Cheshire Medical Center (Keene), Portsmouth Regional Hospital (Seacoast region), and Dartmouth-Hitchcock Medical Center (Lebanon). Curriculum includes an orientation to familiarize students with hospital protocol, culture and the facility. Students work with the instructor and career trainers to explore internship options in hospital departments ranging from the supply chain and food and nutrition services to the rehabilitation center and imaging, then ultimately decide which internship sites best fit their career goals.

On average, students are working 18 hours per week and earning $8.53/hour. Examples of some of the jobs obtained include Facilities Assistant, Dermatology Assistant, Podiatry Assistant, Phlebotomy Lab Assistant, OB/GYN Assistant, Project Assistant, Office Support Staff, LNA, and Housekeeper. In coordination with BDS and NHVR, SEARCH sites are receiving quarterly technical assistance from national SEARCH consultants relative to effective program implementation.

VR continues working with Project RENEW, to bring their person-centered planning approach to VR in our work with students with mental health and emotional and behavioral challenges.

The Agency continues to seek ways in which to better serve our customer population with Autism. In 2016 NHVR brought “Autism Employment Advisors” to NH. This program, Employer Connect, seeks to educate business partners on how to work with and manage individuals on the autism spectrum. It also seeks to prepare the students, recently graduated from college, with real interview opportunities with some of NH’s best technology and sector-based companies.

**Goal 4—Promote an environment that supports the Vocational Rehabilitation Counselor - Customer relationship**

4.1 Number of rehabilitation counseling staff who have achieved the CSPD standard. At present 21 of the Agency’s Rehabilitation counselors meet the standard. In addition eight counselors are currently enrolled in Master’s degree programs working to achieve the standard.
4.2 Percent of cases reviewed for which there is evidence that assistive technology services and assistive technology devices were assessed and used as necessary for individuals with disabilities at each stage of the rehabilitation process. The Agency has not done a comprehensive case review over the last couple of years as we implemented a new case management system. A case review is planned for April 2018 and will assess the Agency’s status on this and other areas of case management.

**Goal 5—Provide ongoing support for the State Rehabilitation Council (SRC) and the Statewide Independent Living Council (SILC)**

5.1 Number of annual stakeholder meetings exceed or are equal to four per year.
   - This was met in FY 17. Meetings have been planned for PY 18.

5.2 Annual ratings by SRC/SILC members related to the effectiveness of their meetings and opportunities for meaningful involvement.

**Additional information about the SRC:** The State Rehabilitation Council has intensified its efforts to recognize successful VR customers, their counselors, and employers. The SRC is actively involved with the reiterations of the annual Agency customer satisfaction survey, as well as the development and modifications of Agency Policy. The SRC continues to work in close partnership with the Agency as it reviews data in order to make recommendations relative to service delivery, priorities, and the “order of selection.”

**Additional information about the SILC:** The Agency continues to support the Statewide Independent Living Council and the implementation of the Statewide Plan for Independent Living (SPIL). The Goal of the SPIL is to embrace the addition of Transition Services from education to community life as well as nursing home transition services that are available in NH. Transitions for students with disabilities as well as those who are housed in nursing homes have been designated as the fifth core Independent Living service. Transitions to independent living in community environment of the individual with disabilities are determined by the individual’s choice. This goal, in collaboration with community partners, is to promote a variety of student transition options. The goal is also to promote and advocate for options to enhance nursing home transition services that are available to consumers in New Hampshire.

**Additionally activity related to identifying activities targeted to improve services delivery to individuals who have been unserved or underserved include:**

Continuing to maintain cooperative working relationships between NH Vocational Rehabilitation and community developmental disabilities organizations (area agencies) and community mental health centers. Administrative staff maintain ongoing relationships via membership on key committees as well as collaboration with staff on a local and statewide level.
(2) An evaluation of the extent to which the Supported Employment program goals described in the Supported Employment Supplement for the most recent program year were achieved. The evaluation must:

(A) Identify the strategies that contributed to the achievement of the goals.

(B) Describe the factors that impeded the achievement of the goals and priorities.

Number of individuals who will receive service provided with funds under part B of Title VI of the Act: It is anticipated that NHVR will serve 1,700 persons in supported employment during fiscal years 2017-2021.

Analysis - Goals were set at: Planned to rehabilitate – 425 persons in supported employment during fiscal years 2017-2021, approximately 85 each year. In FY 17 the agency served 913 individuals requiring supported employment services with 122 of these individuals achieving an employment outcome. The Agency has met previous set goals in this area.

The majority of these customers were, as expected, individuals with developmental disabilities and/or mental illness as these are the disabilities for which funding is available for long-term supports after vocational rehabilitation services are completed. These funding sources have had various challenges to their resources over the last several years. The Agency does, and will continue to, seek alternative sources for long-term supports, including the use of natural supports, and benefits planning as appropriate, to the individual.

For individuals who require supported employment supports the transition to extended services follows the timeframe established in the Individualized Plan for Employment and is no later than 24 months after placement in supported employment, unless under special circumstances a longer period is necessary for the individual to be stabilized in the job. Prior to the transition the counselor must assure that the extended services are available and can be provided without a hiatus in services.

The Agency has been collaborating with the Bureau of Developmental Services to assist in the roll out of some new State Rules that will govern how individuals with developmental disabilities will achieve long-term support funding. The new rule will ensure that if someone is in an employment setting they will have the long-term supports to maintain that job. It also supports that students still in high school can achieve long-term supports while still in school and prior to graduation. The rule also helps families understand that employment should be the first option when looking at goals after high school graduation.

In addition the Bureau has also added in employment goals to the contracts of the 10 area agencies. These changes are monumental changes. The Bureau staff are currently out in the community training area agency staff in how to best utilize these new rules.

The agency has also added in a new service called “situational assessment.” The situational assessment is a specialized service that provides a VR participant with the opportunity to demonstrate their work skills at a real and functioning worksite (unpaid) within the community. This service will allow this agency to evaluate and identify the necessary services a participant
will need to be successful in an actual competitive employment situation. The agency has lined up the insurance component of this service and has had a small team of VR staff that has worked on this diligently. Select vendors at each of the regional offices, will be able to provide this service. These vendors will be selected based on their’ demonstrated abilities to complete this assessment.

NHVR staff are also working on individual pilot programs to assist in expanding our supported employment services and vendor knowledge base.

(3) The VR program’s performance on the performance accountability indicators under section 116 of WIOA.

NH Vocational Rehabilitation is currently examining performance accountability information under section 116 of WIOA and will have performance indicator data once they have been negotiated with the other state entities following the two-year baseline time and approved accordingly.

(4) How the funds reserved for innovation and expansion (I&E) activities were utilized.

The Agency reserves funds for innovation and expansion activities each year. Funds budgeted for these activities for FY 17 were $169,776.34. The following describes progress in achieving the goals and priorities and the uses of Title I funds for Innovation and Expansion activities for FY 13.

Monies set aside for innovation and expansion were used to support the Agency goals and priorities identified in section 1 above including:

• Support of the state Rehabilitation Council and the statewide Independent Living Council
• Support for Business Engagement efforts
• Self-Employment development activities including staff training
• Strategic planning
• Customer Satisfaction survey

(q) Quality, Scope, and Extent of Supported Employment Services. Include the following:

(1) The quality, scope, and extent of supported employment services to be provided to individuals with the most significant disabilities, including youth with the most significant disabilities.

(2) The timing of transition to extended services.

Number of individuals who will receive service provided with funds under part B of Title VI of the Act: It is anticipated that NHVR will serve 1,700 persons in supported employment during fiscal years 2017-2021.

Analysis - Goals were set at: Planned to rehabilitate – 425 persons in supported employment during fiscal years 2017-2021, approximately 85 each year. In FY 17 the agency served 913 individuals requiring supported employment services with 122 of these individuals achieving an employment outcome.
The majority of these customers were, as expected, individuals with developmental disabilities and/or mental illness as these are the disabilities for which funding is available for long-term supports after vocational rehabilitation services are completed. These funding sources have had various challenges to their resources over the last several years. The Agency does, and will continue to, seek alternative sources for long-term supports, including the use of natural supports, and benefits planning as appropriate, to the individual.

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In addition the Bureau has also added in employment goals to the contracts of the 10 area agencies. These changes are monumental changes. The Bureau staff are currently out in the community training area agency staff in how to best utilize these new rules.

The agency has also added in a new service called “situational assessment.” The situational assessment is a specialized service that provides a VR participant with the opportunity to demonstrate their work skills at a real and functioning worksite (unpaid) within the community. This service will allow this agency to evaluate and identify the necessary services a participant will need to be successful in an actual competitive employment situation. The agency has lined up the insurance component of this service and has had a small team of VR staff that has worked on this diligently. Select vendors at each of the regional offices, will be able to provide this service. These vendors will be selected based on their demonstrated abilities to complete this assessment.

NHVR staff are also working on individual pilot programs to assist in expanding our supported employment services and vendor knowledge base.
VII. PROGRAM-SPECIFIC REQUIREMENTS FOR COMBINED STATE PLAN PARTNER PROGRAMS

CAREER AND TECHNICAL EDUCATION PROGRAMS

It should be noted that the New Hampshire’s Perkins (CDB) State Plan submitted herein is a completed state plan, originally submitted in 2008 in response to the requirements of the Carl D. Perkins Career and Technical Education (CTE) Act of 2006 (Public Law 109-270). Therefore, goals set forth within said plan have been accomplished and New Hampshire has moved beyond the goals within. As the Carl D. Perkins Career and Technical Education Act of 2006 is pending reauthorization, this plan carries throughout the life of the current legislation. Advanced goals and initiatives have been identified and are currently being implemented throughout New Hampshire CTE. Submission of updated budgets and Finally Agreed Upon Performance Levels (FAUPL) have been developed and submitted on an annual basis, as required throughout the life of the legislation.

I. Planning, Coordination, And Collaboration Prior To State Plan Submission

(a) Part A.

(1) The State must conduct public hearings in the State, after appropriate and sufficient notice, for the purpose of affording all segments of the public and interested organizations and groups (including charter school authorizers and organizers consistent with State law, employers, labor organizations, parents, students, and community organizations), an opportunity to present their views and make recommendations regarding the State Plan. (section. 122(a)(3))

(2) The State must include a summary of the above recommendations and the eligible agency’s response to such recommendations in the State Plan. (Section 122(a)(3))

(3) The State must develop the State Plan in consultation with academic and career and technical education teachers, faculty, and administrators; career guidance and academic counselors; eligible recipients; charter school authorizers and organizers consistent with State law; parents and students; institutions of higher education; the State tech prep coordinator and representatives of tech prep consortia (if applicable); entities participating in activities undertaken by the State boards under section 101 of the WIOA; interested community members (including parents and community organizations); representatives of special populations; representatives of business and industry (including representatives of small business); and representatives of labor organizations in the State. The State also must consult the Governor of the State with respect to development of the State Plan. (section 122)

(4) The State must develop effective activities and procedures, including access to information needed to use such procedures, to allow the individuals and entities listed in item 3 above to participate in State and local decisions that relate to development of the State Plan. (section 122(b)(2))
The State must develop the portion of the State Plan relating to the amount and uses of any funds proposed to be reserved for adult career and technical education, postsecondary career and technical education, tech prep education, and secondary career and technical education after consultation with the State agency responsible for supervision of community colleges, technical institutes, or other 2-year postsecondary institutions primarily engaged in providing postsecondary career and technical education, and the State agency responsible for secondary education. If any of those State agencies finds that a portion of the final State Plan is objectionable, that State agency must file its objections with the eligible State agency. The eligible State agency must respond to any objections it receives in the State Plan that it submits to the Secretary of Education. (section 122(e)(3))

A focus group for career and technical education staff was held on September 2 and a specific on-line survey was administered to career and technical education professionals throughout the state. Questions were asked to understand current collaboration that exists between CTE Centers, the workforce system, community colleges, businesses, and other community resources available for college and career planning, as well as opportunities for further collaboration and strengthening services. Several of the themes gathered from these efforts are listed below.

Leveraging current connections and collaboration – There was a lot of positive feedback about current connections with businesses as well as existing collaborative efforts, but also a recognition that these activities could be strengthened through further or more strategic use of Advisory Committees, increasing relationships with more industry partners, and formalizing some of the informal or teacher-driven collaboration that happens.

Limited time and resources – Limited time and resources were the most cited obstacles to further collaboration. Programs can always utilize more funding and limited staff have to make choices how to spend their time. While this is a barrier, it is also one of the key reasons to collaboration, to leverage these resources across organizations.

Focus on CTE as a career path – Participants stressed the need for CTE to be a full time option for a career path, not an alternative. Exposure to as many work experiences as possible and the opportunity to earn certifications and credentials will help to bridge the gap between school and work and truly begin a career path.

NH partners provided opportunities for public comment through a legal notice welcoming electronic feedback and/or participation in a State Plan Public Hearing in three different locations (north, central, and south east) to solicit feedback. The legal notice reflective of this opportunity was published in the State Union Leader on December 1, 2015. Notices were posted in various partner offices and distributed to interested parties including NH Department of Education “Key Messages”. Appendix E includes the legal notice and public feedback received.

II. Program Administration
(a) Part A.
(1) The State must prepare and submit to the Secretary a State Plan for a 6-year period. (section 122(a)(1))

This document presents New Hampshire’s Five-Year State Plan under Sec. 122(a)(1).

(2) The State Plan must include information that describes the career and technical education activities to be assisted that are designed to meet or exceed the State adjusted levels of performance, including a description of—

(A) The career and technical education programs of study, that may be adopted by local educational agencies and postsecondary institutions to be offered as an option to students (and their parents as appropriate) when planning for and completing future coursework, for career and technical content areas that—

(i) Incorporate secondary education and postsecondary education elements;

(ii) Include coherent and rigorous content, aligned with challenging academic standards, and relevant career and technical content in a coordinated, non-duplicative progression of courses that align secondary education with postsecondary education to adequately prepare students to succeed in postsecondary education;

A template, based on the national career clusters model, has been created for designing programs of study, known as Career Pathway Plans of Study (CPPOS) in New Hampshire. The template provides guidance for students on courses to be taken while in high school.

Postsecondary programs related to the CPPOS, and other career information. The guidance documents will be distributed so that schools can download and edit the documents as needed to support the efforts of guidance, parents, and students in their career planning process. A copy of the template is provided as Appendix G.

The template will be used by secondary and postsecondary staff to design articulation agreements. By the end of the five-year planning period, CPPOS’s will have been developed in fifteen of the career cluster areas. Eligible recipients, including secondary CTE centers and postsecondary CTE providers, will be required to partner in developing each of these documents. At the close of the transition year, each CTE center will have at least one CPPOS in place. Thereafter, where CPPOS’s do not yet exist at a secondary center, State staff will provide technical assistance to design and implement a complete CPPOS.

Over the five-year grant period, the State of New Hampshire will support local secondary and postsecondary partnerships in developing CPPOS’s in fifteen of the career clusters areas. These CPPOS documents will recommend courses that students must take in high school to successfully transition to postsecondary education without redundancy or remediation. The CPPOS grid outlines every required course, both academic and technical, from grades 9-16. New Hampshire’s CPPOS’s will be individualized to the local schools/colleges such that students know State and local graduation standards as well as specific courses needed to enter a postsecondary program. Identification of challenging academic courses while in high school will be key to the
CPPOS development. Where appropriate, the State will use the CPPOS process as the basis for developing written articulation agreements with postsecondary partners that will result in dual and/or advanced credit agreements. The CPPOS will outline courses at the secondary and postsecondary level that will lead to certification and/or a degree at both the sub-baccalaureate and baccalaureate levels. All Perkins-eligible programs at the postsecondary level require an integration of rigorous and challenging academics into the technical coursework.

The CPPOS guidance grids will be updated to market appropriate and current academic courses at the secondary level and fully inform students and their parents of courses of study. These documents will outline: high school course recommendations, potential career paths, and college programs in the State to help students decide on postsecondary options and attain their career goals.

All secondary CTE programs in the State of New Hampshire must report individual student performance against the State’s CTE program competencies. New Hampshire’s CTE program competencies were designed using state and national standards. These competencies are in the process of being reviewed during the transition year by local industry partners and colleges. The reviews are expected to be completed by the end of the first year. Continually thereafter, all updated and new programs will be subject to similar reviews of their competencies for alignment with rigorous and coherent academic standards. The State will continually explore the potential implementation of curricula that will bring closer alignment between CTE and core academic instruction.

(iii) May include the opportunity for secondary education students to participate in dual or concurrent enrollment programs or ways to acquire postsecondary education credits; and

The Community College System of New Hampshire will offer the Running Start program. This initiative allows high school students to enroll in college credit-bearing courses at a significant reduction in tuition. College courses will be offered during the day at high schools throughout New Hampshire. This dual-credit program meets high school requirements and satisfies college credits. These college credits can be used to continue at the community college level or may be transferred to other colleges throughout the United States.

(iv) Lead to an industry-recognized credential or certificate at the postsecondary level, or an associate or baccalaureate degree;

The CPPOS guidance documents outline available postsecondary certificates, diplomas, degrees, or apprenticeship opportunities that can be earned at a number of colleges related to a secondary student’s career plans. Additionally, the CPPOS guidance document displays a clear plan of study from grades 9 through 16 which includes the attainment of high school graduation, a two-year degree, and a four-year degree

(B) How the State, in consultation with eligible recipients, will develop and implement the career and technical programs of study described in (a) above;
By the end of the five-year grant period, secondary and postsecondary eligible recipients will be required to evaluate whether their students have at least one opportunity to enroll in a CPPOS. These evaluations will generally include:

- Determining whether their programs lead to careers that require high skills, offer high wages, or are in high demand;
- Assessing how well secondary and postsecondary programs articulate, including opportunities for earning dual credits;
- Consulting with Tech Prep staff for coordination with key stakeholders.

If, after the evaluation, it appears that a secondary CTE center does not yet offer an opportunity for students to enroll in a CPPOS, the eligible agency will provide technical assistance to bring existing programs up to the CPPOS standards. Tech Prep staff will help coordinate discussions between secondary schools and postsecondary institutions. Education consultants from the New Hampshire Department of Education will be assigned to provide assistance around designing programs using the career clusters scheme. This assistance will include the drafting of an articulation agreement/MOU and the establishment of dual-credit opportunities for students.

If needed, the technical assistance will help local secondary centers, colleges, and apprenticeship sponsors access information on high-skill, high-wage, or high-demand career opportunities.

By the end of the five-year grant period, all secondary CTE centers statewide will offer at least one CPPOS opportunity. As new programs are created and approved by the eligible agency, a document will be created to illustrate the CPPOS, for use by students, their parents, and guidance counselors. This document will be posted as a model on the Department’s website.

(C) How the State will support eligible recipients in developing and implementing articulation agreements between secondary education and postsecondary education institutions;

Over the five-year grant period, the State of New Hampshire will help secondary CTE centers and postsecondary institutions develop CPPOS’s in fifteen of the career clusters. These CPPOS documents will include the recommended courses that student must take in high school to successfully transition to postsecondary education without redundancy or remediation. New Hampshire’s CPPOS’s will be individualized to the local schools/colleges such that students know what they need to take as required by State and local graduation standards as well as the specific courses they will need to enter an identified postsecondary program.

The key to CPPOS development will be the identification of challenging academic courses while in high school that will assist students’ transition to postsecondary without a need for remediation. Where appropriate, the State will use the CPPOS process as the basis for developing written articulation agreements with postsecondary partners that will result in dual and/or advanced credit agreements. The CPPOS will outline courses, both academic and technical, that will lead to certification and/or a degree at both the sub-baccalaureate and baccalaureate levels.
Currently, most articulation agreements are signed at the local level, because the agreements usually include one secondary school and one local college. The 28 secondary CTE centers and the Community College System of New Hampshire seek to build statewide articulation agreements in all secondary CTE program areas. These agreements will be approved by the commissioner of the Department of Education and the chancellor of the Community College System. New Hampshire currently has model statewide articulations in the Early Childhood Education and Automotive programs. These models will be adapted in other program areas when relevant and appropriate.

**How programs at the secondary level will make available information about career and technical programs of study offered by eligible recipients;**

New Hampshire has a state-approved model CPPOS. The development and use of this guidance plan will be the basis for professional development of CTE teachers, guidance counselors, and college partners. Schools are and will be asked to send teams that can receive instruction in the development of local CPPOS’s. Ongoing support will be provided to help schools move the plan of study into an articulation agreement that results in dual credit. This will result in schools having a document that they can use for student recruitment. The local CPPOS will outline for students, parents, and guidance the dual credit and advance standing opportunities students have by participating in the identified CTE program. The Department will post all CPPOS documents from every school as they become available on the New Hampshire Department of Education web page.

The Department of Education expects to update more generic CPPOS documents for the fifteen career cluster areas so schools can use that information in their local course offering documents.

Information on career opportunities will be required elements of the CPPOS’s. For local secondary centers and their postsecondary partners that have difficulty identifying or sharing this information, professional development will be provided on the completed CPPOS tools and how they connect to career clusters. The Department will sponsor at least one employer exposition annually to share the information with businesses and parents. Booth materials will advertise the plans of studies at events which may be attended by parents and employers.

**The secondary and postsecondary career and technical education programs to be carried out, including programs that will be carried out by the eligible State agency to develop, improve, and expand access to appropriate technology in career and technical education programs;**

Tech Prep consortia will continue their research and development role by identifying new and emerging technologies that secondary and postsecondary schools could incorporate into their programs. Current program designs at the local and national level will be analyzed for inclusion of new and emerging technologies. Most importantly, the consortia will solicit guidance from employers on state-of-the-art technologies that ought to be addressed in CTE programs. Curricula that use state-of-the-art technology will be available for schools to upgrade, modify, or build into their local programs.
Priority for improving access to such technologies will be given to programs in the following areas:

- Environmental technology,
- Biomedical manufacturing,
- Biotechnology,
- Integrated advanced manufacturing,
- Photonics/lasers,
- Green construction,
- Biomedical sciences,
- Criminal justice technology,
- Administration of justice, and
- Gaming/simulation.

(F) The criteria that the eligible State agency will use to approve eligible recipients for funds under the Act, including criteria to assess the extent to which the local plan will—

Programs that meet rigorous standards will be approved for support under the Perkins Act. To become eligible recipients, secondary CTE centers will be required to satisfy State-board standards for programs and meet state-level statutory/regulatory requirements such as RSA 188:E, where secondary centers must meet oversight standards and offer at least five CTE programs. All of these requirements are included in the New Program Checklist, which contains 26 criteria that must be satisfied before a program gains approval.

Charter Schools, which are considered public schools in New Hampshire, may also be eligible to receive federal Perkins funding if they offer career and technical education. They will become part of the regional CTE structure by becoming signatories to the regional agreement that covers their geographic location. Charter Schools do not, however, have to meet the requirement to offer at least five approved programs. They will be subject to program approval status, however, and be considered sub-centers within their region.

(i) Promote continuous improvement in academic achievement;

The state will continue to work with middle school educators to develop and deliver the Foundations of Work and Family competencies. The goal is to help students understand earlier in their academic careers what is required to attain academic and technical skills and to graduate from high school, prepared for college in their chosen career path.

Secondary CTE centers will also be evaluated for continuous improvement in the academic performance of their students. Performance will be rewarded, assisted, or sanctioned as part of the annual process of granting funds to eligible recipients. Applications for funding will focus on the extent to which performance exceeds, meets, or falls short of the goals for each indicator. Reserve funds will be used as an incentive to reward performance that exceeds performance
goals or as a source of supplemental support for secondary CTE centers experiencing poor performance.

The College Board’s placement test, Accuplacer Online, may be used to encourage secondary students to enroll in academic courses that will best prepare them for postsecondary institutions. Students may choose to take the placement exams used by many colleges before they leave high school, giving them a benchmark of their academic achievement.

Knowing they need additional coursework in math or English while still in high school may help some students avoid costly remediation and delays when they reach postsecondary programs. Accuplacer assessments may be required to encourage students to strive for rigorous academic courses that relate to their CTE. With encouraging test scores on these college placement exams, some students may choose to enroll in dual-credit courses, thus making the best use of their high school years. Results from these tests will be used with secondary students as a guidance tool to inform newly enrolled students of how well their academic performance meets postsecondary entry requirements and what needs more attention to meet these entry requirements. If Accuplacer results will encourage students to raise their academic expectations and goals, academic attainment will continue to improve.

(ii) Promote continuous improvement of technical skill attainment; and

As with all indicators, secondary performance on technical skill attainment will be rewarded, assisted, or sanctioned as part of the annual process of granting funds to eligible recipients. The technical skills attainment of students attending each secondary CTE center will annually be measured against performance goals. Wherever performance is less than 90% of the statewide goal, the eligible recipient will initially receive technical assistance to raise performance. If performance continues to fall short of the 90% threshold, the eligible recipient will need to submit a Performance Improvement Plan, and a portion of the eligible recipient’s allocation must fund the improvement plan activities. Reserve funds will be used as an incentive to reward eligible recipients that exceed statewide performance goals by the largest margins.

Programs at the postsecondary level will be routinely reviewed to ensure that they are adequately subscribed and meet a market need. Program reviews examine curriculum and faculty, program enrollment and retention, and number of graduates. Standards established by the Commission for Institutions of Higher Education and standards prescribed by individual program accrediting bodies will be used as guidance.

New associate degree programs will be considered for approval by the Board of Trustees of the Community College System of New Hampshire. After a request is submitted, a clear and specific process begins. The process is outlined in the Board of Trustees policy manual. (See http://www.ccsnh.edu/about-ccsnh/board-policies-system-policies-and-fees.)

(iii) Identify and address current or emerging occupational opportunities;

Tech Prep directors will assist secondary and postsecondary CTE providers in identifying quality occupational opportunities. Local secondary postsecondary partners will receive help in
incorporating economic and workforce data into their CPPOS’s. The Tech Prep Consortia will assist schools in identifying new and emerging curricula for the CTE centers using local, state, and national labor market and economic development data.

Occupations in current and emerging areas will receive priority if they also show potential for employment using state-of-the-art technologies. Programs in the following areas will receive top priority because they lead to occupations using the latest technology as well as promise strong growth in the coming years:

- Environmental technology,
- Biomedical manufacturing,
- Biotechnology,
- Integrated advanced manufacturing,
- Photonics/lasers,
- Green construction,
- Biomedical sciences,
- Criminal justice technology,
- Administration of justice, and
- Gaming/simulation.

Secondary CTE centers will continue to be required to apply for new program approval in order to access Perkins funds to support those programs. As part of gaining state-level approval of a new program, the CTE Center will outline the supporting labor market and economic development data that demonstrate a need for the skills to be taught in the program. Similarly, secondary CTE centers are extensively evaluated every five years, and a significant part of the evaluation reviews programs for their linkages to labor markets and economic development initiatives, once again demonstrating a need for the skills to be addressed by the program.

(G) How programs at the secondary level will prepare career and technical education students, including special populations, to graduate from secondary school with a diploma;

The New Hampshire Department of Education will continue to promote foundational academic, technical, and workplace skill development at the middle schools, through identification of and support for appropriate curriculum areas. As an example, the State has developed and provided professional development on program guidelines for middle school Family and Consumer Sciences and Technology Education curricula that provide the fundamentals for students as they work to become productive students, workers, family members, and citizens.

The State will help CTE instructors and administrators connect with middle school and high school educators in various academic content areas to provide career education information. The Career Pathway Plans of Study (CPPOS) will be promoted as a tool to be used at all levels of secondary education to help students and parents make informed decisions. This will assist students with the identification of a CTE program that will not only be of interest, but will provide them with the skills and knowledge to reach their career goals.
The State of New Hampshire is actively involved in the creation of alternative education opportunities to address and serve students identified as “at risk of dropping out” of school. Career and technical education is one of the recognized alternatives for helping at-risk students complete their education and receive a secondary diploma. The State will support alternative educational opportunities through ongoing professional development for guidance, Family and Consumer Sciences, Technology Education, and CTE specialty educators and administrators. Additional professional development will focus on helping students who need special-education graduate and receive a diploma from secondary education.

(H) How such programs will prepare career and technical education students, including special populations, academically and technically for opportunities in postsecondary education or entry into high-skill, high-wage, or high-demand occupations in current or emerging occupations, and how participating students will be made aware of such opportunities;

The CPPOS will play a key role in informing students of opportunities in continued education or entry into the workforce. The CPPOS will list recommended academic courses for students to take for career success. Schools will be able to access relevant documents and guidance on the web and will receive technical assistance on modifying CPPOS’s for local use with students. Documents and guidance will be accessible on the web, including information postsecondary CTE opportunities that are linked to secondary programs. For example, the guidance documents currently tell students which colleges in New Hampshire offer the programs, and on the web they will be able to click on the link and go directly to information on that college program.

New Hampshire has a long-term goal of at least implementing one CPPOS in 15 of the career clusters. Also at the end of the five-year period, all secondary CTE centers statewide will need to offer at least one CPPOS opportunity for their students.

Competencies for new or updated programs will be required to align with national, state, and local standards. The New Hampshire Department of Education will work with employers and the Community College System to validate the competencies and modify as needed.

Local CTE centers will be able, through data collection, to determine the enrollment and completion status of students in the special population categories. In addition, publications and recruitment activities will promote images of successful adults representing special populations. The New Hampshire Department of Education will urge secondary CTE centers to have equity committees whose task is to ensure that all students, including members of special populations, are well informed, encouraged, and supported in their career choices. Where data indicate that special populations are not entering particular programs or are performing poorly, local recipients will be required to identify why this is so and address the issue. Technical assistance will also be available from the State in developing strategies for helping students in special populations overcome the barriers they face.

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The New England Common Assessment Program (NECAP), the assessments meeting accountability requirements under the No Child Left Behind (NCLB) Act, tests students at the beginning of the eleventh grade. Unfortunately, the academic gains of students in CTE programs cannot be documented or measured through these assessments. In School Year 2006-07, Accuplacer was piloted as an alternative means of assessing students’ academic gains. From this pilot year it was expected that the Accuplacer tests would inform students early enough in their high school career of their levels of math and reading comprehension to help them choose courses accordingly. For example, if students learn through the evaluation that they need more algebra to be accepted into the college program, they will have time to add that class to their schedule while in high school and decrease their need for remediation. Armed with this information, students will put more effort into their academic studies. Overall data on academic attainment will show the gains that students make while in CTE programs.

There are three ways that New Hampshire academically and technically prepares students, including special populations, for opportunities in postsecondary education or high-skill, high-wage, or high-demand occupations. The first is through use of the CPPOS. By the end of the five-year period, the State of New Hampshire will have model, state-approved CPPOS’s in 15 career cluster areas. To assist in this endeavor, the State is joining forces with Tech Prep to offer material support in the form of liaison engagement, research, acquisition of new and emerging occupation materials, and regional conferences to share information and resources.

The second consists of a working group that has been formed consisting of local CTE directors, state personnel, postsecondary educators, and Tech Prep representatives to discuss new and emerging fields based on labor market data that can inform program offerings in the State through the CTE center structure.

The third way is through web-based competency reporting, which will facilitate more reliable reports of student competency attainment. The competencies will be cross walked with grade span expectations (GSE’s) for core academic areas. This cross walking will ensure that the CTE competencies are of high quality. Reports will sort data on all subsets of the special population categories, including the three categories required under NCLB: sex, race, and migrant status. State-level analysis will determine how well special populations of students access programs and meet performance accountabilities. This information will be shared with State liaisons who in turn will work with the state equity coordinator and their respective CTE directors at the local level to address any issues the data might reveal.

Eligible recipients will also address the needs of special populations as prescribed by the Perkins Act. Each recipient at the secondary or postsecondary level is required to address equity issues, either through the existence of a formal equity committee charged with oversight on this subject, or through other less formal but equally as important methods designed by the individual recipients. The monitoring guide has been revised to include verification of equity activities for each recipient at the secondary level. The postsecondary eligible recipient is monitored during the application, mid-year, and final reporting periods. This requirement will
potentially generate requests for material and professional development needs which will be addressed by the state equity coordinator and other appropriate individuals.

The design of the CPPOS requires the participation of academic guidance counselors. With their participation, students will have another adult, along with the CTE director, parents, and individual teachers, supporting the students’ thinking about accessing programs at the college level.

(i) How funds will be used to improve or develop new career and technical education courses—

(i) At the secondary level that are aligned with rigorous and challenging academic content standards and student academic achievement standards adopted by the State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as amended;

Applications for new CTE programs will require that all competencies for proposed programs meet State academic standards. Approval of a new program will only be granted once the eligible recipient demonstrates that the grade span expectations for New Hampshire have been adequately addressed. In cases where proposed new programs do not exhibit an alignment with state academic standards, eligible recipients will need to modify the proposed program’s curriculum or competencies. When a program is found to not meet academic standards after implementation, either in the monitoring or center/program evaluations, the State will require corrective action plans to strengthen the academic content of secondary CTE instruction.

The Career Development Bureau will collaborate with the curriculum and instruction staff who manage NCLB compliance activities in New Hampshire to determine how much the CTE competencies integrate academic standards. During the first of the five years, crosswalks will be developed to determine whether the technical core competencies for each CTE program meet standards for grade level expectations for English/language arts, math, and science.

(ii) At the postsecondary level that are relevant and challenging; and

The relevance and challenge of postsecondary programs will be part of the process for approving programs at this level. The Community College System of New Hampshire will continue to have internal and external processes in place that ensure the relevance and challenge of new and existing programs. The eligible agency, through its application, mid-year reports, and final reports, will track how existing or new programs are relevant and provide academic and technical rigor.

(iii) That lead to employment in high-skill, high-wage, or high-demand occupations;

The New Programs Checklist was updated during the transition year to require high labor market demand as another criterion for the approval of new programs. With this addition, all three criteria will be defined as follows:
High Skill: Careers where program completers attain licenses, business and industry credentials, and certificates and diplomas at the postsecondary level;

High Wage: Occupations with earning potential that meets or exceeds a livable wage in New Hampshire;

High Demand: Careers with long-term projected demand that exceeds the statewide average in terms of number of annual openings.

(I) How the State will facilitate and coordinate communications on best practices among successful recipients of tech prep program grants under Title II and other eligible recipients to improve program quality and student achievement;

The main means of communicating best practices will be through professional development. TEC-NH, a consortium of CTE administrators, has hired a professional development coordinator who will develop a series of training opportunities for both faculty and administrators. Because they will have a critical role in providing professional development, the Tech Prep directors will also collaborate with the new coordinator.

The major professional development opportunities for CTE administrators will be an annual conference and monthly meetings during the school year, sponsored by the New Hampshire Career and Technical Administrators (NHCTA). Department of Education administrators, postsecondary administrators, and Directors of secondary CTE centers regularly attend the monthly meetings. Recently, Tech Prep directors have joined these meetings as they play a central role in organizing CTE around career clusters. Within their assigned career clusters, the Tech Prep directors will work with secondary CTE centers and postsecondary faculty to market new programs in the centers that do not currently have a program that falls under the assigned career cluster.

The annual NHCTA conference and monthly meetings will be used to showcase best practices that combine CTE and core academics, to develop new strategies to deliver CTE programs, and to increase the number of students enrolling in programs. Faculty will have the opportunity to participate in other academic cross trainings such as the Math-in-CTE initiative supported by the National Research Center for Career and Technical Education.

Promising practices such as the use of the CPPOS will be accessible on the Department’s website. A model template will be available on the website for adopting or adapting by schools and secondary CTE centers. Access to the template will be supported by annual professional development trainings.

(K) How funds will be used effectively to link academic and career and technical education at the secondary level and at the postsecondary level in a manner that increases student academic and career and technical achievement; and

At the secondary level, funds will be used to align the technical core competencies of CTE programs with the grade span expectations (GSE’s) for math, language arts, and science, as
assessed in the NECAP. Crosswalks will be developed to determine alignment between state academic standards and CTE program competencies.

Math-in-CTE is an evidence-based method to improve the math skills of CTE students. Technical assistance from The National Research Center for Career and Technical Education is being offered to instructors beginning in school year 2008-09. Teacher teams consisting of a math teacher and a CTE teacher will work together to find and enhance the math naturally occurring in CTE curriculum. Research supports enhanced math instruction in CTE courses as a method to improve the quality of technical knowledge and academic rigor. A community of practice is expected to develop from this training as it brings math and CTE teachers together, while encouraging students to understand math as an essential workplace skill. An approach such as this will also be put into practice over the five year planning period to strengthen students’ literacy skills.

Postsecondary programs require links between students’ academic attainment and progress in gaining technical skills. The minimum number of credits for all associate degrees is 64 credits, with a maximum of 68 credits. When needed, remedial instruction will be taken in addition to the collegiate-level requirements of the degree program. Whenever possible, remediation will be pursued concurrently with technical training.

All associate degrees in eligible CTE programs will have a general education core. The general education core consists of courses drawn from the sciences, the social sciences, the humanities, and other instruction that prepares the student for life experiences. General education courses will fall into the following areas:

- English Composition, Literature, and Communication,
- Science,
- Math,
- Humanities/Fine Arts/Foreign Language, and
- Liberal Arts electives.

A professional certificate requires completion of a minimum of 32 semester hours of credit, with a maximum of 36 semester hours, to develop skills in an occupational field. A professional certificate also consists of a minimum of 12 credits in general education and is designed to facilitate transfer into an associate degree, if the student decides to continue.

Funds are currently being used to support the postsecondary consortium in gathering data, managing projects, and promoting ongoing collaboration between secondary CTE centers and community colleges in developing articulation agreements. These funds will be used on an ongoing basis to bring high school and postsecondary educators together to review and upgrade postsecondary curriculum to meet local and national standards.

(L) How the State will report on the integration of coherent and rigorous content aligned with challenging academic standards in career and technical education programs in order to adequately evaluate the extent of such integration. (section 122(c)(1)(A)-(L))
The extent to which core technical competencies incorporate state academic standards will be evaluated by determining the number of academic grade span expectations (GSE’s) that are integrated into a program’s competencies. All CTE programs will be cross walked with the GSE’s during the first of the five years. Academic content specialists at the Department of Education will assist in determining the number of GSE’s integrated into each program. After the first year, all programs with updated competencies and all new programs will be cross walked with the GSE’s.

Results of these crosswalks will be communicated to the secondary CTE centers as they are completed. In the case of new programs, the crosswalk results will be immediately shared with the eligible recipient that is proposing the new program. This information will be shared while the new program is under development rather than at the point when the eligible recipient submits a full request for new program approval. Crosswalk results for upgraded programs will be released to all secondary CTE centers that offer the program, and the results will also be posted on the web.

(3) The State plan must describe how comprehensive professional development (including initial teacher preparation and activities that support recruitment) for career and technical teachers, faculty, administrators, and career guidance and academic counselors will be provided, especially professional development that—

(A) Promotes the integration of coherent and rigorous academic content standards and career and technical education curricula, including through opportunities for academic and career and technical teachers to jointly develop and implement curricula and pedagogical strategies;

Academic and CTE content will be integrated primarily through four professional development activities:

• Training in the development and application of the CPPOS requires CTE instructors and guidance staff to think differently about students’ career pathways and CTE in general. These educators must design a parallel sequence of study where CTE students are encouraged to take rigorously academic courses at the same time as they are enrolled in CTE classes.

• New instructors will also attend the Summer Survival Workshop that prepares new instructors for classroom-level activities that integrate academic and CTE content. Specific programs such as Math-in-CTE will integrate rigorous academics with CTE. The core competency crosswalks of all programs will also keep the integration of academic and CTE content in focus and in the foreground in New Hampshire.

• Conversations will take place about creating a collaborative learning community that bridges academic core content with CTE standards.

• A council of Department consultants working in the academic subject areas and consultants working in CTE will also be convened to identify programs or particular core competencies that would benefit from further integration.
(B) Increases the percentage of teachers that meet teacher certification or licensing requirements;

A certification program for CTE instructors is and will be offered through the Community College System of New Hampshire. This program provides an alternative means for gaining certification that meets the requirements for certification listed under State Standard Ed 5050.4 and 507.2. Known as Alternative IV, this program offers incoming candidates the chance to gain credit toward associate and bachelor’s degrees in education, based on prior postsecondary studies and occupational experience. Candidates are required to complete this program within three years of starting instruction.

(C) Is high quality, sustained, intensive, and focused on instruction, and increases the academic knowledge and understanding of industry standards, as appropriate, of career and technical education teachers;

The State will review the current professional development options available for CTE educators. This may include reviewing local school districts’ master professional development plans as appropriate. If necessary, the State will expand and develop ongoing professional development opportunities that will include targeted training for:

- Curriculum enhancement based on industry needs;
- Integration of CTE with academic core content, such as literacy enhancements or the Math-in-CTE model;

(D) Encourages applied learning that contributes to the academic and career and technical knowledge of the student;

Recently revised school standards in New Hampshire require that all school districts provide the opportunity for all students to:

- Access competency based curricula,
- Pursue extended learning opportunities, and
- Demonstrate mastery through projects and other forms of applied learning.

The competency based assessments of applied learning will need to align with the grade span expectations. These expectations will be cross walked with the content of CTE, yielding applied learning opportunities that provide both academic instruction and CTE.

(E) Provides the knowledge and skills needed to work with and improve instruction for special populations; and

The Department does and will work with the Community College System of New Hampshire and Granite State College to design professional development for paraprofessionals. Instruction will cover the needs of students that are disadvantaged, ESOL, Title I, Special Education, and homeless.

(F) Promotes integration with professional development activities that the State carries out under Title II of the Elementary and Secondary Education Act of 1965, as
A master CTE professional development plan will be developed by a team of educators. The team will include but not be limited to CTE teachers, CTE directors, administrators and teachers from middle and high schools, cross-bureau DOE consultants (e.g. Title II from the Bureau of Integrated Programs), staff from the Local Educational Support Center Network in New Hampshire, and staff from TEC-NH (the CTE consortium in New Hampshire). This team will develop goals for integrating NCLB accountability with Perkins accountability to:

- Improve all students’ learning,
- Improve teacher effectiveness,
- Set high standards for teachers,
- Promote continuous and sustainable staff learning, and
- Enhance staff intellectual and leadership capacity.

A needs assessment instrument and activities will be provided for all stakeholders to identify professional development needs. The long-term goal will be to evaluate findings to make improvements in professional development. The Department will then ensure that evaluation criteria include at least:

- Improvement in teaching,
- Improvement in student learning, and
- Narrowing of student achievement gaps.

A professional development coordinator has been hired and will:

- Provide professional development to support CTE programs locally, regionally, and statewide by working in collaboration with CTE Directors/TEC-NH and the Department of Education;
- Identify professional development needs for CTE teachers and programs throughout the state;
- Assist in teacher credentialing.

(4) The State Plan must describe efforts that the eligible State agency and eligible recipients will make to improve—

(A) the recruitment and retention of career and technical education teachers, faculty, and career guidance and academic counselors, including individuals in groups underrepresented in the teaching profession; and

A CTE mentoring program will be researched and developed by TEC-NH in partnership with the NH Teacher Quality Enhancement System to launch an induction with mentoring project. This partnership will assist in developing and employing a system to support new CTE teachers, career guidance staff, and academic counselors to increase longevity in the professions. Each school that has CTE instructors will have a dedicated Career and Technical Education mentor program.
A promotional campaign will be launched to bring experience from particular business and industry sectors into CTE. This will include collateral materials on alternative certification options for potential instructors. This campaign will also include a statewide initiative to bring business and industry professionals into CTE classes. These professionals will experience a Teacher for a Day Exchange Program; teachers will visit business and industry partners while professionals from business and industry will visit participating schools. A series of public forums and presentations will be given at local Chambers of Commerce, professional industry organizations, and national and regional conferences. Recruitment strategies will use on-line postings to promote available positions. A brochure for industry and businesses will also be available.

Two major efforts will take place at the Community College System of New Hampshire regarding smooth transitions from subbaccalaureate career and technical education programs to baccalaureate degree programs.

Each of the seven colleges is committed to drafting and implementing articulation agreements to specific programs throughout the academic year. These agreements are reviewed annually. Upon review, in the spring of each year, an updated report is published and distributed to each of the colleges along with Tech Prep Directors, Department of Education staff, and secondary CTE Center Directors.

The second effort regarding smooth transitions for students will be implemented as part of the work on the CPPOS. These plans will be developed by faculty and administrators from both the secondary and postsecondary levels. CPPOS development will involve aligning coursework from high school career and technical education centers with courses offered at the community colleges. The task of alignment will start with instruction at the secondary level, identifying coursework needed to complete the CTE program and high school graduation requirements. Once the secondary program and graduation requirements are determined, community college programs will be evaluated for how well they align with the secondary instruction. Part of this task will include the identification of secondary programs that are recommended if students want to succeed in a community college. Following this, a similar evaluation of baccalaureate instruction will take place. Again, instruction and requirements at both levels of postsecondary education will be reviewed to determine how well they articulate to create a “seamless” sequence of instruction for students.
Program oversight will take place at the statewide, regional, and programmatic levels.

**Statewide.** The New Hampshire Advisory Council for Career and Technical Education will oversee CTE programs at the broadest level and include the greatest variety of stakeholders: parents, teachers, administrators, faculty, counselors, businesses, and labor. The Council will play a leadership role at the state level, focusing primarily on planning the future of CTE. The council will continue to watch economic and societal trends, anticipate workforce needs, and help or recommend priorities for CTE development in New Hampshire.

Another form of statewide oversight of CTE programs will come from the New Hampshire Career and Technical Administrators (NHCTA). As its name implies, this body consists primarily of secondary and a representation of postsecondary administrators. NHCTA meets almost every month during the academic year and convenes a conference in the summer. Members of this organization have provided significant input into the Five-Year Plan through four action teams focusing on program improvement, rigorous academics, relationships between CTE at the secondary and postsecondary levels, and the needs of business and industry.

**Regional.** Each of the 19 secondary CTE regions is overseen by an advisory council. The composition of these councils is defined by New Hampshire statute (cf. RSA 188: E), and each conducts its operations under a formal agreement. Each council oversees the secondary center or centers within its respective region. These councils review the performance and need for programs within regions, constantly receiving input from oversight panels at the programmatic level.

**Programmatic.** At the most local level, each particular program is overseen by a committee composed of instructors, administrators, and representatives of business and industry. These committees will annually evaluate programs in the following areas:

- alignment with industry standards,
- curricula,
- competency development,
- assessments, facilities, and instructors, and
- Integration of academic standards into competencies.

During the next five years, the scope of advisory committee activity will expand. The increasing need for CTE programs to span the secondary and postsecondary levels of education will be met with new committees that include representation at both levels. These multi-level committees will be a natural outgrowth of the CPPOS’s and provide better articulation to support career pathways. Statewide program advisory committees are also planned for the next five years. Statewide articulation agreements already exist in selected program areas and the statewide committees overseeing these areas will serve as models for statewide committees in other program areas.
The State Plan must describe efforts that the eligible State agency and eligible recipients will make to—

(A) Improve the academic and technical skills of students participating in career and technical education programs, including by strengthening the academic and career and technical components of career and technical education programs through the integration of academics with career and technical education to ensure learning in—

(i) The core academic subjects (as defined in section 9101 of the Elementary and Secondary Education Act of 1965, as amended); and

The Department will continue to promote foundational academic, technical and workplace skill development at the middle school level. New Hampshire will help CTE educators and administrators to connect with middle school and high school educators in various academic content areas to provide career education information. The State will also work with middle schools to help students see closer connections between academic and technical processes. Academic assessments that meet accountability requirements of NCLB will be used to help students make better-informed decisions about high school coursework.

As the Department develops new programs or updates competencies for existing programs, the core content of academic subject areas will be incorporated into these program competencies. Competencies will be cross walked to the academic competencies for English/language arts, mathematics, and science.

In the first year of the five-year planning period, models designed for literacy that meet state competency standards for core academic credit will be examined. The Math-in-CTE program will be adopted as a means of integrating more academic content into CTE. In year two the State will offer training to CTE center staff and high school staff on the suggested models which are most likely to meet the needs of high school students. New Hampshire will explore possibilities with pilot schools to test the implementation of technical writing and reading courses for years three through five.

Currently, the New Hampshire Department of Education is implementing a Literacy Action Plan for the 21st Century to guide all districts in addressing literacy in every content area including CTE. Next year, the statewide initiative will focus on mathematics and numeracy, and a similar action plan will be developed and disseminated across the state.

New Hampshire CTE staff will review additional options for integrating academic content into CTE. The highly qualified teacher requirements as outlined in New Hampshire’s NCLB workbook provide opportunities for strengthening the academic content of CTE. Co-teaching opportunities will also be explored.

Over the full five-year grant period, New Hampshire will support local secondary and postsecondary programs to develop CPPOS’s in 15 career clusters across the state. A key component of CPPOS development will involve the identification of challenging academic coursework for students while in high school. Where appropriate, the State will use the CPPOS
process as the basis for updating and developing written articulation agreements with postsecondary partners that may result in dual and/or advanced credit. The CPPOS will outline courses that will lead to certification and/or a degree at both the sub-baccalaureate and baccalaureate levels.

(ii) *Career and technical education subjects;*

The competency requirements under the New Hampshire standards for school approval will be used to continue strengthening CTE instruction. All program competencies will receive a complete review and be revised as needed to incorporate the 21st Century Skills.

All CTE programs have state-approved competencies that were developed using national industry standards. To continually upgrade the CTE content of program competencies, each CTE program will have review committees composed of representatives of business and industry and faculty of postsecondary programs to validate that the competencies are current and meeting industry standards.

The Tech Prep consortia are charged with examining new and emerging technical programs for alignment with national standards. They will review CTE programs in New Hampshire and make recommendations for program improvement models that meet the needs of individual secondary CTE centers. The Tech Prep directors will work with the secondary centers to strengthen their programs to meet national standards. As part of the program design, each new or improved program will have a CPPOS outlining the courses that secondary students need to take in high school and the college program to which they will transition.

(B) *Provide students with strong experience in, and understanding of, all aspects of an industry; and*

Familiarity with all aspects of industry will start at the middle school level, where the Department will continue to promote foundational academic, technical, and workplace skills. The State will help CTE educators and administrators connect with middle school and high school educators in various academic content areas to provide career education information.

The competencies for each secondary CTE program include a core set of competencies that address the SCANS skills as well as all aspects of industry. Over the next several years, entrepreneurship standards will also be embedded in CTE program competencies.

All aspects of industry are and will continue to be required elements of CTE program approval standards. Because all aspects of industry are part of the new program requirements, they will also be part of the periodic evaluations of secondary CTE centers and their programs; each program at a center will be held to the same standards as new programs, including adequate instruction in all aspects of industry.

(C) *Ensure that students who participate in career and technical education programs are taught to the same challenging academic proficiencies as taught to all other students.*  
*(section 122(c)(7)(A)-(C))*
Regardless of whether they are enrolled in comprehensive high schools, approved charter schools, or approved home schooling programs, CTE students will also be held to the same challenging academic proficiencies as those taught to all other students. All program competencies will be evaluated to determine the extent to which academic content is incorporated into CTE. Results of these evaluations will be used to determine whether the program competencies already meet academic standards (i.e., Grade Span Expectations or GSE’s) or whether further work is needed to bring closer alignment with the GSE’s.

The CPPOS’s will also direct secondary students into challenging academic coursework that complements their CTE instruction. By recommending rigorous academic studies, the CPPOS will help students become better prepared for admission into postsecondary programs. The CPPOS documents will be individualized to the local schools/colleges such that students know State and local graduation standards as well as the specific academic courses needed to enter a postsecondary program.

The identification of challenging academic courses while in high school will be critical to the CPPOS development. Where appropriate, the State will use the CPPOS development process as the basis for developing written articulation agreements with postsecondary partners that will result in dual and/or advanced credit. The CPPOS will outline rigorous courses that will lead to certification and/or a degree at both the sub-baccalaureate and baccalaureate levels. Reviews of CTE student course taking will also be used validate whether students are opting for the more rigorous instruction, or not.

(8) The State Plan must describe how the eligible State agency will provide local educational agencies, area career and technical education schools, and eligible institutions in the State with technical assistance. (section 122(c)(15))

The Career Development Bureau within the New Hampshire Department of Education will offer technical assistance on a regular basis to all eligible recipients. Assistance will be provided through two means:

- Recipient-based assistance—Department staff will serve as liaisons to provide technical assistance to all grant recipients, of which there are 28 secondary centers, one postsecondary consortium, and state institution(s) funded with State Leadership funds. Liaison responsibilities will include reviewing and approving annual applications for funding, assisting with new program development, and responding to issues that arise through various accountability mechanisms. Mid-year reports, final reports, and monitoring visit records will also be regularly reviewed by the liaisons.

- Cluster-based assistance—Each educational consultant will be assigned the responsibility of facilitating the development of CPPOS’s within the career clusters model. This will involve development of competencies, articulation agreements, and more generally, linkages between secondary schools and postsecondary institutions. The consultants will work with the Tech Prep directors to create programs in new and emerging occupational areas.
In the event that technical assistance is needed for larger statewide issues, the Bureau will provide workshops, trainings, and conferences. In providing this technical assistance, the Bureau will partner with the Department’s Statewide System of Support for School Improvement. This partnership is expected to expand capacity to deliver the technical assistance and bring the benefit of closer integration of CTE with instruction in the core academic content.

(9) The State Plan must describe how career and technical education in the State relates to the State’s and region’s occupational opportunities. (WIOA section 122(c)(16))

The Tech Prep consortia will identify new and emerging curricula for the secondary CTE centers, a crucial part of which is identifying program areas that link with occupational opportunities. Three key criteria adopted by New Hampshire for developing new CTE programs—high-wage, high-demand, or high-skill—form the link between CTE programs and occupational opportunities. The sources of this information include:

- **High Wage**: Economic and Labor Market Information, Long-Term Projections of Earnings, New Hampshire Employment Security;
- **High Demand**: Economic and Labor Market Information, Long-Term Projections of Job Growth, New Hampshire Employment Security; Long-Term Projections, Industry Growth, New Hampshire Department of Economic Development; or

This information will be used to base CTE programs in economic and labor growth in three areas:

- **The CPPOS**: As part of their responsibility for developing the CPPOS’s, the Tech Prep directors will train CTE center staff in using labor and economic data to design and implement the plans.
- **New Program Standards**: All State will require that applications for new CTE programs demonstrate that the proposed program meets a market need. Eligible recipients must demonstrate that they will provide high-wage, high-demand, or high-skill opportunities for students.
- **Center/Program Evaluations**: Every five years, each secondary center and all of its programs are evaluated by the eligible agency. The programs must meet the same requirements as those met by new programs. Again, each program will be reauthorized if evidence of high-wage, high-demand, or high-skill opportunities for students can be provided.

(10) The State Plan must describe the methods the eligible State agency proposes for the joint planning and coordination of programs carried out under this legislation with other Federal education programs. (section 122(c)(17))

Career and Technical Education is housed within the Division of Career Technology and Adult Learning at the New Hampshire Department of Education. WIOA Title II Youth programs are also
housed in this division. The Bureau of Career Development partners on several Department of Education initiatives or programs such as the following:

- Youth Visions, a federal Department of Labor initiative to serve the neediest youth;
- Dropout prevention and recovery efforts, as evidenced through the Jobs for New Hampshire Graduates programs;
- Adult Education programs that receive federal and state funding;
- The Youth Council of the New Hampshire Workforce Opportunity Council;
- The No Child Left Behind Act overseen by the Division of Instruction within the New Hampshire Department of Education.

CTE is part of the accountability system within the New Hampshire Department of Education and provides outcome data for the mandatory federal and state Report Card. CTE teachers undergo reviews to be deemed highly qualified if they are teaching core content for academic credit as required under the provisions of NCLB.

The Department is undergoing significant changes in secondary education. Innovative educational programs are being developed to help all students complete high school by following a national model of career and technical integration with core academics, linked to the 21st Century Skills work of the Conference Board and the work of Mark Tucker and the National Skills Standards Board. New state standards have been developed that require all secondary programs to be competency based. The compulsory age of school attendance has been raised to age 18. The Department is developing and funding alternative or innovative education programs anchored in secondary CTE centers. Some of this funding is through Department of Labor WIOA funds. Finally, the Division of Career Technology and Adult Learning at the New Hampshire Department of Education houses Vocational Rehabilitation Services and works on transition plans for all students who leave secondary programs.

(11) The State Plan must provide a description and the information specified “in subparagraphs (B) and (C)(iii) of section 102(b)(2), and, as appropriate, section 103(b)(3)(A), and section 121(c), of the Workforce Innovation and Opportunity Act (Public Law 113-128) concerning the provisions of services only for postsecondary students and school.

The administration of vocational rehabilitation, adult education, apprenticeship training, WIOA Title II Youth Programs and career and technical education are centralized under the Division of Career Technology and Adult Learning within the NH Department of Education. Program administrators within the Division meet monthly to discuss how these programs interface with one another, and how resources intended for common purposes can be better leveraged to ensure coordination and non-duplication of programs and services. With the passage of SB 18 legislation requiring all students to stay in secondary school until age 18, the Division has added Alternative Education Program staff to work with the various partners named above. This enables the department to coordinate dropout prevention and credit recovery programs for
those youth who have traditionally been served by the WIOA Youth programs and facilitate access to other adult education programs.

NH has also created a P-16 Council which meets quarterly. The charge from the Governor to the Council is to “communicate and collaborate across the elementary, secondary, and post-secondary education sectors to encourage students to stay in school improve their academic performance and to raise aspirations leading to enrolment in colleges and universities.” The Commissioner of Education and the President of the Workforce Opportunity Council are both members of this council, ensuring communication as required in this section.

(b) Part B.

(1) The State Plan must include a copy of the eligible State agency’s local applications or plans for secondary and postsecondary eligible recipients, which will meet the requirements in section 134(b) of the Act.

Guides for the annual secondary funding application and for the five-year plan are provided in Appendix H. Guides for the annual postsecondary funding application and for the five-year plan appear in Appendix I.

(2) The State Plan must provide a description of the State’s governance structure for vocational and technical education.

The eligible agency for New Hampshire is the State Department of Education. As is illustrated in the chart below, ultimate authority for CTE in New Hampshire rests with the Governor and Executive Council. They appoint members of the New Hampshire State Board of Education as well as the commissioner of education. The State Board and the commissioner oversee CTE activities and have granted administrative oversight functions to the Division of Career Technology and Adult Learning.
The Bureau of Career Development within the Division has immediate administrative supervision of Perkins-funded activities, as well as other CTE functions. The State Director of CTE in New Hampshire administers the Bureau and supervises a staff of 13 education consultants and administrative and support staff. As the chart indicates, the Bureau grants funds to four types of eligible recipients: secondary CTE centers, a single statewide postsecondary consortium, Tech Prep consortia, and state institutions.

(3) The State Plan must provide a description of the role of postsecondary career and technical education in the one-stop delivery system established by Title I of WIOA.

The Community College System of New Hampshire is a partner in One-Stop center activities. The colleges will have a representative seated on all councils overseeing local One-Stop activities. Under this leadership, postsecondary institutions will provide services in three ways:

- Participating in weekly orientations for all One-Stop clients, once eligibility for WIOA support has been determined. At these orientations, clients will learn of their benefits and rights, including opportunities for postsecondary instruction.
- Providing instruction to WIOA clients with tuitions paid out of WIOA funds. This support will not be limited to tuition payments, but may include funds to help clients overcome financial barriers such as expenses for transportation, childcare, and textbooks.
- Hosting an annual career fair for clients on the college campus.

III. Provision Of Services For Special Populations

(a) Part A.

(1) The State Plan must describe the eligible State agency’s program strategies for special populations listed in Section 3(29) of the Act, including a description of how individuals who are members of the special populations—

(A) Will be provided with equal access to activities assisted under the Act.

New Hampshire will require eligible recipients to provide equal access to activities under the Act. The recommended method is to continue using equity committees established for this purpose, following guidance developed by the State (see Appendix J, Special Populations Guidance).
eligible recipients seek an alternative to the equity committee, they may submit plans to accomplish the same activities as the equity committees through other means, including details such as personnel responsibilities for implementing the plans and equity based activities that will be accomplished.

The plans submitted by eligible recipients will be reviewed by CTE consultants prior to approval. During the annual monitoring visits grantees will be reviewed to determine whether the plan for special populations’ services is being carried out. The monitoring guide used for the monitoring visits has been revised by bureau staff to include review of equity activities.

**(B) Will not be discriminated against on the basis of their status as members of special populations; and**

In each application for funds, eligible recipients will be required to provide a copy of the nondiscrimination statement that is used by the eligible recipient’s school, college, or district. Recommended language for such statements is provided in Appendix J.

In addition to the recommended nondiscrimination statement, a number of reviews and monitoring visits will be conducted to prevent discrimination against students in special populations. These reviews will include the following:

- Each equity committee’s activities, as part of the yearly monitoring visits;
- Grantee reports on their equity committee’s activities which are then reviewed by each recipient’s state liaison and the Career Development Bureau’s equity consultant;
- Safe school data regarding number of complaints and an on-site review of specific centers through the Office for Civil Rights monitoring process;
- Performance data on the performance of special populations broken out by center and program to determine where strategies are needed to help students meet performance goals.

A major aspect of this process that will change with the new legislation is the inclusion of the three categories of protected populations identified by the NCLB Act which are not included in the reauthorized Perkins Act: sex, race, and migrant status.

**(C) Will be provided with programs designed to enable the special populations to meet or exceed State adjusted levels of performance, and how the eligible State agency will prepare special populations for further learning and for high-skill, high-wage, or high-demand occupations. (section 122(c)(9)(A)-(C))**

New Hampshire has included in the application for Perkins funding a requirement that each recipient address how they will offer programs that lead to high-skill, high-wage, or high-demand occupations.

The new program approval process will be modified by the Bureau of Career Development to include investigation and verification of whether proposed programs represent a career opportunity in high-wage, high-skill, or high-demand occupations. Failure to adequately address the services and supports for students from special populations will prevent approval of the
program by the Department, thereby prohibiting the use of Perkins funds to support the program until it receives approval. When proposed programs are not approved, technical assistance will be available for eligible recipients to develop strategies for improving services for students from special populations.

To ensure that all students can access programs that lead to careers with high skills, high wages, or that are in high demand, local recipients will be reviewed for the performance of their special population students. The Career Development Bureau will report on how students from each of the special populations perform on the indicators. Each local recipient will use disaggregated data to identify poorly performing special population subgroups and generate remediation plans, where needed, to ensure that students in special populations are meeting or exceeding the state (or local) performance goals. Accountability for the performance of special population subgroups will comply with the minimal threshold “cell sizes” as approved in New Hampshire’s plan for implementing NCLB.

(2) The State Plan must describe how the eligible State agency will adequately address the needs of students in alternative education programs, if the agency has such programs. (section 122(c)(14))

Alternative education programs include those offerings for students who have disabilities that interfere with their education. In New Hampshire all students with disabilities can access the regular career and technical education programs. The State does not support or offer separate career programs. Since the passage of SB 18, NH has embarked on a new opportunity for students identified at risk for dropping out of secondary school. All students are now required to remain in secondary school until age 18. For those students who cannot attend and succeed in a regular secondary program, the State has developed Alternative Education following Richard DuFour’s concept of triaging service. See Appendix K.

The state has a number of federal programs whose primary purpose may not be dropout prevention but whose clientele may be students who are or were at risk of dropping out. Several agencies including the department and the Workforce Innovation Board and its Youth Council have worked to prioritize the dropout problem and ensure that these federal programs do address the needs of students at risk. These Alternative Education opportunities are anchored in our regional career and technical education system. In order to receive tuition and transportation assistance through the state’s grant program (funded with state revenue), the program must be part of the regional system. This will ensure that students are able to access the same career and technical education offerings that are available to all students if they choose to make a career education part of their alternative plan.

NH has adopted a “Follow the Child” model which looks at the needs of each student in four domains, personal, social, physical, and academic. School districts are expected to develop the whole child so that they are ready to take their place in society as contributing members of the community and the workforce. Alternative Education also looks at those aspects when an at-risk
student develops a Personalized Learning Plan. At risk students may or may not be members of special populations as defined under the Perkins Act.

(3) The State Plan must describe how funds will be used to promote preparation for high-skill, high-wage, or high-demand occupations and non-traditional fields. (section 122(c)(18))

There are four ways that New Hampshire will promote preparation for high-skill, high-wage, or high-demand occupations and nontraditional fields.

- Secondary CTE centers and postsecondary institutions will partner with the Tech Prep directors in developing CPPOS’s in 15 career clusters by the end of the five-year cycle. To assist recipients in this endeavor, the Bureau of Career Development is joining forces with Tech Prep to offer material support in the form of liaison engagement, research, acquisition of new and emerging occupation materials, and regional conferences to share information and resources.
- Work groups will be convened to discuss new and emerging nontraditional occupations based on labor market data that can inform program offerings at the secondary CTE centers. These teams will include CTE directors, state personnel, and Tech Prep directors and will facilitate the gathering of data on high-skill, high-wage, or high-demand occupations, with a focus on nontraditional fields.
- The Department’s data reporting system will sort data to include all the subsets of the special population categories in addition to the three categories required under NCLB - sex, race and migrant status. The State will determine how well the secondary CTE centers or programs allow special populations to access CTE.
- And finally, the State will engage secondary CTE centers both when applying for grants and seeking new program approval. New programs will comply with the high-skill, high-wage, or high-demand standards.

Eligible recipients applying for Perkins support or new program approval must address the needs of special populations per Perkins law, including students in nontraditional programs. To support the development of an interest in creating nontraditional programs offering high-skill, high-wage potential, and the critical student enrollments into such programs, each recipient is required to address equity issues in their centers, either through the existence of a formal equity committee charged with oversight on this subject, or through other less formal but equally as important methods designed by the individual recipients. The Monitoring Guide has been revised to include verification of equity activities for each recipient. This requirement will potentially generate requests for material and professional development needs which will be addressed by the State’s equity coordinator and other appropriate individuals.

(4) The State Plan must describe how funds will be used to serve individuals in State correctional institutions. (section 122(c)(19))

Each year the State issues a request for proposals (RFP) to grant up to one percent of Title I funds to support programs that serve individuals in state correctional institutions. The State promotes the availability of these funds by targeting specific potential recipients and advertises
generally in hopes of casting the net as wide as possible for recipients to apply. Within the RFP itself, there are criteria to be met for a successful proposal. One of the criteria to be added to the RFP will be a requirement to address sex equity parity for both male and female populations. The State has encountered a lack of such parity in the past and has attempted through its approval process to remedy this. A more formal requirement will be instituted during this five-year cycle. Thus the State’s two goals for this five-year cycle are to increase the variety of eligible recipients and facilitate parity between the sexes.

(5) The State Plan must describe how the State will require each applicant for funds to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs as contained in section 427(b) of the General Education Provisions Act as amended. For further guidance and examples, see the Notice to All Applicants at http://www.ed.gov/fund/gran/apply/appforms/gepa427.doc

Eligible recipients must ensure that they will address issues of access, including:

- holding activities in accessible locations,
- requesting in advance if Braille or signing are needed for visual or hearing disabilities,
- targeting recruitment to underserved populations in their languages, and
- encouraging and supporting nontraditional participation in offered activities.

The State already requires eligible recipients to sign assurances complying with various federal and state requirements, including civil rights requirements. The additional requirement to respond to the General Education Provisions Act, section 427, will be added to those assurances, as applicable. Technical assistance from the State’s equity coordinator will be available to help eligible recipients with specific needs, as appropriate.

IV. Accountability and Evaluation

(a) Part A.

(1) The State Plan must describe procedures the eligible State agency will use to obtain input from eligible recipients in establishing measurement definitions and approaches for the core indicators of performance for career and technical education students at the secondary and postsecondary levels, as well as for any other additional indicators of performance identified by the eligible agency. (section 113(b)(1)(A)-(B), sec. 113(b)(2)(A)-(C))

Secondary eligible recipients will provide input on measurement definitions and approaches through a Program Improvement Action Team. The team has provided recommendations for the Transition Plan and the Five-Year Plan and will continue in this role for the duration of the five-year planning period.

The postsecondary eligible recipient will provide input on performance indicator definitions and approaches in the same manner as was used under Perkins III. Because there is only one
postsecondary eligible recipient, input will be provided directly into the state-level negotiations with the US Department of Education, instead of communicating recommendations through an action team as is done by the secondary recipients.

(2) The State Plan must describe the procedures the eligible State agency will use to obtain input from eligible recipients in establishing a State adjusted level of performance for each of the core indicators of performance for career and technical education students at the secondary and postsecondary levels, as well as State levels of performance for any additional indicators of performance identified by the eligible agency. (section 122(c)(10)(A), sec. 113(b)(3)(B))

The Program Improvement Action Team will also provide input from the secondary eligible recipients. The input to be solicited from eligible recipients at the secondary level will depend on the indicator and the availability of trend information.

Secondary Indicators:

- Little input will be sought on the three secondary indicators based on NCLB requirements, since revisions of these performance goals are nonnegotiable.
- Eligible recipients will be invited to provide input on both of the nontraditional indicators. Any recommendations from recipients, however, will need to address the fact that the three years of trends for these two indicators already exist and that these trends will be used for setting a baseline.
- Eligible recipients will be consulted on methods of gathering information for two indicators: Technical Skills Attainment and Student Placement. Assessments of technical skills will change over the course of the five years, moving from state competencies and local assessments to industry certifications and independent assessments. At issue with the Placement indicator is whether placement information will be obtained through data matches or follow-up surveys. After reviews of these options, the secondary eligible recipients will again offer recommendations to the eligible agency.

Postsecondary Indicators:

Input on postsecondary indicators will be obtained through a simpler process than secondary input because there is only one eligible recipient. Input will be provided directly into the state-level negotiations with the US Department of Education, instead of communicating recommendations through an action team as is done by the secondary recipients.

Input and recommendations will be received by the State prior to negotiations over the Final Agreed upon Performance Levels with the Office of Vocational and Adult Education (OVAE) in the US Department of Education.

(3) The State Plan must identify, on the forms in Part C of this section, the valid and reliable measurement definitions and approaches that the eligible State agency will use for each of the core indicators of performance for career and technical education students at the secondary and postsecondary/adult levels, as well as any additional indicators of
performance identified by the eligible agency, that are valid and reliable. The eligible State agency must describe how its proposed definitions and measures are valid and reliable. (section 113(b)(2)(A)-(B))

Section 113(b) of the Act describes the measures that a State must use for student attainment of challenging academic content standards and student academic achievement standards in reading/language arts and mathematics (1S1 and 1S2, respectively) and student graduation rates (4S1). Based on the Department of Education’s non-regulatory guidance, the measurement definitions on the Final Agreed Upon Performance Levels (FAUPL) form have been pre-populated for the eligible State agency’s convenience. The eligible State agency does not need to describe how these definitions and measures are valid and reliable in the State Plan narrative. A State that chooses to propose other student definitions and measurement approaches in its new State Plan would have to describe how its proposed definitions and measures would be valid and reliable.

Definitions and approaches are presented in the Final Agreed Upon Performance Levels provided in Part C: Accountability Forms II, FAUPL. Part C is found in Appendix M.

(4) The State Plan must describe how, in the course of developing core indicators of performance and additional indicators of performance, the eligible State agency will align the indicators, to the greatest extent possible, so that information substantially similar to that gathered for other State and Federal programs, or for any other purpose, is used to meet the Act’s accountability requirements. (section 113(b)(2)(F))

The State will link the CTE database with the state database that is in place and used for reporting NECAP results in compliance with NCLB, wherever possible. If Free and Reduced Lunch information is available, the State will attempt to align with data from that database. All avenues to link databases to retrieve information already reported to the State for other Federal programs will be researched and used wherever possible. New Hampshire has a common database called i4see that houses all LEA information. CTE data will be integrated into this system. At the postsecondary level, data from the National Clearinghouse will be used to report performance on the Student Placement indicator.

(5) The State Plan must provide performance levels for each of the core indicators of performance. For performance levels that are required, the States’ performance levels, at a minimum, must be expressed in a percentage or numerical form, so as to be objective, quantifiable, and measurable; and require the State to continually make progress toward improving the performance of career and technical education students. (section 113(b)(3)(A)(i)-(II))

Section 113(b)(2) of the Perkins Act requires a State to develop valid and reliable core indicators of performance, to propose performance levels in its State Plan, and to reach agreement with the Department on “adjusted performance levels” for each of the core indicators. In so doing, the Perkins Act prescribes the measures that a State must use for some of the core indicators.
New Hampshire will use AMO’s (see Part C: Accountability Forms II, FAUPL). Part C is found in Appendix M.

(A) Section 113(b)(2)(A)(i) of the Perkins Act requires a State to measure career and technical education students’ attainment of “challenging academic content standards” and “student academic achievement standards” that a State adopted pursuant to section 1111(b)(1) of the ESEA. The Perkins Act further requires a State use its State’s academic assessments (i.e. the State’s reading/language arts and mathematics tests) implemented under section 1111(b)(3) of the ESEA to measure career and technical education students’ attainment of these State standards. Thus, a State’s core indicators must include career and technical education students’ proficiency in reading/language arts and mathematics as measured under 1111(b)(1) and (3) of the ESEA. Accordingly, under the Perkins Act, a State must report the number or percent of its career and technical education students who score at the proficient level or above on the State’s assessments in reading/language arts and mathematics administered under the ESEA to measure the academic proficiency of secondary career and technical education students against the ESEA standards.

To measure attainment of these standards, a State must develop and reach agreement with the Department on “adjusted performance levels,” which constitute the State’s performance targets for a program year. Permissible targets (i.e. “adjusted performance levels”) would be a State’s “annual measurable objectives” (AMOs) from its State’s ESEA accountability workbook. (To ensure that a State’s schools are making “adequate yearly progress” (AYP) as required under section 1111(b)(2)(A) of the ESEA, section 1111(b)(2)(G) of the ESEA requires a State to establish Statewide AMOs, which identify a single minimum percentage of students who are required to meet or exceed the proficient level on the State’s academic assessments each year.) Under the Perkins Act, a State may propose different performance levels (targets) instead of its AMOs as discussed below.

New Hampshire will use the AMO’s approved under NCLB.

(B) Section 113(b)(2)(A)(iv) of the Perkins Act requires a State to identify a core indicator to measure for its career and technical education students at the secondary level “student graduation rates (as described in section 1111 (b)(2)(C)(vi) of the (ESEA)).” Thus, a State must report the number or percent of its career and technical education students whom the State includes as graduated in its graduation rate described under the ESEA. To ensure that a State’s schools are making AYP as required under section 1111(b)(2)(A) of the ESEA, some States have established Statewide targets for graduation rates under section 1111(b)(2)(C)(vi), and other States have defined AYP only to require improvement in the graduation rate each year.

The Department strongly encourages the State to reach agreement on “adjusted performance levels” required under section 113 of the Perkins Act for the core indicators discussed in (a) and (b) above that are the same as the State’s AMOs or targets that the State adopted to ensure that the State’s schools are making AYP as
required under section 1111(b)(2) of the ESEA. However, as noted above, the State may not have established targets for graduations rates under the ESEA, or the State may wish to propose performance levels for these core indicators that are different from the State’s targets. If so, the State must provide baseline data using the State’s most recent year’s achievement data or graduation rate under the ESEA, propose performance levels, and reach agreement with the Department of Education on “adjusted performance levels.” (The Secretary of Education is considering whether to issue regulations requiring a State to agree to “adjusted performance levels” under the Perkins Act that are the same as the State’s AMOs or targets for graduation rate under the ESEA. If the Secretary of Education decides to regulate on this issue and adopts final rules, a State may be required to amend its State Plan.

New Hampshire will use the AMO’s approved under NCLB.

(6) The State Plan must describe the eligible State agency’s process for reaching agreement on local adjusted levels of performance if an eligible recipient does not accept the State adjusted levels of performance under section 113(b)(3) of the Act and ensuring that the established performance levels will require the eligible recipient to continually make progress toward improving the performance of career and technical education students. (section 113(b)(4)(A)(II); sec. 122(c)(10)(B))

Once state-level performance goals have been established through negotiations with USED, the State will propose performance goals to each eligible recipient. Performance goals for recipients will cover time periods of one or two years, depending on the time periods negotiated with USED. After receiving these proposed performance goals, each eligible recipient will have the opportunity to accept these goals or negotiate with the State for lower performance goals on one or more core indicator(s).

As described in the response to the next planning requirement, an eligible recipient may initiate negotiations by submitting a request, in writing, to the State Director of Career and Technical Education. After reviewing the request, the State Director will decide whether to approve or deny the request. If the request is denied by the State Director, the eligible recipient may appeal to the director of the Division of Career Technology and Adult Learning, and ultimately to the commissioner of Education. At no time will the negotiations continue beyond the start date of the grant period.

(7) The State Plan must describe the objective criteria and methods the eligible State agency will use to allow an eligible recipient to request revisions to its local adjusted levels of performance if unanticipated circumstances arise with respect to an eligible recipient. (section 113(b)(4)(A)(vii))

If unanticipated circumstances that may adversely affect performance arise, recipients may submit a request, in writing, to the State Director of CTE, to open negotiations for establishing new performance goals on any indicator.
The request will need to describe:

- The circumstances necessitating the request;
- How the circumstances are unique and not expected to be repeated;
- Proposed new goals with a rationale for these new goals.

The State Director of CTE will have the discretion to either grant or deny the request to open negotiations.

The State Director of CTE will issue a policy bulletin informing the local recipients of the option to negotiate, time lines, and criteria for submission/approval/rejection.

The eligible State agency must describe how it will report data relating to students participating in career and technical education programs in order to adequately measure the progress of the students, including special populations and students participating in tech prep programs, if applicable, and how the eligible State agency will ensure that the data reported to it from local educational agencies and eligible institutions, and the data that it reports to the Secretary, are complete, accurate, and reliable. (section 122(c)(13); section 205)

The Follow the Child initiative in New Hampshire focuses on the need to measure the educational progress of each student. Data gathered on CTE students’ performance will support this initiative and provide a rich source of information for following the progress of each CTE student. A new data collection system is planned which will link the CTE database with that used to store NECAP results required by NCLB. This linkage will eliminate a tremendous amount of duplication of data entry and will assure that each student’s data is accurate as reported by NECAP for accountability purposes under NCLB. Updates to data will be maintained by the NECAP system. Academic attainment will be provided through this system as well as graduation rates. In addition, performance data on special populations will be gleaned from the NECAP system, which will eliminate the need for CTE personnel to make these duplicative identifications.

Data relating to students participating in career and technical education programs will be collected three times a year. The first submission of data will be done in October, with the second semester reported in March. Final data submission will be performed in June at the end of the school year cycle. Monitoring visits of each CTE center will occur annually. The visits will include a verification of enrollments reported, including a sampling of identified special populations. A sampling of programs at each CTE center will have curricula reviewed to assure alignment with program competencies.

New Hampshire is collaborating with other New England states to generate performance data that is valid, reliable, and complete, focusing mostly on the Technical Skills Attainment indicator at the secondary level. Strategic assistance and recommendations will also be provided to the New England consortium by MPR, Incorporated, under the sponsorship of the Office of Vocational and Adult Education within the US Department of Education.
The State Plan must describe how the State plans to enter into an agreement with each consortium receiving a grant under Perkins IV to meet a minimum level of performance for each of the performance indicators described in section 113(b) and 203(e). (section 204(e)(1))

The State will look at the performance data to determine the baseline for each indicator. Goals for continuous improvement will then be set for the next two years and presented to the local recipient. Each local recipient will review them relative to their specific data (using the same criteria used to establish the state baseline, only restricted to the local level). If a local recipient’s data indicate they will meet or exceed the provisional goal, their local goal will either be equal to or appropriately greater than the State goal. If a local recipient’s data indicate they will be unable to meet the State’s provisional goal, they may negotiate a new performance target for the following two years.

The State Plan must describe how the eligible State agency will annually evaluate the effectiveness of career and technical education programs, and describe, to the extent practicable, how the eligible State agency is coordinating those programs with other Federal programs to ensure nonduplication. (Section 122(c)(8))

Performance data gathered from each local recipient will be used to annually evaluate the effectiveness of CTE programs. Final reports will require recipients to address whether the planned activities, which are related to program improvement, benefited performance or not. If the activities do not bring performance up, an explanation will be required, especially if the local recipient intends to continue with the same or a similar activity. If program improvement cannot be demonstrated, the activity will not be approved. One new quantitative measure of program effectiveness will be the use of Accuplacer assessments to ensure the math and English skills taught in the programs meet the academic standards being set by the NECAP assessments.

Technical assistance and sanctions required by NCLB are district-based and relate to the needs of the schools within the district. Students who participate in regional CTE programs come from many districts and thus the regional centers are not specifically engaged in the NCLB improvement planning except for their own home district. This limitation on planning improvements only applies to accountabilities aligned with NCLB.

(b) Part B.

(1) The State Plan must provide all the information requested on the forms provided in Part C of this section to report accountability data annually to the Secretary of Education under section 113(c)(1)-(2), including:

(A) The student definitions that the State will use for the secondary core indicators of performance and the postsecondary/adult core indicators of performance;

See Part C: Accountability Forms II, FAUPL. Part C is found in Appendix M.

(B) Baseline data for the core indicators of performance under section 113(b)(2) using data from the most-recently completed program year, except that, for the indicators
for which the State must use its standards, assessment, and graduation rates adopted under Title I of the ESEA, if the State chooses to use its AMOs and targets under the ESEA, the eligible State agency will not need to submit baseline data; and

See Part C: Accountability Forms for definitions and performance goals. Part C is found in Appendix M.

(C) Proposed performance levels as discussed above, except that, for the indicators for which the State must use its the eligible State standards, assessments, and graduation rates adopted under Title I of the ESEA, if the State chooses to use its AMOs and targets under the ESEA, the eligible State agency will only have to confirm this information with the State’s OCTAE Regional Accountability Specialist. Upon the eligible State agency’s request, the Regional Accountability Specialist will pre-populate the forms in Part C with the State’s current AMOs and targets, as appropriate, and send the forms for the eligible State agency to finish completing.

See Part C: Accountability Forms II, FAUPL. Part C is found in Appendix M.

(2) The eligible State agency must identify the program areas for which the State has technical skill assessments, the estimated percentage of CTE students who take technical skill assessments, and the State’s plan for increasing the coverage of programs and students reported in future program years.

New Hampshire’s strategy for introducing quality assessments of student technical skills cannot be projected much beyond the second or third year of the five years that this plan will be in effect. While New Hampshire’s plan involves concrete, specific steps toward the introduction of these assessments, developments at the regional or national level could suggest a different course of action in the coming years.

Regardless of the eventual path New Hampshire takes in implementing the assessments, a critical guiding principle is that students will not have to pay for the assessments either at the secondary or postsecondary level. As a result the assessments may not meet the “gold” standard.

Beyond this guiding principle, the State will use the first two to three years of the next five years to find available and appropriate assessments for all 52 secondary CTE programs in the State. During the first year, New Hampshire will begin by finding and contacting states that already have extensive assessment systems in place. These might include Virginia, Arizona, North Carolina, Texas, and Georgia. Through these contacts the State will identify assessments that can be fully adopted or adapted to suit New Hampshire’s requirements. By the end of the second year, at least ten programs will be chosen for implementation of the technical skills assessments.

At the start of year two, a schedule of implementation will be established, where assessments for ten programs will be chosen for implementation each year. At the end of the second year and into year three, the five-year schedule of ten programs each year will be reviewed and modified as needed.
The strategy and pace of implementing technical skills assessments will be influenced by developments at regional and national levels. Over the next several years, New Hampshire will participate in a multi-state project in New England that will address many of the same assessment issues. This coalition of states is currently seeking technical assistance from OVAE for the first year. This assistance is expected to help all six states develop a strategy for collaboration within the coalition, finding which areas of assessment may be shared, adopted, or adapted. The inspiration for this multi-state initiative is the New England Common Assessment Program where the academic assessments complying with NCLB requirements are shared by New Hampshire, Vermont, and Rhode Island.

National developments are also expected to influence New Hampshire’s work over the next few years. Guidance is expected to be released by OVAE within the next year that will most likely clarify key assessment issues in New Hampshire. The project jointly planned by OVAE, NASCTEC, and ACTE to develop a national database of test-item assessments may also prove significant, particularly if this project results in assessments that may be shared at no cost to the states or to individual students.

Finding postsecondary assessments of technical skills will be much more challenging. Although there may be numerous assessments available and appropriate for the postsecondary level, virtually all assessments will be difficult to implement, either because they require that students and/or postsecondary institutions pay for the assessments, or the assessments do not allow for meaningful accountability evaluation. Because of these serious limitations, the measure of postsecondary student success will be the completion of programs.

V. Tech Prep Programs

(a) Part A.

(1) The State Plan must describe the competitive basis or formula the eligible State agency will use to award grants to tech-prep consortia. (section 203(a)(1))

For the first two years of the five-year planning period, New Hampshire will retain 100% of all Title II funds for Tech Prep programs and not merge some or all Title II funds with the Title I funds. This funding segregation will be reviewed by the close of Year Two. Depending on the results of this review, Tech Prep funds may be merged in part or in whole with Title I funds, or the Tech Prep funds may remain separate.

During the first two years, funds will be granted on a formula basis among four consortia. Funds will be distributed on the basis of negotiated assignments and work. Prior to the grant period, each consortium will negotiate with the Career Development Bureau the work that the consortium will complete during the grant period. Consortium responsibilities will include developing programs within career clusters, promoting best practices, and establishing working relationships with staff within the New Hampshire Department of Education.

(2) The State Plan must describe how the eligible State agency will give special consideration to applications that address the areas identified in section 204(d). (section 204(d)(1)-(6))
(Sec 204(d)(1)) When applying for Tech Prep funds, the consortia will be required to address the development of articulation agreements within the career clusters under their purview. Emphasis will be placed on ensuring that students can access dual-credit options while in high school and have access to a plan of study that outlines the courses they need to take to successfully enter postsecondary programs on completion of their secondary program.

(Sec 204(d)(2)) All Tech Prep consortia must include business/industry and higher education representation that are prepared to review all materials and activities to assure that the plans of study development tools and recommended curricula meet industry standards.

The process for the development of the CPPOS materials at each high school must include secondary and postsecondary representation to ensure the student plan clearly outlines the transition from secondary to postsecondary education. The CPPOS will not be approved by the State unless the partners are involved in the development of that resource in New Hampshire.

(Sec 204(d)(3)) To address dropout prevention/reentry, Tech Prep staff will:

- Identify alternative learning opportunities as they relate to Tech Prep programs;
- Collaborate with Adult and Alternative Education programs;
- Collaborate with the development of New Hampshire’s first Job Corp Center;
- Train Tech Prep teachers in the “Follow-the-Child” model
- To address the needs of special populations, Tech Prep staff will:
  - Identify, support, and implement collaborative efforts between Tech Prep teachers and special education professionals;
  - Support recruitment and retention efforts for nontraditional students (e.g., males in Nursing Camp, Computer Programming parity for Girls, marketing materials for middle and early-high school students);
  - Identify any economic “hidden” barriers for students, such as access to Career and Technology Student Organizations, course materials, field trips, etc.
- Develop working relationships with employers to identify ways of improving secondary programs to better meet the needs of employers. Employers will partner with schools to create internship opportunities for juniors and seniors in high school to support career exploration. These internships can be linked to the community college for college credit. Partnerships will be fostered with state organizations such as:
  - The New Hampshire Workforce Innovation Board,
  - The US DOL Office of Apprenticeship,
  - The New Hampshire Department of Economic Development,
  - The New Hampshire Manufacturing Extension Program,
  - New Hampshire Employment Security,
  - The New Hampshire High Technology Council,
  - The Business and Industry Association of New Hampshire, and
  - New Hampshire Vocational Rehabilitation.
Sec 204(d)(4)) The Tech Prep Consortia are charged with identifying new and emerging curricula for the secondary CTE centers that use state, local, and national labor market and economic development data to guide students toward pathways that lead to high-skill, high-wage, or high-demand employment.

The Tech Prep Directors will partner with secondary CTE centers and postsecondary institutions in developing the CPPOS documents for the State. As part of the design of these career planning materials, schools will be trained on how to add local and state labor market data to each document for guidance purposes.

Secondary CTE Centers are and will be required to apply for new program approval in order to access Perkins funds. As part of the application for new program approval, the centers must outline the supporting labor market and economic development data demonstrating a need for the skills to be gained by students in the program.

Sec 204(d)(5)) Tech Prep will focus its efforts on new and/or improved programs within the established secondary CTE centers across the state. In order to be approved, programs must either report the established state approved competencies, or in the case of a new program, develop competencies that must be approved by the State. Where appropriate, the competencies must demonstrate their alignment with state and national standards.

Sec 204(d)(6)) As of Program Year 2007, all funds associated with Tech Prep are and will be targeted for the improvement and/or development of state-approved programs offered by secondary CTE centers.

(3) The State Plan must describe how the eligible State agency will ensure an equitable distribution of assistance between urban and rural consortium participants. (section 204(f))

The Tech Prep Consortia are each responsible for the statewide implementation of career clusters. Each consortium is assigned to two or more nationally recognized career clusters. They are responsible for working with the secondary CTE centers that are strategically placed around the state and offer a variety of programs. Both rural and urban schools are and will be offered the opportunity for assistance with either program improvement or new program development by the Tech Prep partnerships.

(4) The State Plan must describe how the eligible State agency will ensure that each funded tech prep program—

(A) Is carried out under an articulation agreement between the participants in the consortium, as defined in section 3(4) of the Act;

The Tech Prep consortia are required to build articulation agreements within their assigned career cluster areas. The goal is to have all CTE programs in the state articulated with at least one postsecondary institution, and where appropriate, offer either dual credit options or advanced standing at the college as part of the agreement.
All articulation agreements are submitted to the New Hampshire State Director of Tech Prep for review and approval. In order to be approved, the agreement must include all aspects outlined in section 3(4) of the Act.

(B) Consists of a program of study that meets the requirements of section 203(c)(2)(A)-(G);

All Tech Prep consortia have been charged with assisting the local secondary CTE centers to develop CPPOS’s within their assigned career cluster. By the end of the five-year period, the State is committed to developing at least one CPPOS per CTE center, and a total of 15 CPPOS’s in each of 15 career clusters.

(C) Includes the development of tech prep programs for secondary and postsecondary education that meet the requirements of section 203(c)(3)(A)-(D);

(203(c)(3)(A)) As part of the CPPOS design, students will be provided with information on courses required for graduation as well as course recommendations that will result in successful transitions from secondary to postsecondary education. The Tech Prep directors will work with CTE center staff to ensure that the recommended courses will be indicated in the CPPOS.

(203(c)(3)(B)) The current articulation design allows for the identification of dual-credit options and advanced standing credit options. Concurrent enrollment will also be a priority of the articulation agreement. Not only are articulation agreements being designed from secondary to the community college system, the community colleges are also building articulation agreements with the four-year institutions. Those articulations will be mapped out as part of the CPPOS development process.

The State is currently working with one community college on an early postsecondary model that allows for students to take courses at the college and obtain high school credit. The State will continue to investigate this as an option for replication in other areas of the State.

Recent state legislation requires secondary schools to develop competencies for all courses offered. Once the competencies are identified and receive approval of the local school board, students will have the option to attain those competencies in any environment that best meets the needs of the student. Tech Prep will review the efforts of schools to implement competency based approaches to identify best practices in supporting schools and students in meeting high academic standards and accessing dual-credit options.

The work of developing the CPPOS and articulation agreements will need to ensure that a nonduplicative sequence of courses can be bundled together into a pathway for students as they transition through a desired career field.

(203(c)(3)(C)) The Tech Prep consortia are not directly responsible for work-based learning activities. Instead, they will assist the secondary schools in designing local partnerships that will support work-based learning. The Tech Prep directors will connect employers to schools for the purpose of experiential learning. They will also facilitate new program development.

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The Tech Prep consortia will be encouraged to connect CTE programs around the State using distance learning in developing new and emerging programs as well as for professional development.

(D) Includes in-service professional development for teachers, faculty, and administrators that meets the requirements of section 203(c)(4)(A)-(F).

One outcome of the Transition Year activities was assigning the Tech Prep directors to review existing programs and to investigate new and emerging programs. They will work with the secondary CTE centers to identify programs that need strengthened and/or updated standards. Over the first two years of the five-year grant period, the Tech Prep directors will present their findings to the CTE administrators. Once the secondary CTE centers have decided on the curriculum changes and or new programs to be developed, training and support will be provided to the centers and their faculty on implementing the identified changes.

New Hampshire Tech Prep professional development has occurred and will continue to occur within partnerships as well as in collaboration with multiple partners. The Tech Prep directors have been meeting six times a year to share activities that maximize services and resources offered to the secondary CTE centers. As part of the CPPOS development, the Tech Prep consortia will partner to offer regional training in the development and dissemination of the CPPOS tools. The training will involve CTE teachers, guidance, secondary and postsecondary administrators, and others involved in the development and design of the CPPOS.

As they review new and emerging program curricula, the Tech Prep directors will investigate whether the curricula meet local and national standards for quality program designs. In addition, business partners will participate in these reviews to ensure all aspects of industry are built into the program designs. As part of the training plan, it is expected that all aspects of industry are considered when working with teachers and guidance counselors.

The foundation of the CPPOS will incorporate coursework that addresses the use of contextual and applied curricula and instruction. Guidance counselors as well as classroom teachers will be provided training on how to use the CPPOS with students and families to best help them with academic planning. The document will also identify for everyone the types of industry credentials available at the secondary level.

All CTE programs are required to be competency based. Professional development will be offered on end-of-program assessments as they are developed by the local center and approved by the State.

New Hampshire has access to video conferencing that will be used to assure access to training in rural areas of the state. Materials and resources, where appropriate, will be made available to employers, schools, parents, and students on the Internet.

The Tech Prep Directors will be provided access to program data in all the secondary CTE centers. This will enable them to best build professional development that meets.
the needs of local program improvement. This data will also help to identify curricula that could be adopted or adapted.

**(E) Includes professional development programs for counselors that meet the requirements of section 203(c)(5)(A)-(F);**

(203(c)(5)(A)-(F)) CTE teachers, college representatives (faculty, admissions, or other), and guidance counselors will participate in the development of the CPPOS. As a result of this work, counselors will:

- understand the model better;
- know how to use the model with students and families; and
- gain the skills to build similar documents.

CTE teachers will also be able to use the CPPOS in marketing their programs to students/parents in home districts and sending schools. Colleges can use the information to support the development of articulation agreements.

As part of the Perkins transition year, NH developed model plans of study, known as CPPOS’s. As part of the five-year grant, training will be provided to guidance counselors on the use of the CPPOS with students, families, and school district personnel. In order to best support the schools, training will be provided on a regional basis. These events will support the ongoing integration of career clusters in schools. This will be a three-tiered process, starting with training on the development of a local CPPOS. This will be followed by training guidance counselors on the use of plans of studies and career clusters with students, parents and administrators. Finally, the Tech Prep consortia staff and master trainers will be available to provide individualized support.

**(F) Provides equal access to the full range of technical preparation programs (including pre-apprenticeship programs) to individuals who are members of special populations, including the development of tech-prep program services appropriate to the needs of special populations (section 203(c)(6));**

New Hampshire will require eligible recipients to provide equal access to activities under the Act. The recommended method is to continue using equity committees established for this purpose, following guidance developed by the State. If eligible recipients seek an alternative to the equity committee, they may submit plans to accomplish the same activities as the equity committees through other means, including details such as personnel responsibilities for implementing the plans and equity based activities that will be accomplished.

The plans submitted by eligible recipients will be reviewed by CTE consultants prior to approval. During the semi-annual monitoring visits, grantees will be reviewed to determine whether the plan for special-populations services is being carried out. The monitoring guide will be revised to include reviews of equity activities.

**(G) Provides for preparatory services that assist participants in tech-prep programs (section 203(c)(7)); and Coordinates with activities under Title I. (section 203(c)(8))**
All materials developed will be available on the New Hampshire Department of Education website. Articulation agreements and CPPOS documents will outline prerequisites for program access and, where appropriate, support services for individuals falling under the definition of “special populations.”

The state director of Tech Prep currently participates in the TEC-NH meetings where training and other policy development recommendations are generated. The Tech Prep consortia directors as well as the state director participate in ongoing meetings with the CTE center directors. These meetings enable collaboration between Tech Prep and CTE administrators to support each others’ missions and goals. Again, this is a way to address statewide issues, prevent duplication of effort, and place resources and supports where they are needed most. One area for future training and support is the lack of understanding among CTE teachers of ways to assist students with disabilities, including modifications of CTE program competencies.

(5) The State Plan must describe how the State Plans to enter into an agreement with each consortium receiving a grant under Perkins IV to meet a minimum level of performance for each of the performance indicators described in sections 113(b) and 203(e). (section 204(e)(1))

The Tech Prep consortia are currently working with local, state and national connections related to their assigned career cluster areas for the purpose of identifying new and emerging technologies and programs to be introduced into NH CTE centers. Data submitted in the spring of 2008 will be used to negotiate program activities and outcomes for the FY09 school year. The primary focus will be on upgrading or implementing programs that meet state and national standards and result in articulation agreements with two- and four-year colleges.

(b) Part B.

(1) The State must submit a copy of the local application form(s) used to award tech prep funds to consortia and a copy of the technical review criteria used to select winning consortia, if funds are awarded competitively.

This section need not be addressed in this plan because New Hampshire will grant funds on a formula basis.

VI. Financial Requirements

(a) Part A.

(1) The State Plan must describe how the eligible State agency will allocate funds it receives through the allotment made under section 111, including any funds that the eligible State agency chooses to consolidate under section 202(a), will be allocated among career and technical education at the secondary level, or career and technical education at the postsecondary and adult level, or both, including the rationale for such allocation. (section 122(c)(6)(A); section 202(c))

New Hampshire will keep Title I and Title II funds separate throughout the first two years of the five-year planning period. Secondary allocations will be granted to regional CTE centers on the
basis of allocations made to the individual districts within the region. Allocations are granted to centers rather than individual districts because New Hampshire has a regional delivery system.

Postsecondary funds will be allocated to two recipients: the Community College System of New Hampshire and the Thompson School at the University of New Hampshire. The allocation to the Thompson School will not, however, meet the $50,000.00 threshold for eligibility to receive postsecondary grants under the Act.

If the Thompson School is to receive Perkins support, an agreement will be needed between the school and the Community College System of New Hampshire. The agreement will stipulate that the award allocated to the Thompson School be awarded to the community college system. The agreement would then need to contain a provision that the community college system, as the eligible recipient, will transfer a portion of its grant to the Thompson School.

(2) The State Plan must provide the specific dollar allocations made available by the eligible agency for career and technical education programs under sections 131(a)-(e) and how these allocations are distributed to local educational agencies, area career and technical education schools, and educational service agencies within the State. (section 131(g); section202(c))

Eighty-five percent of the Title I allocation will be granted to secondary and postsecondary grantees in the following proportion: 79.5% secondary and 20.5% to postsecondary. The secondary allocation dollar amount is provided in Part B. I., Perkins IV Budget Tables. Part B is found in Appendix L.

(3) The State Plan must provide the specific dollar allocations made available by the eligible agency for career and technical education programs under section 132(a) of the Act and how these allocations are distributed to postsecondary institutions within the State. (section 122(c)(6)(A); section 202(c))

The postsecondary allocation dollar amount is provided in Part B. I., Perkins IV Budget Tables. Part B is found in Appendix L.

(4) The State Plan must describe how the eligible State agency will allocate any of those funds among any consortia that will be formed among secondary schools, and how funds will be allocated among the members of the consortia, including the rationale for such allocation. (section 122(c)(6)(B); section 202(c))

Funds allotted to the secondary CTE centers will be awarded on the basis of the funding formula prescribed in the Act. The statutory requirement that funds be allocated to local school districts will be used to determine funding for the consortia of districts that are served by the secondary centers. Funds for each district in the consortium will be merged into a total amount that will then be granted to the school district in which the center is located.

(5) The State Plan must describe how the eligible State agency will allocate any of those funds among any consortia that will be formed among postsecondary institutions, and how
funds will be allocated among the members of the consortia, including the rationale for such allocations. (section 122(c)(6)(B); section 202(c))

See response to requirement 1 above.

(6) The State Plan must describe how the eligible State agency will adjust the data used to make the allocations to reflect any change in school district boundaries that may have occurred since the population and/or enrollment data was collected, and include local educational agencies without geographical boundaries, such as charter schools and secondary schools funded by the Bureau of Indian Affairs. (section 131(a)(3))

Allocations to secondary CTE centers will be adjusted for one of the following reasons:

- The eligible agency will adjust data for making regional allocations when districts change their regional affiliation. In these cases, the district’s Perkins funds previously pooled in one region will be transferred to the pool of the new region.
- When a district divides into two or more separate districts, these new districts will need to become part of a secondary CTE region. In most instances, both new districts will not change regions. When one of the districts aligns with another CTE region, funds allocated to the district will be granted to the new region. Town-level data on youth residence and poverty will be used to allocate funds to the new districts.
- Funds for charter schools will be drawn from allocations to the secondary regions in which the schools will be located. Portions of the regional allocations will be allotted to the charter schools based on the numbers of students enrolled in the school. The amount of the allotment will be in proportion to the percentage that charter-school students are of the total population of youth in the region, ages 5 to 17.

(7) The State Plan must provide a description of any proposed alternative allocation formula(s) requiring approval by the Secretary of Education as described in section 131(b) or 132(b). At a minimum, the eligible State agency must provide an allocation run for eligible recipients using the required elements outlined in section 131(a) and/or section 132(a)(2), together with an allocation run using the proposed alternative formula(s). Also the eligible State agency must include a demonstration that the alternative secondary formula more effectively targets funds on the basis of poverty, as described in section 131(b)(1) of the Act; and/or, in the case of an alternative postsecondary formula, a demonstration that the formula described in section 132(a)(2) does not result in a distribution of funds to eligible recipients that have the highest numbers of economically disadvantaged individuals and that an alternative formula would result in such a distribution.

New Hampshire will not seek authorization to use an alternative formula on which to make the secondary allocation.

(b) Part B.

(1) The State Plan must include a detailed project budget, using the forms provided in Part B of this guide.
See Part B. I., Perkins IV Budget Tables. Part B is found in Appendix L.

**(2) The State Plan must provide a listing of allocations made to consortia (secondary and postsecondary) from funds available under sections 112(a) and (c).**

See Part B. II., Secondary Allocations. Part B is found in Appendix L.

**(3) The State Plan must describe the secondary and postsecondary formulas used to allocate funds available under section 112(a), as required by section 131(a) and 132(a).**

**Secondary.** Perkins funding for each school district will be based on the formula prescribed in Sec. 131(a). Of the portion of the 85% Title I grant that will be allotted to secondary eligible recipients, 30% will be allocated on the basis of the number of student-aged youth residing in a school district and 70% will be allocated on the basis of the number of student-aged youth who reside in the district who live in poverty. Statewide grant-per-youth amounts will be calculated for the overall youth population in the district and for the subgroup of students in poverty. These amounts will then be used to determine each district’s allocation.

District funds will then be allocated to the secondary CTE centers in compliance with Sec. 131(e). Each district statewide will be assigned to a region. Funds allocated to each district within a region will be merged for the purpose of supporting programs at the regional center. When regions have multiple centers, the centers within the region reach an agreement on how to distribute the funds allocated to all sending districts within the region.

**Postsecondary.** Postsecondary funds will be allocated to a single eligible postsecondary recipient, a consortium formed among the institutions in the Community College System of New Hampshire.

**(4) The State Plan must describe the competitive basis or formula to be used to award reserve funds under section 112(c).**

All Reserve funds will be awarded to secondary eligible recipients. These awards will be granted for two purposes: to limit the amounts by which grants decrease from year to year and to reward positive performance. The first type of award will be granted on a formula basis; recipients become eligible for Reserve funds when their allocations for the coming year decrease more than the predetermined threshold.

The second type of award will be granted either for exceptionally positive performance or to assist secondary centers that perform poorly on the indicators. High-performing centers will receive incentive grants that have no restrictions on their use with the exception of compliance with Sec. 135 of Perkins IV. Centers performing poorly on the indicators will receive funds to focus on particular performance problems.

**(5) The State Plan must describe the procedures used to rank and determine eligible recipients seeking funding under section 112(c).**
The Reserve fund will be used in two ways. First, a portion of the Reserve will be used to reduce decreases in year-to-year allocations for secondary centers that see the largest drops in funding. A maximum will be set for the annual allocation decreases and Reserve funds will be distributed to centers that face reductions greater than the maximum.

Second, funds will be granted on a competitive basis, as an incentive for high performance. Centers will be ranked by positive impact on statewide performance.

(6) The State Plan must include a description of the procedures used to determine eligible recipients in rural and sparsely populated areas under section 131(c)(2) or 132(a)(4) of the Act.

NH’s delivery of CTE is regional thus allocations are cumulative throughout the respective region. Every regional center receiving funds generates a formula allocation exceeding the $15,000 threshold thus no waiver is necessary.

JOBS FOR VETERANS STATE GRANTS

(a) How the State intends to provide employment, training and job placement services to veterans and eligible persons under the JVSG;

Twelve New Hampshire Employment Security (NHES) offices have been designated American Job Centers called NHWORKS. As identified on the JVSG Staffing Directory (VETS-501), the four full-time and seven part-time DVOP grant-funded positions, and the two full-time and two part-time LVER grant-funded positions are being assigned to American Job Centers (local offices) throughout the State. This planned deployment allows New Hampshire to have a DVOP specialist assigned to eleven of our twelve American Job Centers to provide the delivery of intensive services to targeted veterans. With a Business Services Team member assigned to cover all labor market areas of the State, the planned deployment of LVER staff is to supplement the outreach efforts being conducted by these staff. This will also provide for LVER staff being available to all AJCs to facilitate employment, training and placement services provided to veterans.

(b) The duties assigned to DVOP specialists and LVER staff by the State; specifically implementing DVOP and LVER duties or roles and responsibilities as outlined in 38 U.S.C. § 4103A and 4104. These duties must be consistent with current guidance;

The duties assigned to the DVOP specialists in New Hampshire are as specified in Veterans’ Program Letter 07-10, dated June 29, 2010, Veterans’ Program Letter 03-14, dated April 10, 2014, and defined in Title 38, as amended by Public Law 107-288.

DVOP specialists provide intensive services and facilitate placements to meet the employment needs of eligible veterans and eligible persons, prioritizing service to special disabled veterans, other disabled veterans, and other categories of veterans in accordance with priorities determined by the Secretary of Labor.

Intensive services provided by DVOP specialists include:

• Comprehensive and specialized assessments of skill levels and service needs;
• Development of an individual employment plan;
• Career guidance and planning; and
• Short-term prevocational services.

DVOP specialists will provide services only to eligible veterans and eligible persons meeting the definition of an individual with an SBE as defined in VPL 03-14 or the most current VPL on the subject; veterans between the ages of 18 and 24, with or without a significant barrier to employment, as set forth in VPL 04-14; and to any other populations of veterans identified by the Secretary of Labor.

The DVOP specialists are fully integrated into the American Job Center system in New Hampshire. All partners in the AJC are fully aware of the veterans program and the need to identify eligible veterans and eligible persons with an SBE for referral to the DVOP specialist for the provision of intensive services.

The duties assigned to the LVER staff in New Hampshire are as specified in Veterans’ Program Letter 07-10, dated June 29, 2010, Veterans’ Program Letter 03-14, dated April 10, 2014, and defined in Title 38, as amended by Public Law 107-288.

One of the LVER’s principal duties is to conduct outreach to employers, employer associations, and business groups to promote the advantages of hiring veterans, to assist veterans in gaining employment, and to develop relationships, jobs, training, or job training opportunities for veterans and eligible persons. To accomplish this, LVERs will participate in appropriate activities such as:

• Planning and participating in job and career fairs;
• Conducting employer outreach;
• Conducting seminars for employers;
• In conjunction with employers, conducting job search workshops and establishing job search groups;
• Coordinating with unions, apprenticeship programs and businesses or business organizations to promote and secure employment and training programs for veterans;
• Promoting credentialing and licensing opportunities for veterans; and
• Coordinating and participating with other business outreach efforts.

The LVER’s second primary function is to facilitate employment, training and placement services provided to veterans within the NHWORKS system via capacity building to ensure easier access to the appropriate employment and training services for eligible job-seeking veterans and eligible persons.

The LVER, as an integral member of the NHES Business Services Team, will work with the staff to coordinate outreach activities to solicit job orders and promote the hiring of veterans. The LVER staff is responsible for maintaining contact with Federal Contractors and is also involved in the planning and participation in job fairs. Until further guidance is disseminated by USDOL VETS,
LVER outreach efforts and other LVER staff activities are monitored locally by NHES managers and the DVET to assure compliance with statutory duties as described in VPL 03-14.

(c) The manner in which DVOP specialists and LVER staff are integrated into the State’s employment service delivery system or one-stop delivery system partner network;

The DVOP specialists and the LVER staff work in daily collaboration with New Hampshire Employment Security (NHES) staff, WIOA, State Vocational Rehabilitation, and other AJC partners to promote employment, training, placement and other opportunities for veterans. Intra-staff collaboration is also enforced via program updates shared among partners during regularly scheduled staff meetings.

The DVOP specialist position assigned to the Manchester AJC is also assigned the responsibility of Intensive Services Coordinator (ISC). As agreed upon by the DVET, the State Agency and the VA, the ISC spends up to one day per week out-stationed at the VAVR&E office. The DVOP specialists throughout the State work with the VAVR&E program to assist qualified veterans seeking training. VAVR&E, in turn, refer veterans who are completing training programs to the DVOP specialists for job placement assistance. Through an agreement with the NH State Office of Veterans Services, representatives from their agency visit the NHES offices throughout the state at least twice a month to assist veterans with problems or questions regarding Federal or State benefits.

The State has three HVRP Grantees, Harbor Homes, Veterans, Inc., and Easter Seals. The DVOP specialists in the Hillsborough County area do outreach on-site and participate in Stand Down activity by Harbor Homes. Representatives from Veterans, Inc. and Easter Seals periodically visit Local Offices as an additional means of outreach to homeless veterans.

Many of the JVSG funded staff are members of Veterans’ Service Organizations (VSOs) in their community or have established working relationships with these groups. NHES is a member of the State Apprenticeship Advisory Council and works closely with the Federal apprenticeship representatives.

DVOP staff will continue to conduct outreach to local Veterans’ Service Organizations (VSOs), homeless shelters, VA Medical Centers and Vet Centers, food pantries, correctional institutions and halfway houses in their labor market area to reach out to veterans and inform them of the services available through the American Job Centers. Other outreach activities to increase the awareness of employment and training opportunities for veterans are job fairs, public service announcements via local radio stations, information posted on social media sites such as Facebook and Twitter, and a veterans’ page on the NHES website.

Efforts to promote the development of employment and training opportunities for veterans and eligible persons will include attendance at Chamber of Commerce and Rotary Club events, job fairs, positive recruitment and employer seminars in American Job Centers, employer contacts by LVER staff to Federal contractors and employer outreach by all American Job Center staff. The education community is a partner in each of the American Job Centers. The NHWORKS
collaborative effort includes the NH Department of Education (Adult Education, Vocational Rehabilitation, and Vocational Education) and the NH Community College System. With the education community actively participating in the American Job Centers, veterans are provided easy access to job-driven training opportunities, and newly developed training programs. In addition, our education partners work with all partner agencies in the AJC in the planning and development of increased training opportunities to meet the needs of both the job seekers and the employer community.

The DVOP specialists, LVERs and Wagner-Peyser staff has access to current demographic, labor market and educational information for New Hampshire and their local area on their desktop computers at our Nhetworks website, as do all veterans accessing the website. Access is also available to NSCITE (NH Works Source for Consumer Information on Training and Education), a website containing information on training and education offered to New Hampshire residents. The system indicates which educational programs are WIOA Eligible.

The NHES website also offers Career Exploration & Training tools for veteran job seekers. Among these tools is My Next Move for Veterans, sponsored by the U.S. Department of Labor, Employment & Training Administration, and developed by the National Center for O*NET Development. One module allows the veteran to enter the name or code of his or her military classification. The system will suggest civilian careers with similar work. Once identified, the veteran can use New Hampshire Occupational Projections to review our projections.

Another module in My Next Move for Veterans allows a veteran to search for career options within industries. There are over 900 career options for a veteran to look at. Once a career option is selected, the veteran is able to review the knowledge, skills, and abilities typically required in the occupation, along with expected personality traits and technology that might be used in the occupation. The veteran is also able to review the job outlook in New Hampshire for the selected occupation.

(d) The Incentive Award program implemented using the 1% grant allocation set aside for this purpose, as applicable;

New Hampshire is prohibited from using these funds to provide performance and incentive awards due to legal restrictions in the Collective Bargaining Agreement and restrictions under New Hampshire State law.

(e) The populations of veterans to be served, including any additional populations designated by the Secretary as eligible for services, and any additional populations specifically targeted by the State Workforce Agency for services from one-stop delivery system partners (e.g., Native American veterans; veterans in remote rural counties or parishes);

The primary function of DVOP specialists is providing 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:

- A special disabled or disabled veteran as defined in Title 38;
- Homeless;
- A recently-separated service member who at any point in the previous 12 months has been unemployed for 27 or more consecutive weeks;
- An offender released from incarceration within the past 12 months;
- Lacking a high school diploma or equivalent certificate; or
- Low income.

Also, as determined by the Secretary of Labor, veterans between the ages of 18 and 24, with or without a significant barrier to employment, will be provided intensive services by a DVOP specialist.

NHES also recognizes that the Consolidated Appropriations Act of 2014 provided for the provision of services by DVOP specialists to transitioning members of the Armed Forces who have participated in the Transitional Assistance Program (TAP) and have been identified as in need of intensive services, to members of the Armed Forces who are wounded, ill, or injured and receiving treatment in military treatment facilities or warrior transition units, and to the spouses or other family caregivers of such wounded, ill, or injured members. We will serve these populations and any others identified by the Secretary of Labor in accordance with policy and guidance received.

DVOP staff will continue to conduct outreach to local Veterans’ Service Organizations (VSOs), homeless shelters, U.S. Department of Veterans Affairs (VA) Medical Centers and Vet Centers, food pantries, correctional institutions and halfway houses in their labor market area. The DVOP will try to assist these veterans by informing them of the services and resources available to them through the AJC.

A DVOP specialist is assigned the responsibility of Intensive Services Coordinator (ISC) and will be out-stationed at the VA Vocational Rehabilitation and Employment (VAVR&E) office up to one day per week to provide and coordinate services to Chapter 31 veterans.

The State has three HVRP Grantees, Harbor Homes, Veterans, Inc., and Easter Seals and the DVOP specialists in the Hillsborough County area do outreach on-site and participate in Stand Down activity by Harbor Homes. Representatives from Veterans, Inc. and Easter Seals periodically visit Local Offices as an additional means of outreach to homeless veterans.

Through agreements with the VA Vocational Rehabilitation and Employment (VAVR&E) and the NH State Office of Veterans Services, and ongoing coordination with all partners in the American Job Center, Workforce Development Coalitions, and working relationships with Veterans’ Service
Organizations (VSOs) in the community, services and employment opportunities for veterans most in need of services are optimized.

The managers of each local American Job Center are responsible for monitoring activities of their staff to ensure compliance with the New Hampshire JVSG State Plan. Reports available through the Job Match System (JMS), and the VETS-200 reports are all used to track services to veterans and are monitored by each local NH Works manager and by the State Veterans’ Program Coordinator. Each manager receives a copy of the State Plan and is aware of their obligation to carry out the provisions of the plan.

New Hampshire has no identified population of Native Americans living on tribal lands in the State so there is no planned outreach or approval needed to provide such service.

(f) How the State implements and monitors the administration of priority of service to covered persons;

Veterans receive priority service from New Hampshire Employment Security staff in the American Job Centers as required by 38 USC 4215, 20 CFR Part 1001, 20 CFR part 1010, and per recent guidance provided in Training and Employment Guidance Letter 26-13, dated June 18, 2014. Priority is given to veterans for all new job listings posted on the NHWorks Job Match System by placing new job orders on a twenty-four hour veteran hold during which time the job order is only viewable by staff for the referral of veterans, and on-line the job order can only be viewed by registrants that are identified as veterans. Veterans are also provided priority access to a range of other services, including career guidance, job search workshops, job referrals and job developments. Priority of service for veterans and other covered persons applies in universal access programs, discretionary targeting programs and statutory targeting programs.

At the one-stop level, the Manager will monitor priority of service for veterans in the AJC by an ongoing review of the intake/assessment forms identifying covered and non-covered persons and the services provided, and by providing training to all employment service staff on their responsibility to provide priority of service to veterans. At the State level, reports received from each NHWORKS location on a weekly basis will be compiled and reviewed. Additionally, NHES will collect and maintain data on covered and non-covered persons in accordance with the requirements of 20 CFR 1010.330 and any other guidance forthcoming from USDOL VETS or USDOL Employment and Training Administration (ETA).

Priority of service is provided starting with the receptionist in the AJC, who is the initial point of contact. A series of questions are asked to efficiently identify veterans or an eligible spouse of a veteran. Veterans and eligible persons are identified at this point and provided priority of service. During the assessment process, eligible veterans identified or self-attesting to having a significant barrier to employment, or between the ages of 18 and 24, with or without a significant barrier to employment, are immediately referred to the DVOP specialist to provide intensive services, or, in instances where a DVOP specialist is not available, another AJC provider of intensive services.
Through an MOU with the VA, Chapter 31 veterans are referred to DVOP specialists at least 90 days before completing their education. DVOP specialists provide case management of this population.

Should a veteran require a referral to other services in the AJC, the partner agency is advised of the applicant’s veteran status in order to ensure priority of service. Veterans meeting eligibility criteria for specific training programs under New Hampshire’s Combined Plan of the Workforce Innovation and Opportunity Act (WIOA) receive priority placement into the program in accordance with 20 CFR Part 1010.

(g) How the State provides or intends to provide and measure, through both the DVOP and one-stop delivery system partner staff: (1) job and job training individualized career services, (2) employment placement services, and (3) job-driven training and subsequent placement service program for eligible veterans and eligible persons;

DVOP specialists provide intensive services and facilitate placements to meet the employment needs of eligible veterans and eligible persons, prioritizing service to special disabled veterans, other disabled veterans, and other categories of veterans in accordance with priorities determined by the Secretary of Labor.

Intensive services provided by DVOP specialists include:

- Comprehensive and specialized assessments of skill levels and service needs;
- Development of an individual employment plan;
- Career guidance and planning; and
- Short-term prevocational services.

DVOP specialists will provide services only to eligible veterans and eligible persons meeting the definition of an individual with an SBE as defined in VPL 03-14 or the most current VPL on the subject; veterans between the ages of 18 and 24, with or without a significant barrier to employment, as set forth in VPL 04-14; and to any other populations of veterans identified by the Secretary of Labor.

The DVOP specialists are fully integrated into the American Job Center system in New Hampshire. All partners in the AJC are fully aware of the veterans program and the need to identify eligible veterans and eligible persons with an SBE for referral to the DVOP specialist for the provision of intensive services. Should a veteran require a referral to other services in the AJC, the partner agency is advised of the applicant’s veteran status in order to ensure priority of service.

Veterans meeting eligibility criteria for specific training programs receive priority placement into the program. Services to veterans include: assessment, job search assistance and employment related workshops, job referrals, counseling, testing, job development, supportive services and training. Policies and procedures are in place to support service to veterans and/or eligible family members consistent with WIOA regulations. In that regard, a staff member is assigned as a veteran liaison both to ensure that all AJC staff have the information they need to serve the
veteran population and to ensure that all agencies that work with veterans statewide have comprehensive information on the services available through the WIOA program to disperse to veteran they serve. All services provided for eligible veterans and eligible persons, to include job and job training individualized career services, are measured through the results obtained and reported via the quarterly 200 Report, for Wagner-Peyser and DVOP staff, and the WIOA quarterly ETA 9090.

2. EMPLOYMENT PLACEMENT SERVICES, AND
In the local One-Stop Career Centers veterans receive priority of service from all partner staff. Priority is given to veterans for all new job listings posted on the NHWorks Job Match System by placing new job orders on a twenty-four hour veteran hold during which time the job order is only viewable by staff for the referral of veterans, and on-line the job order can only be viewed by registrants that are identified as veterans. The DVOP specialists and the LVER staff work in daily collaboration with one-stop delivery system partner staff to promote employment, training, placement and other opportunities for veterans. Intra-staff collaboration is also enforced via program updates shared among partners during regularly scheduled staff meetings.

One of the LVER’s principal duties is to conduct outreach to employers, employer associations, and business groups to promote the advantages of hiring veterans, to assist veterans in gaining employment, and to develop relationships, jobs, training, or job training opportunities for veterans and eligible persons. To accomplish this, LVERs will participate in appropriate activities such as:

- Planning and participating in job and career fairs;
- Conducting employer outreach;
- Conducting seminars for employers;
- In conjunction with employers, conducting job search workshops and establishing job search groups;
- Coordinating with unions, apprenticeship programs and businesses or business organizations to promote and secure employment and training programs for veterans;
- Promoting credentialing and licensing opportunities for veterans; and
- Coordinating and participating with other business outreach efforts.

The LVER’s second primary function is to facilitate employment, training and placement services provided to veterans within the NHWORKS system via capacity building to ensure easier access to the appropriate employment and training services for eligible job-seeking veterans and eligible persons.

NHWORKS monitors priority of service through review of the States Performance Outcome Data, quarterly Manager’s Report on Service to Veterans and observation.

In addition, the WIOA adult program tracks veteran enrollments quarterly, monitoring access and outcomes to ensure veterans receive priority services. Local sub-recipient policy and process manuals outline the veteran priority process to be followed. **Currently veterans represent just over 11% of total enrollments in the adult and dislocated worker WIOA funded program; up from just over 7% in 2012.** Veterans and eligible spouses (covered persons) are given priority of service
for the receipt of employment, training, and placement services provided under all WIOA funded
programs. A veteran or eligible spouse either receives access to a service earlier than others, or if
resources are limited, the veteran or eligible spouse receives access to the service instead of
others. Veterans must first meet program eligibility requirements, as outlined in 38 U.S.C. 4215,
in order to obtain priority of service. It is important to note that the definition of veteran in the
Jobs for Veterans Act (JVA), the Priority of Service Regulations and TEGL 10-09 and 3-14 differs
from the definition of veteran that applies to reporting of Wagner-Peyser services and to
eligibility to receive services from a Disabled Veterans’ Outreach Program (DVOP) specialist Once
an eligible veteran or eligible person is identified as having an Significant Barrier to Employment
(SBE), as defined in VPL 03-14, including change 1 and change 2 or current guidance; or are a
member of a population designated by the Assistant Secretary, as outlined in VPL 04-14 or
current guidance, they will be referred to the DVOP specialist. The DVOP specialist will place the
veteran or eligible person into case management and facilitate intensive services to help
overcome the SBE’s and assist the veteran to become job ready.

The LVER, as an integral member of the NHES Business Services Team, will work with the staff to
coordinate outreach activities to solicit job orders and promote the hiring of veterans. The LVER
staff is responsible for maintaining contact with Federal Contractors and is also involved in the
planning and participation in job fairs.

All employment placement services provided for eligible veterans and eligible persons are
measured through the results obtained and reported via the quarterly 200 Report, for Wagner-
Peyser and DVOP staff, and the WIOA quarterly ETA 9090.

3. JOB-DRIVEN TRAINING AND SUBSEQUENT PLACEMENT SERVICE PROGRAM FOR ELIGIBLE
VETERANS AND ELIGIBLE PERSONS;

The education community is a partner in each of the American Job Centers. The NHWORKS
collaborative effort includes the NH Department of Education (Adult Education, Vocational
Rehabilitation, and Vocational Education) and the NH Community College System. With the
education community actively participating in the American Job Centers, veterans are provided
easy access to job-driven training opportunities, and newly developed training programs. In
addition, our education partners work with all partner agencies in the AJC in the planning and
development of increased training opportunities to meet the needs of both the job seekers and
the employer community. The DVOP specialists, LVERs and Wagner-Peyser staff has access to
current demographic, labor market and educational information for New Hampshire and their
local area on their desktop computers at our Nhetworks website, as do all veterans accessing the
website. Access is also available to NSCITE (NH Works Source for Consumer Information on
Training and Education), a website containing information on training and education offered to
New Hampshire residents. The system indicates which educational programs are WIOA Eligible.
One of the LVER’s principal duties is to conduct outreach to employers, employer associations,
and business groups to promote the advantages of hiring veterans, to assist veterans in gaining
employment, and to develop relationships, jobs, training, or job training opportunities for
veterans and eligible persons. To accomplish this, LVERs participate in appropriate activities such as: Planning and participating in job and career fairs; Conducting employer outreach; Conducting seminars for employers; In conjunction with employers, conducting job search workshops and establishing job search groups; Coordinating with unions, apprenticeship programs and businesses or business organizations to promote and secure employment and training programs for veterans; Promoting credentialing and licensing opportunities for veterans; and Coordinating and participating with other business outreach efforts. The LVER’s second primary function is to facilitate employment, training and placement services provided to veterans within the NHWORKS system via capacity building to ensure easier access to the appropriate employment and training services for eligible job-seeking veterans and eligible persons. The LVER, as an integral member of the NHES Business Services Team, will work with the staff to coordinate outreach activities to solicit job orders and promote the hiring of veterans. The LVER staff is responsible for maintaining contact with Federal Contractors and is also involved in the planning and participation in job fairs. All services provided for eligible veterans and eligible persons, to include training and subsequent placement services are measured through the results obtained and reported via the quarterly 200 Report, for Wagner-Peyser and DVOP staff, and the WIOA quarterly ETA 9090.

(h) The hire date along with mandatory training completion dates for all DVOP specialists and LVER staff; and,

(i) Such additional information as the Secretary may require.

The following table represents the hire and training dates for all DVOP specialists and LVER staff.

### SECTION B - STAFFING INFORMATION

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<tr>
<th>(a) Office Name</th>
<th>(b) Staff Name</th>
<th>(c) Date Appointed to Current Position</th>
<th>(d) DVOP</th>
<th>(e) LVER</th>
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## SECTION B - STAFFING INFORMATION

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</table>

### UNEMPLOYMENT INSURANCE

(b) Requirements for States electing to include UI in the Combined State Plan: States that elect to include UI in the Combined State Plan must:

1. Submit an SQSP in the following manner depending on their timing in the SQSP cycle:
   
   (A) If a State is in the first year of their 2-year cycle, a complete SQSP package must be submitted. A complete SQSP package will include the Transmittal Letter, Budget Worksheets/Forms, State Plan Narrative, CAPs, the UI IAP, Organizational Chart, and the SQSP Signature Page. One of the key goals for the UI program is to ensure that
claimants are able to successfully return to work. As such, the SQSP State Plan Narrative must provide a discussion of the plan coordination with other WIOA Combined Plan programs to ensure a coordinated effort and integrated service delivery.

(B) If a State is in the second year of the 2-year cycle, the State is required to submit the most recently approved complete SQSP package with a modification that must include the Transmittal Letter, Budget Worksheets/Forms, Organizational Chart, and the SQSP Signature page. The modification may also include CAPs for new identified performance deficiencies, and any required modifications to existing CAPs.

(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.

New Hampshire is in the second year of the 2-year cycle and has submitted the off-year SQSP components. This most recently approved submission may be found in Appendix N.

SENIOR COMMUNITY SERVICE EMPLOYMENT PROGRAM (SCSEP)

(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 New Hampshire Bureau of Labor Statistics reports over the ten-year period of 2012 to 2022, total employment in New Hampshire is expected to grow by 10.3 percent, an average of just under one percent per year. Estimated employment is expected to increase from 668,268 to 736,999, a gain of 68,731 jobs. In comparison, projected growth for the U.S. for the same period is 10.8 percent, growing from 145.4 million jobs in 2012 to 161.0 million jobs in 2022. Additional projections about New Hampshire include:

- Gains are expected in every sector with the exception of Manufacturing (891 fewer jobs) and Utilities (148 fewer jobs)
- Three sectors — Administrative support and waste management services, Health care and social assistance, and Professional, scientific, and technical services — will account for half of all projected new jobs in 2022
- Health care and social assistance, the state’s largest employing sector in 2012, is expected to add the most jobs by 2022, accounting for nearly 30 percent of all new jobs in the decade
- Employment in Construction is expected to grow by 17.7 percent over ten years, with more than 3,900 new jobs
Retail trade employment is expected to grow by 6.1 percent, adding 5,700 jobs over ten years.

The 2016 Census data reports New Hampshire’s population at 1,327,503 with 30.8% of residents age 55 or older. This represents a 3.8% increase over the same Census data in 2010 and a 9.9% increase since Census data in 2000.

<table>
<thead>
<tr>
<th>Year</th>
<th>2000</th>
<th>2010</th>
<th>2016</th>
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<tbody>
<tr>
<td>Percent of population age 55+</td>
<td>20.9%</td>
<td>27.0%</td>
<td>30.8%</td>
</tr>
</tbody>
</table>

(2) Discuss how the long-term job projections discussed in the economic analysis section of the strategic plan relate to the types of unsubsidized jobs for which SCSEP participants will be trained and the types of skill training to be provided. (20 CFR 641.302(d))

As evident from NH’s Bureau of Labor Statistics data, NH SCSEP will continue to provide training and placement based on customer’s choice and in demand occupations. Training and placement will primarily be in service industries, healthcare and social assistance where the most growth and job openings are projected. In comparing existing training fields, we anticipate similar training occupations: office support, retail, warehouse, childcare, health care activity aides, and custodial/maintenance. Current placement occupations are: office support, sales, para-educator, home health care aids, auto body repair technician, cooks, customer service, and several placements in stage or TV production.

(3) Discuss current and projected employment opportunities in the State (such as by providing information available under §15 of the Wagner-Peyser Act (29 U.S.C. 491-2) by occupation), and the types of skills possessed by eligible individuals. (20 CFR 641.325(c))

NH’s Economic and Labor Market Information Bureau (NH Employment and Labor Statistics Career Resources) has developed a number of career resources to assist staff and participants with both current and projected employment opportunities in New Hampshire. Resources available include:

- Apprenticeships
- Career Exploration Web Sites
- Career Planning Guide
- Career Clusters
- Career Exploration by Holland Interest Profile
- Employment Projections, Job Outlook and Locator
- Green Jobs
- Job Notes
- Licensed, Certified, and Registered Occupations
- Occupational Employment & Wages (OES)
• Science, Technology, Engineering, and Mathematics (STEM)
• Top Career Prospects

In addition, through contract with the Office of Workforce Opportunity, an annual demand occupation list has been developed to use as the basis for training that is provided. For an occupation to be on NH’s demand list the wage must be $11 per hour average and have 35 or more openings projected per year.

Eligible individuals for our program are provided a comprehensive assessment that includes an evaluation of their interests, abilities, skill levels, and barriers requiring resolution. An Individual Employment Plan with goals and timeline is developed and subsequently implemented. Training and unsubsidized placement is aimed at in demand occupations.

(b) Service Delivery and Coordination

(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:

As required in Section 503(a)(2) of the 2006 OAA Amendments, the State Plan must describe the state’s process for ensuring the involvement and seeking the advice and recommendations of representatives from:

• State Units on Aging and Area Agencies on Aging
• State and Local Boards under the Workforce Innovation Opportunity Act (WIOA)
• Public and private nonprofit agencies and organizations providing employment services, including each grantee operating a SCSEP project within the state
• Social service organizations providing services to older individuals
• Affected communities (i.e., grantee service areas)
• Unemployed older individuals
• Community-based organizations serving older individuals
• Business organizations
• Labor organizations

In September of 2015 a focus group, facilitated by CAPBMCI, was held in Concord, NH for the purpose of engaging appropriate organizations and/or individuals in the development of the State SCSEP Coordination Plan. Representatives from twenty-one (21) older worker service organizations were invited to participate in the process. Meeting discussion topics included the following:

• A brief overview of SCSEP services and program operators
• Review and purpose for the State Plan
• Current Labor Market Conditions with areas for growth, economic projections and impact
• SCSEP Performance

224
• Equitable Distribution

In addition, meeting participants were asked to “brainstorm” ideas for employment opportunities for seniors and the skill sets needed to be successful in these jobs. Specific outcomes from the meeting included:

• Planned actions to coordinate activities of SCSEP grantees with WIOA Title I programs including plans for effectively utilizing the NH Works one-stop system;
• Planned activities to coordinate activities for SCSEP grantees with activities being carried out in the state under the other titles of the Older American’s Act;
• Planned actions to coordinate SCSEP with other private and public entities and programs that provide services to Older Americans; and
• Planned actions to coordinate SCSEP with other labor market and job training initiatives.

Letters of support from some of the focus group attendees may be found in Appendix O.

(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))

Strong coordination among organizations and agencies that focus on service to mature workers is a strength of the New Hampshire system, and one that is directly tied to the benefit of the Community Action Agency as a sub-grantee for SCSEP. Community Action agencies operate a number of programs targeted to the mature population and program manages work hand-in-hand with the SCSEP staff to ensure eligible participants are aware of and have direct access to the services and programs they need to support their personal and employment related needs. Additionally, the CAPBMCI and National SCSEP Program -Operation Able of Greater Boston staff have developed a close working relationship that fosters a cooperative approach to developing host agency and employment opportunities for SCSEP participants throughout the State.

Program staff maintains weekly office hours at the NH Works offices within Belknap, Merrimack, and Rockingham counties. The consistent presence in the centers has built strong relationships with the partners including NH Employment Security, and NH Department of Education – Bureau of Vocational Rehabilitation. These partner relationships promote dual enrollments, ongoing referrals, training and employment opportunities, shared services including assessments, workshops, presentations and connections to needed services. The SCSEP Program Manager attends the quarterly NH Works Partner meetings.

Program staff maintains excellent working relationships with the Job Placement Specialists through the Workforce Innovation Opportunity Act, Employer Services Representative through NH Employment Security as well as the Business Resource Specialists through the NH DRED Division of Economic Development. SCSEP staff encouraged these partners to make employers aware that SCSEP has a well-trained pool of candidates for employment. These connections allow the program staff to remain aware of job openings, employer needs and industry trends. Several joint employer visits have resulted in positive SCSEP placements.
CAPBMCI operates three programs focused on employment: WIOA, SCSEP, and Workplace Success Work Skills & Work Experience (TANF participants). The Workforce Team members have established excellent working relationships, providing support to one another and sharing ideas around how to better serve their participants in each of their programs. Team members also share job leads, training opportunities, community opportunities and work experience placements.

Strong coordination among organizations and agencies that focus on providing services to senior workers is a solid strength of CAPBMCI. The agency operates a number of programs including the Commodity Supplemental Food Program, Electric Assistance Program, Fuel Assistance, Weatherization, Elderly Housing, Transportation, Service-Link, Meals on Wheels, the Senior Companion Program and operates Senior Centers targeted to the senior population. Agency staff, especially those in the Elder Services Department, work hand-in-hand with the SCSEP program staff to ensure eligible participants is aware of and has direct access to the services and programs they need to support their personal, housing and employment related needs.

The Service Link Resource Centers have provided extensive assistance to SCSEP participants. SCSEP program staff is included in all in-house training sessions Merrimack County Service Link provides for its own staff. Program staff has attended workshops on Social Security Benefits, Accessing Health and Medical Services, Legal Services, Medicare and Health Insurance Coverage. Information gained through the inclusion in these workshops have made the staff more knowledgeable on resources available to the participants.

Riverbend Community Mental Health Center has provided guidance and training sessions on how to work with individuals with mental illness. Ascentria Care Alliance works closely with us to assist with enrolling and transitioning refugees into the workforce. Program staff has developed a long-standing relationship with Vocational Rehabilitation staff, which has increased two-way referrals and allowed for dual enrollments. Participants have been successfully placed into gainful unsubsidized employment. Lakes Region Community College and NH Technical Institute have allowed a few of our participants to audit classes when space is available to gain the knowledge and experience.

As a member of the Community Resource Network of Senior Service Providers in Rockingham County, CAPBMCI staff has increased their knowledge of services available to seniors throughout the county. Additionally, staff have developed new community service host agencies and increased referrals to the program. The SCSEP Program Manager attends the Area Committees
on Aging meetings, gaining additional insight on community resources specifically geared towards mature workers. Increased networking opportunities have resulted in the recruitment of several host agencies. One-stop partner and community agencies are recruited annually to assist with workshops and presentations during National Employ Older Worker Week each September.

The Office of Workforce Opportunity along with State and National grantees work with our local AARP office, providing resources to assist both clients and staff. The AARP Foundation Work Search Information Network provides advices, practical examples and support for SCSEP participants to manage a successful job searches.

WorkReadyNH, a work-readiness certification program funded through the State Job Training Fund, provides both academic and soft skill certification. The program is offered at the community college campuses. The WorkReady program is free to attend.

| Planned actions to coordinate SCSEP with other labor market and job training initiatives. (20 CFR 641.302(j)) |

There is a strong working relationship with the Department of Business and Economic Affairs - Division of Economic Development staff in in our counties. They often provide job leads and we encourage them to inform employers of the SCSEP. This relationship has enabled us to build relationships with local employers that otherwise may not have been established. We have made joint visits to several companies, which have resulted in positive placements and host agency recruitments.

NH Works is another great resource for our participants to source employment opportunities and receive assistance via the resource centers. SCSEP participants are given an overview of the NH Works services available and a tour of the center closest to where they live. They are introduced to appropriate NH Works staff to ensure they have a level of comfort to go into the office on a regular basis and conduct their job search. The Employer Service Representatives at NH Employment Security have provided job leads to SCSEP participants. SCSEP staff attends employer-related functions in our counties to gain additional knowledge about the needs, concerns, industry changes and employment opportunities. Several of the employer groups we are involved in include the following:

- Belknap County Economic Development
- Laconia Chamber of Commerce
- Belknap County Local Service Delivery Area Homeless Continuum of Care
- Better Together
- Concord Chamber of Commerce
- Concord Workforce Alliance (minority focused)
- Rockingham Community Resource Network
- Senior Providers Network
The Return to Work program provides a structured, supervised training on site with an employer for up to 6 weeks and a maximum of 24 hours per week. The program offers a trainee a foot in the door and the opportunity to learn new skills. If the Return to Work placement is successful for the participant, the employer can decide to hire the trainee at any point in time during this program. This opportunity is beneficial for the employer and the potential employee.

Veterans Retraining Assistance Program (VRAP) offers up to 12 months of training assistance to unemployed Veterans who:

- Are between the ages of 35 – 60
- Received an other than dishonorable discharge
- Are not eligible for any other VA educational benefit
- Are not in receipt of VA compensation due to employability
- Are not enrolled in a federal or state job training program

(E) Actions to ensure that SCSEP is an active partner in the one-stop delivery system and the steps the State will take to encourage and improve coordination with the one-stop delivery system. (20 CFR 641.335)

New Hampshire’s One-Stop system, known as NH Works, is managed by the NH Works One-Stop Operator Consortium (NH Works Consortium). This committee serves as the One-Stop Operator as defined by Workforce Innovation Opportunity Act (WIOA). The purpose of the committee is to establish the vision and goals for the one-stop delivery system, and to oversee the implementation of these goals on the local one-stop center level. The Consortium is also charged with designing and implementing continuous improvement tools and processes for the one-stop delivery system. The committee is chaired by the Board Chairman of the Workforce Innovation Board (State WIB). Membership is comprised from the following entities: Employment Security, Department of Education, Community College System of NH, Department of Business and Economic Affairs, Department of Health and Human Services, Department of Labor, and the Community Action Program. The collaborative management structure of the NH Works system promotes ongoing communication among partner agencies, which leads to a high level of interagency referrals and/or the integration of services.

**NH Works Consortium Partner Programs**

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<tr>
<th>Operating Agency</th>
<th>Programs</th>
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<td>NH Department of Education</td>
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<td>• Perkins Funding</td>
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<td>• Vocational Rehabilitation</td>
</tr>
<tr>
<td></td>
<td>• Adult Basic Education</td>
</tr>
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</table>
### Operating Agency

| Programs |
|---------------------|-----------------------------|
| NH Department of Business and Economic Affairs | - Grant recipient for SCSEP; Administrative entity for State SCSEP program – contract with CAPBMCI  
- Administrative entity for WIOA Adult, Dislocated Worker & Youth funds in NH  
- Workforce board staff charged with leading the State’s strategic planning for workforce issues and system policy making guidance  
- Contracts with Community Action Association to serve as primary contractor for WIOA Adult and Dislocated Worker funds, including Dislocated Worker Grants  
- Rapid Response Retention Services (contract for services through the Office of Workforce Opportunity)  
- Business Resource Center for Economic Development  
- Job Training Program (Incumbent worker training funds management) |
| NH Employment Security | Wagner-Peyser:  
- Migrant and seasonal farm workers Unemployment Insurance  
- Performance Accountability and Customer Information Agency (PACIA) Unit (contract for services through the Office of Workforce Opportunity)  
Foreign Labor Certification  
- WOTC/WTW Tax Credits  
- Labor Market Information Services Trade Assistance Program Veterans’ Program |
| NH Department of Health and Human Services | TANF/Food Stamps/Medicare/Medicaid  
- Children, Youth and Family Services  
- Service Link/Agency on Aging  
- Juvenile Justice |
| Community College System of NH | Post-secondary education  
- Eligible training provider for WIOA  
- Carl Perkins funds |
| Department of Labor | Apprenticeship programs  
- Labor laws/enforcement |
| Community Action Programs | State SCSEP Service Delivery (CAPBMCI contractor)  
- WIOA Adult, Dislocated Worker, and National Emergency Grant Service Delivery (contractor) Senior Companion/Elderly Housing/Elderly Transportation  
- Head Start/Weatherization and other community project programs DHHS TANF Work Program (contractor) |

Specific SCSEP overall goals and strategies relating to coordination of activities with the state’s one-stop system activities include the following:
• The Office of Workforce Opportunity is the administrative entity for the State SCSEP project, and as such ensures that all SCSEP activities are directly connected to the workforce system as a whole. With OWO being a part of the NH Department of Business and Economic Affairs, a stronger relationship is developed with the Economic Development Outreach Workers to Businesses.

• SCSEP services providers (CAPBMCI and Operation Able of Greater Boston) work closely with each of the local NH Works Centers. In many cases SCSEP staff use the NH Works office space to recruit SCSEP participants.

• CAPBMCI Workforce Development Programs Director and/or SCSEP Program Manager attends the local NH Works Center team meetings, which convene on a quarterly basis to share program information, referral updates and other topics specific to day-to-day relationship building on the local level.

• The SCSEP staff participates in NH Works conferences, often presenting workshops to NH Works staff on best practices for working with mature workers.

• WorkReadyNH, a work-readiness certification program funded through the State Job Training Fund, provides both academic and soft skill certification. The program is free to attend.

• In the coming years, SCSEP staff will continue to expand and/or strengthen partnerships within the NH Works system to achieve greater success in the following areas:
  o Training – promote more dual enrollments with WIOA and other system partners, such as Vocational Rehabilitation, to ensure SCSEP participants have access to occupational training that may be needed to supplement the training received through community service experience placements.
  o Job Placement Assistance – strengthen the communication and integration of services between SCSEP staff and NH Works employer services representative in an effort to better market older workers to the business community, and enhance access to job placement opportunities.
  o Older Worker Week Promotion – more fully engage the NH Works Centers in the promotion and celebration of “Employ Older Workers Week”. The goal is to have each NH Works office participate in promotional activities by offering workshops on mature worker topics, displaying information including posters and other activities that highlight the important contributions of mature workers.
  o Collaboration with other public and private entities and programs that provide services to older Americans, such as community-based organizations, transportation programs, and programs for those with special needs or disabilities.
  o Establish quarterly meetings with providers who work on a daily basis to resolve issues related to services for mature workers. Meetings will focus on sharing cross-agency information and the development of new strategies for maximizing/braiding existing resources, as well as identifying new resources that may become, or currently are, available.
There is a strong working relationship with the Division of Economic Development staff in the NH Department of Business and Economic Affairs in our counties. They often provide job leads and SCSEP encourages them to inform employers of the program. This relationship has helped build relationships with local employers that otherwise may not have been established. DRED and SCSEP have made joint visits to several companies, which have resulted in positive placements and host agency recruitments.

The overall goal of the SCSEP is to place participants in unsubsidized employment for the purpose of sustained self-sufficiency. We aim to achieve this goal through expanded engagement and partnerships with employers, identifying employment opportunities with established career ladders, placing individuals in high growth industries and occupations as well as other industries and occupations that provide substantial employment opportunities for participants and retention activities once participants enter the workforce.

SCSEP staff will work with its network of employers to identify and cultivate appropriate employment opportunities for participants, taking into account the needs of mature workers. Staff will pair the job-ready participants’ interests, employment goals and skills with the requirements of local employers specific to employment vacancies. Unsubsidized placement will be informed by the nature of local industry growth and availability of positions that meet individual criteria in terms of physical requirements, access to transportation, and social needs. Staff will help clients develop their IEP to prepare them for opportunities in high-growth fields such as healthcare, transportation, warehousing and logistics, hospitality and retail, and various customer-service opportunities. These opportunities will primarily be shaped by the participants’ IEP objectives and their expressed desires concerning their work environments. Staff will secure opportunities for participants to gain critical skills for in-demand industries through training with community service providers and other workforce partners.

SCSEP staff realizes the importance of fostering relationships with local employers. Program staff will offer an expansive menu of workforce services to businesses that will include: placement services, labor market information, assistance with tax credits, Americans with Disabilities Act (ADA) compliance, career counseling, customized training programs and a commitment to work with all NH Works partners to link them to qualified job candidates. Staff will work with employers, chambers of commerce, municipal leaders, industry professionals, training providers, and labor unions to discuss opportunities and outline career paths to assist in preparing participants to help meet the workforce demands of businesses in each region.

SCSEP Staff will link the pipeline of trained participants seeking unsubsidized employment opportunities to NH Works initiatives currently underway such as the following:

(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.)
• NH Works Employment Service Representatives (ESR) – each of the twelve (12) NH Works offices located throughout the state employs an ESR (some may have several one-stop center responsibilities). The ESR is the business liaison for the local NH Works office and often is the first point of contact with local employers.

• Job Fairs – NH Employment security coordinates and posts all Job Fair events on their website. Job Fair flyers are posted throughout the NH Works offices and shared with the local office staff. SCSEP staff will remain informed via the website and the local offices, letting the SCSEP participants know about Job Fair and recruitment events so they can attend. SCSEP staff will also use these opportunities to recruit host agencies and promote awareness of the program.

• The Office of Workforce Opportunity is the principal convener of partners for the development of career ladders/lattices, sector/cluster development and regional innovation initiatives within NH. The OWO will ensure that SCSEP participants are identified in planning documents as a resource for qualified workers and that SCSEP staff are kept informed of progress and/or opportunities resulting from these initiatives.

In addition to the training provided as part of a community service employment assignment, SCSEP providers will offer lectures, seminars, classroom instruction, individual instruction, work experience or other training opportunities as appropriate to the staffing and funding available to each service provider. The state grantee will actively monitor planned versus actual goals to ensure the State is meeting their negotiated goals. The state grantee will provide technical assistance if the sub-grantee fails to meet their goals.

Our programs utilize a number of web resources to assist our customers in employment preparation and job search including:

- Jobsinnh.com
- nhnonprofits.org
- comcast.com
- ourcareersite.com
- jobcentral.com
- monster.com
- greatsecurityjobs.com
- concordlitho.com
- edjobsnh.com
- localjobnetwork.com
- nhjobs.com
- kraftfoods.com
- craigslist.com
- fairpoint.com
- indeed.com

(3) The State’s long-term strategy for serving minority older individuals under SCSEP. (20 CFR 641.302 (c))

New Hampshire’s population is predominately white. The state is gradually becoming more diverse; however the number of minorities enrolled in the SCSEP remains low.

<table>
<thead>
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<th>Race</th>
<th>NH</th>
<th>USA</th>
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<tbody>
<tr>
<td>White</td>
<td>93.7%</td>
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</tr>
<tr>
<td>Black</td>
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<td>12.6%</td>
</tr>
</tbody>
</table>

The 2016 Census Bureau data estimates the following statistics on race for the state of NH and the nation.
The 2016 Census Bureau data estimates the following statistics on race for the state of NH and the nation.

<table>
<thead>
<tr>
<th>Race</th>
<th>NH</th>
<th>USA</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian/Alaska Native</td>
<td>0.2%</td>
<td>0.8%</td>
</tr>
<tr>
<td>Asian</td>
<td>2.4%</td>
<td>5.2%</td>
</tr>
<tr>
<td>Native Hawaiian/Pacific Islander</td>
<td>0.0%</td>
<td>0.2%</td>
</tr>
<tr>
<td>Persons reporting two or more races</td>
<td>1.9%</td>
<td>3.1%</td>
</tr>
<tr>
<td>Hispanic/Latin Origin</td>
<td>3.3%</td>
<td>17.3%</td>
</tr>
<tr>
<td>White persons not Hispanic</td>
<td>91.2%</td>
<td>62.0%</td>
</tr>
</tbody>
</table>

Although the number of enrollment of minority seniors is relatively small in the program, we have been successful in recruiting and enrolling minorities in the program. SCSEP Staff have developed excellent working relationships in Belknap and Merrimack Counties with Ascentria Care Alliance (formerly Lutheran Social Services) and serves on two minority focused committees: Concord Workforce Alliance and the Lakes Region Refugee Connections Committee. These connections have directly contributed to the increase in minority participation.

(4) 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: Red Cross, public libraries, county government, public nursing homes, group homes, hospitals, food pantries, and Head Start.

Most Needed Service Areas:

Coos County has been hit the hardest with the recent economic struggles (Grafton and Carroll counties have similar struggles)

- Jobs are limited and there is competition for available positions
- Local Community Colleges do what they can, but skills training is limited in the area
- Residents are moving from the area to find work and/or wage growth
- The older population is growing
- Initiatives in the area are in their infancy and have yet to show results
- No present initiative helps the older-worker population
- Transportation remains an issue and residents are isolated in this area

Most Needed Services:
The statewide Community Action Agencies: Community Action Program, Belknap-Merrimack Counties Inc., Rockingham Community Action, Tri-County Community Action, Southern NH Services, Southwest Community Action and Strafford County, provide many essential services to the SCSEP population. Programs including the Commodity Supplemental Food Program, Electric Assistance Program, Fuel Assistance, Weatherization, Elderly Housing, Transportation, Service-Link Meals on Wheels, Senior Companion Program and Senior Centers are specifically targeted to the senior population. Agency staff, especially those in the Elder Services Department, works hand-in-hand with SCSEP to ensure eligible participants are aware of the services and programs they need to support their personal and employment-related needs.

The Service-Link Resource Centers have provided extensive assistance to our participants including Social Security Benefits, Accessing Health and Medical Services, Legal Services, Medicare and Health Insurance coverage. Management at the Merrimack County office has allowed SCSEP staff to participate in their in-house training sessions/workshops as appropriate. Information gained through the inclusion in these workshops has been invaluable as the staff is more knowledgeable on resources available to the participants.

Riverbend Community Mental Health Center has provided guidance and training sessions on how to work with individuals with mental illness. Ascentria Care Alliance provides assistance when needed to enroll refugees into the SCSEP and transition into the workforce. Stronger relationships with Vocational Rehabilitation has increased two-way referrals and allowed for dual enrollments. Together, we have successfully combined resources which enable several participants who were dually enrolled to transition into gainful employment.

Lakes Region Community College has allowed a few of our participants to audit classes when space is available to gain the knowledge and experience. As a member of the Community Resource Network of Senior Service Providers in Rockingham County, we have increased our
knowledge of services available to seniors throughout the county as well as developing new community service assignments and referral of eligible participants.

(5) 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 grantees and program operators to better achieve the goals of the program. This may include recommendations to the Department as appropriate. (20 CFR 641.302(k))

Improvement of SCSEP services will be realized through the continued commitment to establish and formalize partnerships among the myriad of agencies and organizations that provide services to mature workers in the state. SCSEP providers recognize that socialization and supportive services are important to the success of a SCSEP participant in seeking, obtaining and maintaining employment. SCSEP staff will participate in quarterly meetings with key personnel from the agencies and organizations who provide such supports. The focus of these meetings will be to share best practices statewide, integrate resources to the extent possible and reduce duplication of efforts where they exist.

Developing stronger relationships with private employers is a challenge with the additional barrier of age discrimination and/or stereotyping by employers. Fortunately, through the efforts of the US Department of Labor, Employment & Training Administration, Older Worker Program and other organizations such as AARP, there is a wealth of information available to SCSEP staff and others to help educate employers on the issues specific to an aging workforce, and how to break through artificial barriers to employment. It is envisioned that SCSEP staff will use the data/information currently available and/or gathered from the use of tools such as the Workforce Assessment Tool, to create new strategies for engaging the business community in the placement of older workers in the workforce.

(6) 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 overall goal of the SCSEP is to place participants in unsubsidized employment for the purpose of sustained self-sufficiency. This is achieved through engaging and developing partnerships with employers, identifying employment opportunities with established career ladders, placing individuals in high growth industries and occupations as well as other industries and occupations that provide substantial employment opportunities for participants and retention activities once participants enter the workforce.

At every point of communication with potential or enrolled participants, the goal and how to achieve the goal of unsubsidized employment is discussed. As part of the enrollment process, participants are given an overview of the NH Works system and scheduled for a tour of the center closest to where they reside. During the tour, they are registered in the Job Match System and are introduced to appropriate NH Works staff to ensure they have a level of comfort to visit the office on a regular basis. Participants are encouraged to attend workshops offered in the centers including resume writing, job search and interviewing skills.
Regional training sessions are offered throughout the year at various locations throughout the state which cover the following topics:

- Completing Job Applications
- Resume Writing
- Writing a Cover Letters & Thank You Notes
- Highlighting Your Transferable Skills
- Interviewing Techniques
- Mock Interviews with Human Resource Managers

Program staff regularly monitors websites including to assist in locating appropriate job openings/leads for participants.

Participants are regularly made aware of all employment-related activities scheduled in their communities including job and information fairs, employer networking events, local job clubs, and workshops available at NH Works. SCSEP staff share job search tips as well as spotlighting available “hot jobs” and other job leads in monthly handouts enclosed with their paychecks.

Program staff attends many employer related functions to gain knowledge on the labor market, industry changes, needs, concerns, and job opportunities. The following is a partial list of groups SCSEP staff is involved in:

- Laconia Manufacturers Roundtable
- Belknap County Economic Development
- Laconia Chamber of Commerce
- Merrimack County Health Care Providers
- Concord Chamber of Commerce
- Greater Concord Workforce Coalition
- Concord Workforce Alliance (minority focused)
- Rockingham Community Resource Network
- Portsmouth Chamber of Commerce
- Senior Providers Network

SCSEP staff maintains weekly office hours at the NH Works offices. The consistent presence in the career centers has built strong relationships with the partners including NHES and NH – VR. Presence in the local one-stops promotes dual enrollments, ongoing referrals, training and employment opportunities, shared services including assessments, workshops, presentations and connections to needed services and employment.

SCSEP staff attends weekly NH Works staff meetings to the extent possible and the Workforce Development Programs Director and/or SCSEP Manager attends all quarterly NH Works Partner meetings. SCSEP staff maintains excellent working relationships with the Job Placement Specialists through Workforce Innovation Opportunity Act, Employer Services Specialists through NH Employment Security as well as the Business Resource Specialists through the NH-DRED Office of Business and Industrial Development and encourage them to make employers aware of
the SCSEP. These connections allow the program staff to be aware of job openings, employer needs and industry trends. Several joint employer visits have resulted in positive SCSEP placements.

**Solicitation and Collection of Public Comments:** In addition to the opportunity for comment provided through the focus group process, a copy of the draft plan was distributed to all the required organizations via email, and the draft plan is posted on the NH Works website ([nhworks.org](http://nhworks.org)) to allow for universal access and an opportunity for comment from the general public. The Office of Workforce Opportunity welcomes all comments and suggestions on the SCESP State Coordination Plan and will continue to collect and review any and all comments for no less than a one-month period of time. All comments received will be shared with CAPBMCI and Operation Able of Greater Boston to ensure recommendations/comments are reviewed and considered in the ongoing development of continuous improvement plans for SCSEP programs in New Hampshire.

**(c) Location and Population Served, including Equitable Distribution**

(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 very limited state funding to support non-profit agencies and similar organizations. Community service needs are fairly consistent throughout the state; therefore SCSEP funding and equitable distribution plans typically drive the process for determining where to focus limited resources. The Community Action Programs are well positioned to help identify the areas and populations for which community service projects like SCSEP are most needed. CAPBMCI will work with United Way, Area 2-1-1 coordinators, and other local organizations and agencies, to conduct an informal community needs assessment on an annual basis. The results of this assessment will be compared to current host agency positions to ensure that community service assignments represent a balance of services in areas identified as having the greatest need and for populations most-in-need.

(2) List the cities and counties where the project will be conducted. Include the number of SCSEP authorized positions and indicate where the positions changed from the prior year.

The chart below shows the number of authorized positions by county.

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
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<td>14</td>
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<td>14</td>
<td>13</td>
<td>0</td>
<td>0</td>
<td>-1</td>
</tr>
<tr>
<td>Carroll</td>
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<td>0</td>
<td>0</td>
<td>13</td>
<td>12</td>
<td>-1</td>
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<td>0</td>
<td>0</td>
<td>16</td>
<td>15</td>
<td>-1</td>
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</tbody>
</table>
### Table

<table>
<thead>
<tr>
<th></th>
<th></th>
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<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Coos</td>
<td>11</td>
<td>10</td>
<td>0</td>
<td>0</td>
<td>11</td>
<td>10</td>
<td>-1</td>
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<td>Grafton</td>
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<td>16</td>
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<td>-1</td>
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<tr>
<td>Hillsborough</td>
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<td>0</td>
<td>0</td>
<td>53</td>
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<td>-6</td>
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<tr>
<td>Merrimack</td>
<td>26</td>
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<td>26</td>
<td>24</td>
<td>0</td>
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<td>-2</td>
</tr>
<tr>
<td>Rockingham</td>
<td>36</td>
<td>33</td>
<td>7</td>
<td>6</td>
<td>29</td>
<td>27</td>
<td>-3</td>
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<tr>
<td>Strafford</td>
<td>18</td>
<td>16</td>
<td>0</td>
<td>0</td>
<td>18</td>
<td>16</td>
<td>-2</td>
</tr>
<tr>
<td>Sullivan</td>
<td>12</td>
<td>11</td>
<td>0</td>
<td>0</td>
<td>12</td>
<td>11</td>
<td>-1</td>
</tr>
<tr>
<td>Totals</td>
<td>215</td>
<td>196</td>
<td>47</td>
<td>43</td>
<td>168</td>
<td>153</td>
<td>-19</td>
</tr>
</tbody>
</table>

(3) Describe current slot imbalances and proposed steps to correct inequities to achieve equitable distribution.

The current Equitable Distribution Report identifies areas in need of realignment. Although the State grantee continues to be fully enrolled, a realignment of enrollments is in order to achieve an equitable distribution of services. Currently the State grantee is over enrolled in Belknap County by 10 slots and under enrolled in Merrimack County by 10 slots. Increased outreach and recruitment activities have been implemented to address the issue.

The State will work with CAPBMCI and Operation Able of Greater Boston ensure the following strategies are being followed:

- Each program will manage enrollments to achieve the agreed upon ED plan over time.
- Each provider will enroll all new participants in accordance with the agreed upon ED slot plan to the extent practicable.
- CAPBMCI and Operation Able of Greater Boston staff will continue to refer leads/participants to the service provider with primary responsibility for a given county.

(4) The State's long-term strategy for achieving an equitable distribution of SCSEP positions within the State that:

(A) Moves positions from over-served to underserved locations within the State in compliance with 20 CFR 641.365.

(B) Equitably serves rural and urban areas.
To ensure equitable access to SCSEP services throughout the state, Section 508 of the 2006 Older Americans Act (OAA) Amendments requires the development of an Equitable Distribution (ED) report, to be updated on an annual basis. The “equitable share” of “slots” (i.e., enrollments) for each county within a state is determined by USDOL based on Census Bureau information and the ratio of eligible individuals in each service area to the total eligible population in the state. The number of slots/enrollments allocated to each provider is determined by USDOL based on a formula that looks at the total money available on the national level, the percent of funds allocated to States and National programs as defined in OAA regulations, and the program cost per participant (based on state and federal minimum wages).

Once an equitable share of slots is determined for each county, the State must then work with each of the SCSEP service providers within the state to determine how many slots each provider will have within a given county consistent with the total number of slots available to each provider overall. The chart in section (c)(2) shows how many slots each provider plans to serve in each county in order to achieve equitable distribution of services throughout the state. Over time the shifting of slots from program to program and/or changes in the equitable distribution factors result in over and/or under enrollments in counties that need to be adjusted as participants exit the program.

The chart in section (c)(2) (Current Equitable Distribution) provides the information needed to assess the location of the eligible population and the current distribution of people being served. Both national and the state grantees are expected to move positions from over-served to underserved locations. All grantees operating within a state must consult with the Office of Workforce Opportunity (i.e., state agency responsible for preparing the State Plan and the ED Report) before moving slots from one geographic area to another. Final approval must be received from USDOL before moving slots.

As described in section (c)(3), the current Equitable Distribution Report identifies a number of areas in need of realignment in order to achieve an equitable distribution of services. To address these issues the State will work with CAPBMCI and Operation Able of Greater Boston to implement the following strategies:

- To the extent possible, one provider should be operating within a single county to avoid duplication, minimize the risk of over-serving in one area of the state and help to reduce confusion among host agencies and/or participants.
- As the larger program, Operation Able of Greater Boston will offer services in seven of the ten counties, and CAPBMCI will offer services in the remaining two counties and share Rockingham County.
- Each program will manage enrollments to achieve the agreed upon ED plan over time.
- Each provider will enroll all new participants in accordance with the agreed upon ED slot plan.
• CAPBMCI and Operation Able of Greater Boston staff will continue to refer leads/participants to the service provider with primary responsibility for a given county.

A process similar to the one outlined above will be implemented at the beginning of each program year covered under this SCSEP State Coordination Plan to ensure compliance with OAA regulations, and continued progress toward ensuring sufficient access to SCSEP services throughout the state.

(5) The ratio of eligible individuals in each service area to the total eligible population in the State. (20 CFR 641.325(a))

The American Community 2016 Survey reflects below the number of individuals who are 65 and older living in poverty. In comparing the number of these potentially eligible candidates for SCSEP to the Equitable Distribution plan, the state and national grantees will be able to serve approximately 1.9% of potentially eligible candidates. It is recognized that the percent of services varies per county but the sample size is small and there are a number of varying factors.

<table>
<thead>
<tr>
<th>County</th>
<th>Total Population</th>
<th>65 Years and Over</th>
<th>Percent Below Poverty</th>
<th>ED Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Belknap</td>
<td>60,392</td>
<td>19.6%</td>
<td>6.2%</td>
<td>13</td>
</tr>
<tr>
<td>Carroll</td>
<td>47,416</td>
<td>24.2%</td>
<td>5.6%</td>
<td>12</td>
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<tr>
<td>Cheshire</td>
<td>76,320</td>
<td>17.2%</td>
<td>7.8%</td>
<td>15</td>
</tr>
<tr>
<td>Coos</td>
<td>32,219</td>
<td>21.5%</td>
<td>8.0%</td>
<td>10</td>
</tr>
<tr>
<td>Grafton</td>
<td>89,164</td>
<td>18.0%</td>
<td>5.6%</td>
<td>15</td>
</tr>
<tr>
<td>Hillsborough</td>
<td>404,948</td>
<td>13.9%</td>
<td>6.1%</td>
<td>47</td>
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<tr>
<td>Merrimack</td>
<td>147,715</td>
<td>16.1%</td>
<td>17.4%</td>
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<td>Rockingham</td>
<td>300,365</td>
<td>15.2%</td>
<td>4.3%</td>
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<tr>
<td>Strafford</td>
<td>125,913</td>
<td>13.6%</td>
<td>5.8%</td>
<td>16</td>
</tr>
<tr>
<td>Sullivan</td>
<td>43,051</td>
<td>18.7%</td>
<td>4.6%</td>
<td>11</td>
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<tr>
<td>Total</td>
<td>1,327,503</td>
<td>14%</td>
<td>5.5%</td>
<td>196</td>
</tr>
</tbody>
</table>

(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 SPARQ, the case management system for the program. Program year 2016 final QPR data shows that 91% 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.

(B) Have the greatest economic need

Program participants must be at least 55 years of age and have a family income of no more than 25% over the Federal poverty level. Enrollment priority is given to persons over age 60, veterans, and qualified spouses of veterans. Preference is also given to minority, limited English-speaking and Indian-eligible individuals. Finally, preference is also given to eligible individuals who have the greatest economic need.

(C) Are minorities

New Hampshire’s population is predominantly White. The 2016 Census showed that 93.7 percent of the Granite State’s population was White compared to 73.3 percent nationally. Slowly the Granite State’s population is becoming more diverse, but the incidence of minorities in our population is still very small. The data in the chart below suggests that we are enrolling minorities at a rate consistent with the number of minorities in NH. Staff will continue to reach out to eligible minorities that could benefit from the program.

Services to Minorities (SCSEP Data for NH PY2016 and PY2017 Quarter 2): Services to minority population have similar percentages to state data, recognizing that both are a small percentage.
The US Census data reports that 8% of NH residents speak a language other than English at home at age 5+ between 2009 and 2013. The PY2016 final QPR reflects that 0% of its participants were individuals with limited English proficiency. With the ongoing increase of refugees into NH and our programs, we anticipate limited English proficiency enrollment within our program will rise.

SCSEP staff work with clients to develop their Individual Employment Plan (IEP) and to remove barriers to prepare them for employment opportunities in high-growth sectors. These opportunities will primarily be shaped by the participants’ IEP objectives and their expressed desires concerning their work environments. Staff will secure opportunities for participants to gain critical skills for in-demand industries through training with community-service providers and other workforce partners.

When new Census data indicates that there has been a shift in the location of the eligible population or when over-enrollment occurs for any reason, positions must be shifted in a gradual manner in order to achieve equitable distribution goals and unsubsidized employment encouraged to make positions available for eligible individuals in the areas where there has been an increase in the eligible population. However, at no time will a service provider terminate a participant from the program based solely on a need to shift positions for the purpose of achieving equitable distribution. The goal shall be to achieve equitable distribution through targeted recruitment and job placement activities that redirect new enrollments in underserved areas, resulting in minimal disruption to services to current participants.

Furthermore, CAPBMCI and Operation Able of Greater Boston will not transfer positions from one geographic area to another without first notifying the DRED – Office of Workforce Opportunity, who will submit in writing, any proposed changes in distribution that occur after submission of the Equitable Distribution Report to the Federal Project Officer for approval. NH SCSEP grantees will coordinate any proposed changes in position distribution with each other.
and agree on changes through a consensus process prior to submitting the proposed changes to the Office of Workforce Opportunity to forward on to the regional Federal Project Officer for initial review and approval. All participant transfers must receive final approval from the USDOL SCSEP Grant Officer.

(d) SCSEP Operations

(1) Administrative: describe the organizational structure of the project and how subprojects will be managed, including:

(A) identification of the key staff, including the primary responsibilities and the amount of time assigned to the SCSEP grant;

(B) Include an organization chart depicting any subgrantees or local affiliates implementing the grant. Include a table with authorized positions for each subgrantee or affiliate, if applicable;

The Office of Workforce Opportunity employs a Director with .05% of time charged to the SCSEP grant, a Fiscal Administrator with .05% time charged to SCSEP, and a Program Manager with 10 to 20% of time charged to the SCSEP grant.

The sub-grantee, CAPBMCI, will maintain a staffing level adequate to effectively manage the SCSEP consistent with the USDOL / DRED-OWO requirements. Program staff is as follows:

- **Workforce Development Programs Director** – 34% Administration: Responsible for the operation and performance of the SCSEP grant operated by CAPBMCI and acts as the contract liaison with the SCSEP contract administrator, DRED –Office of Workforce Opportunity.
- **Program Manager** – 17% Administration and 73% Program & 10% CAPBMCI Contribution: Responsible for daily program operations, oversight of participant staff and entering data into the SPARQ database. Also performs the duties as Employment Specialist in Belknap, Merrimack and Rockingham counties.

The sub-grantee, CAPBMCI, will maintain a staffing level adequate to effectively manage the SCSEP consistent with the USDOL / DRED-OWO requirements. Program staff is as follows:

- **Workforce Development Programs Director** – 34% Administration: Responsible for the operation and performance of the SCSEP grant operated by CAPBMCI and acts as the contract liaison with the SCSEP contract administrator, DRED – Office of Workforce Opportunity.
- **Program Manager** – 17% Administration and 73% Program & 10% CAPBMCI Contribution: Responsible for daily program operations, oversight of participant staff and entering data into the SPARQ database. Also performs the duties as Employment Specialist in Belknap, Merrimack and Rockingham counties.
The SCSEP grant is unable to support additional CAPBMCI staff to operate the program therefore it is necessary and allowable within the grant for CAPBMCI to operate as a host training site and train participants to assist with program operation. The participant staff positions are as follows:

- **Two Employment Specialists** (100% Program): Responsible for the recruitment, eligibility, recertification, IEP development, host training site development & placement and unsubsidized placement and follow-up of program participants in Belknap, Merrimack and Rockingham Counties.
- **One Administrative Assistant** (100% Program): Responsible for clerical duties within the SCSEP office.

(C) Describe training that will be provided to local staff;

Local SCSEP staff will be included in training and development activities provided to the local NH Works staff, as applicable. The Workforce Development Programs Director is assigned to the Professional Development Team and will play a role in the design and implementation of training for local staff. The Director will determine the training needs of the SCSEP staff and assign trainings as deemed appropriate.

(D) Describe how projects will be monitored for program and financial compliance, including audit plans; and

The SCSEP will be monitored for programmatic and financial compliance on a quarterly basis by the staff at OWO, including the Program Manager and the Fiscal Administrator. OWO will also conduct on-site visits each program year, one for program and EO review and one for a financial review.

(E) Describe how the State will manage its providers and how it will transfer participants if new providers are selected to serve in the State.
The State Grantee manages CAPBMCI as the one provider, or sub-grantee, to provide SCSEP services. CAPBMCI has a four year contract; however, if a new provider were to be selected to serve in the State in the future, we would comply with the requirements to transfer participants with particular focus on ensuring a smooth transition and limiting disruption to the services and participants.

(2) Recruitment: describe how grantee will recruit and select of participants will be achieved. The eligibility of participants is described under 20 CFR 641.500 and 641.525.

SCSEP will recruit participants in partnership with community based agencies and the NH Works partner agencies. Participants will be selected in compliance with priority of service guidelines. Enrollment priority is given to veterans and qualified spouses, then to individuals who are over 65, have a disability, have low literacy skills or limited English proficiency, reside in a rural area, are homeless or at risk of homelessness, have low employment prospects, or have failed to find employment after using services through the American Job Center system.

(3) Income Eligibility: describe how participant income will be recertified each year, including where eligibility records will be maintained.

Participant income will be certified for eligibility during initial enrollment and every year thereafter so long as the participant remains enrolled in the SCSEP. Eligibility records are maintained at the sub-grantee office in secured filing cabinets with access limited to the SCSEP staff.

(4) Orientation: describe the orientation procedures for:

(A) Participants

(B) Host Agencies

An orientation is provided to all participants and host agencies upon entry/participation in the program. The orientation provides an overview for participants of the services that are available, should they be determined as eligible for the program. The orientation for host agencies is an opportunity to explain to employers the benefit of hosting a SCSEP participant for not only the individual, but for the company who gains a part-time worker at no cost to their organization. The company has the added benefit of considering this individual for hire once they’ve had the opportunity to understand their skills, abilities and fit for the job.

(5) Duration Limits: describe any policy for maximum duration of enrollment or maximum time in community service and provide a copy of the current Duration Limit policy.

SCSEP maintains a program participant durational limits policy. This policy allows participants an average duration of 27 months in the program. The individual participants have a lifetime durational limit of 48 months with all SCSEP projects.

(6) Assessments: describe the procedures for assessing job aptitudes, job readiness, and job preferences of participants and their potential to transition into unsubsidized
employment. Also describe how the assessment will be used to develop the participant’s Individual Employment Plan (IEP).

The assessment process gauges participants’ skills, abilities and interests in the context of a work environment. The SCSEP utilizes assessments to measure this, such as: O*NET Interest Profile, Work Importance Locator and the Work Importance Profiler. SCSEP also measures basic skills in math and reading with use of the Brigance Math and the Job Corps Reading assessment tools. The assessment process drives the Employment Plan development because it is core indication of the participants’ work interests and basic skill abilities.

(7) Community Service Assignments: describe how the participant will be assigned to community service including:

(A) the types of community service activity that will be emphasized and how they were chosen; methods used to match participants with community service training;

(B) the extent to which participants will be placed in the administration of the project itself;

(C) the types of host agencies used and the procedures and criteria for selecting the assignments;

(D) the average number of hours in a participant’s training week;

(E) the fringe benefits offered (if any); and

(F) procedures for ensuring adequate supervision.

Once the participant has been determined eligible, been assessed and has identified employment goals through the IEP, host training site opportunities are reviewed. Participants choose and interview with to two three host agencies. The participant with the host agency supervisor will determine their suitability for the training assignment. Host agencies used include any public agency or private non-profit organization exempt from taxation under 501 (c) (3), including faith-based entities. Political parties cannot participate as host agencies. Three participants will be placed in the administration of the project itself based on suitability and willingness to perform the tasks associated with the SCSEP. Participants work twenty hours per week and the project staff participants work twenty-five hours per week.

Participants may receive up to twenty hours of sick leave per program year (July 1 through June 30). The actual amount allocated to each participant is prorated based on their date of hire. Participants are offered a physical examination by their physician on an annual basis funded by the SCSEP. Written waivers are obtained annually from participants who wish to decline. The sub-grantee authorizes ten paid holidays per year based on the Federal Holidays. Participants will not be paid for holidays that fall on a day the participant is not scheduled to work.

A host agency supervisor is assigned to each trainee. The host agency supervisor remains in close contact with the SCSEP staff to ensure that the training is on target to meet training goals. An alternative supervisor is also assigned to ensure supervision coverage at all times with at the
site. The same level of supervision and training is required of a regular employee to be provided to the SCSEP participant.

(8) Training: describe the training that will be provided during community service assignments and any other types of training provided, including linkages with local one-stop centers, and Registered Apprenticeship.

Participants will receive training from their host agency, including administrative, secretarial, Microsoft Office, customer service, maintenance, and other skills that will prepare the individual for placement in high demand occupations. SCSEP participants will be referred to other NH Works partner agencies such as Vocational Rehabilitation and WIOA for additional training resources. SCSEP staff maintains a relationship with the US-DOL Registered Apprenticeship representatives for the State of New Hampshire and will help participants make connections to Registered Apprenticeship employers and opportunities, as appropriate.

(9) Supportive Services: describe the supportive services that will be offered to help participants obtain and retain an unsubsidized job, including transportation assistance (if applicable).

Supportive services are provided to reduce or eliminate barriers participants may encounter which would impact their ability to successfully participate in training activities, obtain unsubsidized employment and ensure job retention. Supportive services are available only when the participant is unable to obtain similar funding assistance through other programs/agencies within the community, and the customer is unable to otherwise address the barrier presented. Services include, but are not limited to, eye exams, prescription lenses or frames, job-related costs such as uniforms, work shoes, safety equipment, tools, car repairs or transportation. Prior approval an authorization by the SCSEP Manager/WFD Director must be obtained to access these services.

(10) Termination: describe procedures for terminating a participant, including IEP terminations. Please provide a copy of the current termination procedures.

Participants may be terminated from the program under circumstances described in the SCSEP Final Rule 20 CFR 641.580(a)-(e). Participants will be provided with a written copy of the termination policy and a verbal explanation at the time of enrollment. Reasons a participant may be terminated from the program include: a participant knowingly providing false information and was incorrectly determined eligible for SCSEP; a participant is determined ineligible at the time of recertification; for cause; the participant becomes employed during enrollment in SCSEP; the participant has reached their individual durational limit; and/or a SCSEP staff member incorrectly determined a participant to be eligible for the program through no fault of the participant. If a participant meets any of the criteria outlined in the termination policy, they will be given written notice explaining the reason(s) for termination, a copy of the grievance and appeal procedure and placed on leave without pay for a period of thirty days prior to exiting from the program.
(11) Complaints & Grievances: describe the procedures for addressing and resolving complaints and grievances related to program termination. Please provide a copy of the current complaint/grievance policies.

All participants are offered the opportunity to discuss work-related concerns, complaints or differences of opinion with their supervisor of SCSEP staff. If a grievance or termination of employment cannot be resolved satisfactorily with the Host Agency and through discussions with the SCSEP staff, participants are entitled to use the Grievance and Appeal Procedure. The procedure is provided to all participants at the time of enrollment.

(12) Maximizing enrollment: describe procedures for fully enrolling all available slots, including over enrolling participants, and how over-enrollments will be balanced with equitable distribution requirements.

SCSEP staff emphasizes recruitment efforts in areas where slots are available. The program typically over-enrolls participants in an effort to ensure that all slots are filled at all times. Equitable distribution requirements are managed by the SCSEP staff paying close attention to the number of slots per county and focus recruitment efforts to maintain a delicate balance.

(13) Performance: include a proposed level for each performance measure for each of the program years covered by the plan. While the plan is under review, the State will negotiate with the Employment and Training Administration to set the appropriate levels for the next year. The State may also negotiate performance levels in a subsequent modification. At a minimum, States must identify the performance indicators required under the SCSEP Final Rule published on September 1, 2010, and, for each indicator, the State must develop an objective and quantifiable performance goal for the next year. The performance measures include:

(A) entered employment,
(B) employment retention,
(C) average earnings,
(D) service level,
(E) service to most-in-need, and
(F) Community service

The performance indicators required by SCSEP include: entered employment, employment retention, average earnings, service level, service to most-in-need, and community service. The State Grantee for the NH SCSEP performance goals for PY2017 is as follows:

- Entered employment: 47.1%
- Employment retention: 77.0%
- Average earnings: $7225
- Service level: 170.9%
- Service to most-in-need: 2.75
- Community service: 80.0%

(14) Administrative Costs: describe any request for an increase in administrative costs consistent with section 502(c)(3) of the Older Americans Act.

The allowable 13.5% is used to cover administrative costs at the State and local Service Provider levels. The state did not request an additional increase in administrative costs.

## VIII. COMBINED STATE PLAN ASSURANCES AND ATTACHMENTS

### COMMON ASSURANCE FOR ALL CORE PROGRAMS

<table>
<thead>
<tr>
<th>Assurance</th>
<th>Documentation and Comments</th>
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<tbody>
<tr>
<td>1.</td>
<td>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;</td>
</tr>
<tr>
<td>2.</td>
<td>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;</td>
</tr>
<tr>
<td>3.</td>
<td>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;</td>
</tr>
<tr>
<td>4.</td>
<td>(a) The State obtained input into the development of the Unified or Combined State Plan and provided an opportunity for comment on the plan by representatives of local boards and chief elected officials, businesses, labor organizations, institutions of higher education, the entities responsible for planning or administrating the core programs, required One-Stop partners, and the other Combined Plan programs (if included in the State Plan), other primary stakeholders, including other</td>
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<td>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;</td>
<td>opportunity for review and comment on the plan by the State Board and subsequent approval at their 12/16/15 SWIB meeting. The Commissioner of NH Employment Security who oversee the Unemployment Insurance Program is a member of the SWIB and participated.</td>
</tr>
<tr>
<td>5. × The State has established, in accordance with WIOA section 116(i), fiscal control and fund accounting procedures that may be necessary to ensure the proper disbursement of, and accounting for, funds paid to the State through allotments made for core programs to carry out workforce development activities;</td>
<td>The State has established fiscal control and accounting procedures that ensure proper distribution and accounting for funds. Please see nhworks.org for copies of fiscal policies.</td>
</tr>
<tr>
<td>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);</td>
<td>The state will maintain its level of monitoring activity consistent with administrative requirements. In addition to annual monitoring of local areas, the state conducts quarterly performance desk reviews of WIOA adult, dislocated workers and youth program operators. Ad hoc monitoring activities that focus on a specific program service (e.g., support services) are also conducted periodically to ensure full compliance with program and fiscal management requirements at all times.</td>
</tr>
<tr>
<td>7. × The State has taken the appropriate action to be in compliance with WIOA section 188, Nondiscrimination, as applicable;</td>
<td>Please see nhworks.org for copies of EO related policies.</td>
</tr>
<tr>
<td>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;</td>
<td>Funds received to carry out a core program will not be expended for any other purpose than for activities authorized with respect to such funds.</td>
</tr>
<tr>
<td>9. × The State will pay an appropriate share (as</td>
<td>Please see nhworks.org for the</td>
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<td>Assurance</td>
<td>Documentation and Comments</td>
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<tr>
<td>defined by the State board) of the costs of carrying out section 116, from funds made available through each of the core programs;</td>
<td>NH Works Memorandum of Understanding for the operation of the one-stop centers.</td>
</tr>
</tbody>
</table>

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); Please see nhworks.org for the NH Works Memorandum of Understanding and the PY 15 Comprehensive NH Works On-Site Review

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

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. NH has policies in place to ensure priority of service for veterans and eligible spouses and will comply with the requirements as outlined.

### TITLE IB: ADULT, DISLOCATED WORKER, AND YOUTH ASSURANCES

<table>
<thead>
<tr>
<th>Assurance</th>
<th>Documentation and Comments</th>
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</thead>
<tbody>
<tr>
<td>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 or basic skills deficient;</td>
<td>Please see Priority of Service Policy at <a href="http://www.nhworks.org">www.nhworks.org</a></td>
</tr>
</tbody>
</table>

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; Although we are a single workforce area, please see nhworks.org for policy.

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; This is not applicable as a single workforce area.

4. ☒ The State established written policy and This is not applicable as a single

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<th>Assurance</th>
<th>Documentation and Comments</th>
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<tbody>
<tr>
<td>procedures to ensure local workforce investment boards are certified by the governor every two years in accordance with WIOA section 107(c)(2);</td>
<td>workforce area.</td>
</tr>
<tr>
<td>5. ☒</td>
<td>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;</td>
</tr>
<tr>
<td>6. ☒</td>
<td>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;</td>
</tr>
<tr>
<td>7. ☒</td>
<td>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);</td>
</tr>
<tr>
<td>8. ☒</td>
<td>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;</td>
</tr>
<tr>
<td>9. ☒</td>
<td>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;</td>
</tr>
<tr>
<td>10. ☒</td>
<td>10. The State agrees to report on the impact and outcomes of its approved waivers in its WIOA Annual Report.</td>
</tr>
<tr>
<td>11. ☒</td>
<td>11. The State has taken appropriate action to secure compliance with the Uniform Guidance at 2 CFR 200 and 2 CFR 2900,</td>
</tr>
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Assurance | Documentation and Comments
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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);

### WAGNER PEYSER ACT ASSURANCES

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<tr>
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<tbody>
<tr>
<td>1. ✗ The Wagner-Peyser Employment Service is co-located with one-stop centers or a plan and timeline has been developed to comply with this requirement within a reasonable amount of time. (sec 121(e)(3));</td>
<td>Wagner-Peyser Employment Service is co-located in each of the State’s twelve NH Works offices.</td>
</tr>
<tr>
<td>2. ✗ The State agency is complying with the requirements under 20 CFR 653.111 (State agency staffing requirements) if the State has significant MSFW one-stop centers;</td>
<td>NH is in compliance with the requirements in that we do not have significant MSFW one-stop centers.</td>
</tr>
<tr>
<td>3. ✗ If a State Workforce Development Board, department, or agency administers State laws for vocational rehabilitation of persons with disabilities, that board, department, or agency cooperates with the agency that administers Wagner-Peyser services, Adult and Dislocated Worker programs and Youth Programs under Title I; and</td>
<td>NH Department of Education administers Vocational Rehabilitation and cooperates with Wagner-Peyser services, Adult and Dislocated Worker Programs and Youth Programs under Title I.</td>
</tr>
<tr>
<td>4. ✗ State agency merit-based public employees provide Wagner-Peyser Act-funded labor exchange activities in accordance with Department of Labor regulations.</td>
<td>State agency merit-based public employees provide Wagner-Peyser Act funded labor exchange activities in NH.</td>
</tr>
</tbody>
</table>

### VOCATIONAL REHABILITATION CERTIFICATIONS AND ASSURANCES

<table>
<thead>
<tr>
<th>Certification</th>
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<tbody>
<tr>
<td>1. ✗ The NH Department of Education is authorized to submit the VR services portion of the Unified or Combined State Plan under title I of the</td>
<td>NH Department of Education is the grant recipient for Rehabilitation Act of 1973 funds.</td>
</tr>
<tr>
<td>Certification</td>
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<tr>
<td><strong>2.</strong> As a condition for the receipt of Federal funds under title I of the Rehabilitation Act for the provision of VR services, the NH Department of Education agrees to operate and administer the State VR Services Program in accordance with the VR services portion of the Unified or Combined State Plan, the Rehabilitation Act, and all applicable regulations, policies, and procedures established by the Secretary of Education. Funds made available under section 111 of the Rehabilitation Act are used solely for the provision of VR services and the administration of the VR services portion of the Unified or Combined State Plan;</td>
<td>NH Department of Education agrees to operate and administer the State VR Services Program in accordance with the VR services portion of the Unified or Combined State Plan, the Rehabilitation Act, and all applicable regulations, policies, and procedures established by the Secretary of Education. Funds made available under section 111 of the Rehabilitation Act are used solely for the provision of VR services and the administration of the VR services portion of the Combined State Plan;</td>
</tr>
<tr>
<td><strong>3.</strong> As a condition for the receipt of Federal funds under title VI of the Rehabilitation Act for supported employment services, the designated State agency agrees to operate and administer the State Supported Employment Services Program in accordance with the supplement to the VR services portion of the Unified or Combined State Plan, the Rehabilitation Act, and all applicable regulations, policies, and procedures established by the Secretary of Education. Funds made available under title VI are used solely for the provision of supported employment services and the administration of the supplement to the VR services portion of the Unified or Combined State Plan;</td>
<td>NH Department of Education will operate and administer the State Supported Employment Services Program in accordance with the supplement to the VR services portion of the Combined State Plan, the Rehabilitation Act and all applicable regulations, policies, and procedures established by the Secretary of Education. Funds made available under title VI are used solely for the provision of supported employment services and the administration of the supplement to the VR services portion of the Combined State Plan.</td>
</tr>
<tr>
<td><strong>4.</strong> The designated State agency and/or the designated State unit has the authority under State law to perform the functions of the State regarding the VR services portion of the Unified or Combined State Plan and its supplement;</td>
<td>NH Department of Education has the authority under State law to perform the functions of the State regarding the VR services portion of the Combined State Plan and its supplement.</td>
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## Certification

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<tbody>
<tr>
<td>5. The State legally may carry out each provision of the VR services portion of the Unified or Combined State Plan and its supplement.</td>
<td>Legally, NH may carry out each provision of the VR services portion of the Combined State Plan and its supplement.</td>
</tr>
<tr>
<td>6. All provisions of the VR services portion of the Unified or Combined State Plan and its supplement are consistent with State law.</td>
<td>All provisions of the Combined State Plan and its supplement are consistent with NH State law.</td>
</tr>
<tr>
<td>7. The Commissioner of Education has the authority under State law to receive, hold, and disburse Federal funds made available under the VR services portion of the Combined State Plan and its supplement;</td>
<td>The Commissioner of Education has the authority under State law.</td>
</tr>
<tr>
<td>8. The Governor of the State of NH has the authority to submit the VR services portion of the Unified or Combined State Plan and the supplement for Supported Employment services;</td>
<td>Governor Hassan will be submitting the Combined State Plan on behalf of NH.</td>
</tr>
<tr>
<td>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.</td>
<td>Vocational Rehabilitation has been a partner in the development of the Combined State Plan and has reviewed and approved its contents.</td>
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## ASSURANCE

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<tbody>
<tr>
<td>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.</td>
<td>Please see appendix where both electronic and public meeting feedback was provided.</td>
</tr>
<tr>
<td>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</td>
<td>NH Department of Education will comply with all requirements pertaining to the submission and revisions of the VR services of the Combined State Plan and its supplement for State Supported Employment Services.</td>
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<td>Assurance</td>
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<tr>
<td>Combined State Plan and its supplement for the State Supported Employment Services program, as required by sections 101(a)(1), (22), (23), and 606(a) of the Rehabilitation Act; section 102 of WIOA in the case of the submission of a unified plan; section 103 of WIOA in the case of a submission of a Combined State Plan; 34 CFR 76.140.</td>
<td>The NH Department of Education will comply with the requirements identified.</td>
</tr>
</tbody>
</table>

3. **Administration of the VR services portion of the Unified or Combined State Plan:**

   The designated State agency or designated State unit, as appropriate, assures it will comply with the requirements related to:

   (a) the establishment of the designated State agency and designated State unit, as required by section 101(a)(2) of the Rehabilitation Act.

   (b) the establishment of either a State independent commission or State Rehabilitation Council, as required by section 101(a)(21) of the Rehabilitation Act. The designated State agency or designated State unit, as applicable (Option A or B must be selected):

       A. is an independent State commission.

       B. has established a State Rehabilitation Council

   (c) consultations regarding the administration of the VR services portion of the Unified or Combined State Plan, in accordance with section 101(a)(16)(B) of the Rehabilitation Act.

   the non-Federal share, as described in 34 CFR 361.60.

   (d) the financial participation by the
State, or if the State so elects, by
the State and local agencies, to
provide the amount of the non-
Federal share of the cost of
carrying out the VR program in
accordance with section
101(a)(3).

(e) the local administration of the VR
services portion of the Unified or
Combined State Plan, in
accordance with section
101(a)(2)(A) of the Rehabilitation
Act. Select yes or no, as
appropriate, to identify if the
designated State agency allows
for the local administration of VR
funds, (Yes/No)

(f) the shared funding and
administration of joint programs,
in accordance with section
101(a)(2)(A)(ii) of the
Rehabilitation Act. Select yes or
no, as appropriate, to identify if the
designated State agency
allows for the shared funding and
administration of joint programs,
(Yes/No)

(g) statewideness and waivers of
statewideness requirements, as
set forth in section 101(a)(4) of
the Rehabilitation Act. Is the
designated State agency is
requesting or maintaining a
waiver of statewideness for one
or more services provided under
the VR services portion of the
Unified or Combined State Plan?
(Yes/No) See Section 2 of this VR
services portion of the Unified or
Combined State Plan.

(h) the descriptions for cooperation,
collaboration, and coordination,
as required by sections
4. Administration of the Provision of VR Services: The designated State agency, or designated State unit, as appropriate, assures that it will:

(a) comply with all requirements regarding information and referral services in accordance with sections 101(a)(5)(D) and (20) of the Rehabilitation Act.
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<tbody>
<tr>
<td>(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.</td>
<td></td>
</tr>
<tr>
<td>(c) provide the full range of services listed in section 103(a) of the Rehabilitation Act as appropriate, to all eligible individuals with disabilities in the State who apply for services in accordance with section 101(a)(5) of the Rehabilitation Act? (Yes/No)</td>
<td></td>
</tr>
<tr>
<td>(d) determine whether comparable services and benefits are available to the individual in accordance with section 101(a)(8) of the Rehabilitation Act</td>
<td></td>
</tr>
<tr>
<td>(e) comply with the requirements for the development of an individualized plan for employment in accordance with section 102(b) of the Rehabilitation Act.</td>
<td></td>
</tr>
<tr>
<td>(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.</td>
<td></td>
</tr>
<tr>
<td>(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.</td>
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<tr>
<td>(h) comply with the requirements for the conduct of semiannual or</td>
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<tr>
<td>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, as required by section 101(a)(14) of the Rehabilitation Act.</td>
<td></td>
</tr>
<tr>
<td>(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;</td>
<td></td>
</tr>
<tr>
<td>(j) with respect to students with disabilities, the State,</td>
<td></td>
</tr>
<tr>
<td>i. has developed and will implement</td>
<td></td>
</tr>
<tr>
<td>A. strategies to address the needs identified in the assessments; and</td>
<td></td>
</tr>
<tr>
<td>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</td>
<td></td>
</tr>
<tr>
<td>ii. has developed and will implement strategies to provide pre-employment transition services (sections 101(a)(15) and 101(a)(25)).</td>
<td></td>
</tr>
</tbody>
</table>

5. Program Administration for the Supported Employment Title VI Supplement: (a) The designated State unit assures that it will include in the VR services portion of the Unified or NH Department of Education will comply with the Supported Employment Title VI Supplement requirements as identified.
<table>
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<th><strong>Assurance</strong></th>
<th><strong>Documentation and Comments</strong></th>
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<tbody>
<tr>
<td>Combined State Plan all information required by section 606 of the Rehabilitation Act. (b) The designated State agency assures that it will submit reports in such form and in accordance with such procedures as the Commissioner may require and collects the information required by section 101(a)(10) of the Rehabilitation Act separately for individuals receiving supported employment services under title I and individuals receiving supported employment services under title VI of the Rehabilitation Act. (c) The designated state unit will coordinate activities with any other State agency that is functioning as an employment network under the Ticket to Work and Self-Sufficiency program under Section 1148 of the Social Security Act.</td>
<td>NH Department of Education assures that it will comply with these requirements.</td>
</tr>
</tbody>
</table>

6. ☒ (a) Financial Administration: The designated State agency assures that it will expend no more than 2.5 percent of the State's allotment under title VI for administrative costs of carrying out this program; and, the designated State agency or agencies will provide, directly or indirectly through public or private entities, non-Federal contributions in an amount that is not less than 10 percent of the costs of carrying out supported employment services provided to youth with the most significant disabilities with the funds reserved for such purpose under section 603(d) of the Rehabilitation Act, in accordance with section 606(b)(7)(G) and (H) of the Rehabilitation Act.
(b) The designated State agency assures that it will use funds made available under title VI of the Rehabilitation Act only to provide supported employment services to individuals with the most significant disabilities, including extended services to youth with the most significant disabilities, who are eligible to receive such services; and, that such funds are used only to supplement and not supplant the funds provided under Title I of the Rehabilitation Act, when providing supported employment services specified in the individualized plan for employment, in accordance with section 606(b)(7)(A) and (D), of the Rehabilitation Act.

| 7. | (a) Provision of Supported Employment Services: The designated State agency assures that it will provide supported employment services as defined in section 7(39) of the Rehabilitation Act. (b) The designated State agency assures that:

|   | i. the comprehensive assessment of individuals with significant disabilities conducted under section 102(b)(1) of the Rehabilitation Act and funded under title I of the Rehabilitation Act includes consideration of supported employment as an appropriate employment outcome, in accordance with the requirements of section 606(b)(7)(B) of the Rehabilitation Act
|   | ii. an individualized plan for employment that meets the requirements of section 102(b) of the Rehabilitation Act, which is developed and updated with

NH Department of Education assures that it will provided supported employment services as defined in section 7(39) of the Rehabilitation Act.
<table>
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<tr>
<th>Certifications</th>
<th>Documentation /Comments</th>
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</thead>
<tbody>
<tr>
<td>1. ☒ The plan is submitted by the State agency that is eligible to submit the plan;</td>
<td>The plan is submitted on behalf of the NH Department of Education, the State agency eligible to submit the plan.</td>
</tr>
<tr>
<td>2. ☒ The State agency has authority under State law to perform the functions of the State under the program;</td>
<td>The NH Department of Education has authority under State law to perform the functions of the State under the program.</td>
</tr>
<tr>
<td>3. ☒ The State legally may carry out each provision of the plan;</td>
<td>NH may legally carry out each provision of the plan.</td>
</tr>
<tr>
<td>4. ☒ All provisions of the plan are consistent with State law;</td>
<td>NH State law is consistent with provisions of the plan.</td>
</tr>
<tr>
<td>5. ☒ A State officer, the NH Commissioner of Education, has authority under State law to receive, hold, and disburse Federal funds made available under the plan;</td>
<td></td>
</tr>
<tr>
<td>6. ☒ The State officer who is submitting the plan, specified by the title in the certification, has authority to submit the plan;</td>
<td>NH’s Governor Hassan has the authority to submit the plan.</td>
</tr>
<tr>
<td>7. ☒ The agency that is submitting the plan has adopted or otherwise formally approved the plan; and</td>
<td>NH Department of Education, Bureau of Adult Education staff was part of the planning and writing team. The plan has been approved by NH Department of Education.</td>
</tr>
<tr>
<td>8. ☒ The plan is the basis for State operation and administration of the program;</td>
<td>The Plan is the basis for the State operation and administration of the program.</td>
</tr>
<tr>
<td>9. ☒ The Notice to All Applicants (OMB Control No. 1894-0005) will be provided to all applicants as a part of their contracts</td>
<td>The NH Department of Education will comply with this requirement, on the right.</td>
</tr>
</tbody>
</table>
starting July 1, 2018. All applicants will be required to sign an Attestation document that outlines the steps the applicant will take to ensure that the provisions are followed.

| 10. ☒ | The following statement will be provided to all applicants as a part of their contracts starting July 1, 2018. PURCHASE OF AMERICAN-MADE EQUIPMENT AND PRODUCTS.— In the case of any equipment or product that may be authorized to be purchased with financial assistance provided using funds made available under title I or II or under the Wagner-Peyser Act (29 U.S.C. 49 et seq.), it is the sense of Congress that entities receiving the assistance should, in expending the assistance, purchase only American-made equipment and products. | The NH Department of Education will comply with this requirement, on the right. |

ASSURANCES

<table>
<thead>
<tr>
<th>Assurance</th>
<th>Documentation and Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. ☒</td>
<td>The eligible agency will expend funds appropriated to carry out title II of the Workforce Innovation and Opportunity Act (WIOA) only in a manner consistent with fiscal requirements under section 241(a) of WIOA (regarding supplement and not supplant provisions); The NH Department of Education will expend funds in a manner consistent with fiscal requirements.</td>
</tr>
<tr>
<td>2. ☒</td>
<td>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; As a single workforce area, this is not applicable.</td>
</tr>
<tr>
<td>3. ☒</td>
<td>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 NH Department of Education will comply with this requirement.</td>
</tr>
<tr>
<td>Assurances</td>
<td>Documentation and Comments</td>
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<tr>
<td>----------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------</td>
</tr>
<tr>
<td>family literacy activities, as defined in section 203(9) of WIOA; and</td>
<td></td>
</tr>
<tr>
<td>4.  ☒ The Integrated English Literacy and Civics Education program under section 243(a) of WIOA will be delivered in combination with integrated education and training activities;</td>
<td>NH Department of Education will comply with this requirement.</td>
</tr>
<tr>
<td>5.  ☒ The Integrated English Literacy and Civics Education program under section 243(a) of WIOA will be designed to (1) prepare adults who are English language learners for, and place such adults in, unsubsidized employment in in-demand industries and occupations that lead to economic self-sufficiency and (2) integrate with the local workforce development system and its functions to carry out the activities of the program; and</td>
<td>NH Department of Education will comply with this requirement.</td>
</tr>
<tr>
<td>6.  ☒ Using funds made available under title II of WIOA to carry out a program for criminal offenders within a correctional institution, the eligible agency will give priority to serving individuals who are likely to leave the correctional institution within five years of participation in the program.</td>
<td>NH Department of Education will comply with this requirement.</td>
</tr>
</tbody>
</table>

CAREER AND TECHNICAL EDUCATION CERTIFICATIONS AND ASSURANCES

<table>
<thead>
<tr>
<th>Certifications</th>
<th>Documentation and Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.  ☒ PART A</td>
<td></td>
</tr>
<tr>
<td>(a) The plan is submitted by the State agency that is eligible to submit the plan. (34 CFR 76.104(a)(1)) (Note: The term ‘eligible agency’ means a State board designated or created consistent with State law as the sole State agency responsible for the administration, or the</td>
<td>The plan is submitted on behalf of the NH Department of Education. It has the authority under state law to perform the functions and legally carry out the provisions of the plan, consistent with state law. The Commissioner of Education has authority to receive, hold and disburse federal funds made available under this plan.</td>
</tr>
<tr>
<td>Certifications</td>
<td>Documentation and Comments</td>
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<tr>
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</tr>
<tr>
<td>supervision of the administration, of career and technical education in the State. See Sec. 3(12);</td>
<td>The Governor of the State of NH has the authority to submit the plan.</td>
</tr>
<tr>
<td>(b) The State agency has authority under State law to perform the functions of the State under the program. (34 CFR 76.104(a)(2));</td>
<td>NH Department of Education has adopted the plan and is the basis for administration of the program.</td>
</tr>
<tr>
<td>(c) The State legally may carry out each provision of the plan. (34 CFR 76.104(a)(3));</td>
<td></td>
</tr>
<tr>
<td>(d) All provisions of the plan are consistent with State law. (34 CFR 76.104(a)(4));</td>
<td></td>
</tr>
<tr>
<td>(e) A State officer, specified by title in the certification, has authority under State law to receive, hold, and disburse Federal funds made available under the plan. (34 CFR 76.104(a)(5)) (Note: If a State wishes for the Department to continue sending the grant award documents directly to the State director, this individual's title needs to be listed on this portion of the assurance;</td>
<td></td>
</tr>
<tr>
<td>(f) The State officer who submits the plan, specified by title in the certification, has authority to submit the plan. (34 CFR 76.104(a)(6));</td>
<td></td>
</tr>
<tr>
<td>(g) The agency that submits the plan has adopted or otherwise formally approved the plan. (34 CFR 76.104(a)(7));</td>
<td></td>
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<tr>
<td>(h) The plan is the basis for State</td>
<td></td>
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<tr>
<td>Certifications</td>
<td>Documentation and Comments</td>
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<td>---------------------------</td>
</tr>
<tr>
<td>operation and administration of the program. (34 CFR 76.104(a)(8));</td>
<td></td>
</tr>
</tbody>
</table>

**ASSURANCES**

<table>
<thead>
<tr>
<th>Assurances – Part B</th>
<th>Documentation/Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. ✗ The eligible State agency must submit a copy of the State Plan to the State office responsible for the Intergovernmental Review Process if the State implements that review process under Executive Order 12372. (See 34 CFR Part 79);</td>
<td>Not applicable in NH</td>
</tr>
<tr>
<td>2. ✗ The eligible State agency must provide a complete and signed ED Form 80-0013 for certifications regarding lobbying; (See 34 CFR Part 82. To download ED Form 80-0013, and the SF LLL Form (Disclosure of Lobbying Activities) referred therein, See: <a href="http://www.ed.gov/fund/grant/apply/appforms/appforms.html">http://www.ed.gov/fund/grant/apply/appforms/appforms.html</a>);</td>
<td>Attached at the end of this section.</td>
</tr>
<tr>
<td>3. ✗ The eligible State agency must provide a complete and signed Assurance for Non-Construction Programs Form. (See <a href="http://www.ed.gov/fund/grant/apply/appforms/appforms.html">http://www.ed.gov/fund/grant/apply/appforms/appforms.html</a>);</td>
<td>Attached at the end of this section.</td>
</tr>
<tr>
<td>4. ✗ The eligible State agency must provide a signed assurance that the eligible State agency will comply with the requirements of the Act and the provisions of the State Plan, including the provision of a financial audit of funds received under the Act which may be included as part of an audit of other Federal or State programs. (section 122(c)(11));</td>
<td>NH Department of Education will comply with the requirements of the Act and Provisions of the State Plan including provision of a financial audit of funds as required.</td>
</tr>
<tr>
<td>5. ✗ The eligible State agency must provide a signed assurance that none of the funds expended under the Act will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the acquiring entity or the employees of the acquiring entity, or any affiliate of such an organization. (section 122(c)(12));</td>
<td>NH Department of Education assures that none of the funds expended under this Act will be used to acquire equipment as required in Section 122 (c) (12);</td>
</tr>
<tr>
<td>6. ✗ The eligible State agency must provide a signed assurance that the State will waive the minimum</td>
<td>NH Department of Education assures that the</td>
</tr>
<tr>
<td>Assurances – Part B</td>
<td>Documentation/Comments</td>
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<tr>
<td>-----------------------------------------------------------------------------------</td>
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</tr>
<tr>
<td>allocation as required in section 131(c)(1) in any case in which the local</td>
<td>State will waive the minimum allocation as required in section 131(c)(1).</td>
</tr>
<tr>
<td>educational agency is located in a rural, sparsely populated area or is a</td>
<td></td>
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<tr>
<td>public charter school operating secondary school career and technical education</td>
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<tr>
<td>programs and demonstrates that it is unable to enter into a consortium for</td>
<td></td>
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<tr>
<td>purposes of providing services under the Act. (section 131(c)(2));</td>
<td></td>
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<tr>
<td>7. The eligible State agency must provide a signed assurance that the State will</td>
<td>NH Department of Education will comply with requirements in section 323(a).</td>
</tr>
<tr>
<td>provide, from non-Federal sources for the costs the eligible agency incurs for the</td>
<td></td>
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<tr>
<td>administration of programs under this Act, an amount that is not less than the</td>
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<td>amount provided by the eligible agency from non-Federal sources for such costs for</td>
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<td>the preceding fiscal year. (section 323(a));</td>
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<tr>
<td>8. The eligible State agency must provide a signed assurance that the State and</td>
<td>NH Department of Education will comply with requirements in section 317(1).</td>
</tr>
<tr>
<td>eligible recipients that use funds under this Act for in-service and pre-service</td>
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<tr>
<td>career and technical education professional development programs for career and</td>
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<tr>
<td>technical education teachers, administrators, and other personnel shall, to the</td>
<td></td>
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<tr>
<td>extent practicable, upon written request, permit the participation in such</td>
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<tr>
<td>programs of career and technical education secondary school teachers,</td>
<td></td>
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<tr>
<td>administrators, and other personnel in nonprofit private schools offering career</td>
<td></td>
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<tr>
<td>and technical secondary education programs located in the geographical area</td>
<td></td>
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<tr>
<td>served by such eligible agency or eligible recipient. (section 317(a));</td>
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</tr>
<tr>
<td>9. The eligible State agency must provide a signed assurance that, except as</td>
<td>NH Department of Education will comply with section 317(b)(1).</td>
</tr>
<tr>
<td>prohibited by State or local law, that an eligible recipient may, upon written</td>
<td></td>
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<tr>
<td>request, use funds made available under this Act to provide for the meaningful</td>
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<tr>
<td>participation, in career and technical education programs and activities</td>
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<tr>
<td>receiving funds under this Act, of secondary school students attending nonprofit</td>
<td></td>
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<tr>
<td>private schools who reside in the geographical area served by the eligible</td>
<td></td>
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<tr>
<td>recipient. (section 317(b)(1)); and</td>
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</tr>
<tr>
<td>10. The eligible State agency must provide a signed assurance that eligible</td>
<td>NH Department of Education will comply with section 317(b)(2).</td>
</tr>
<tr>
<td>recipients that receive an allotment under this Act will consult, upon written</td>
<td></td>
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<tr>
<td>request, in a timely and meaningful manner with</td>
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</tbody>
</table>
representatives of nonprofit private schools in the geographical area served by the eligible recipient regarding the meaningful participation, in career and technical education programs and activities receiving funding under this Act, of secondary school students attending nonprofit private schools. (section 317(b)(2)).

Disclosure of Lobbying Activities
**DISCLOSURE OF LOBBYING ACTIVITIES**

Complete this form to disclose lobbying activities pursuant to 31 U.S.C. 1352
(See reverse for public burden disclosure.)

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

4. Name and Address of Reporting Entity:

- □ Prime
- □ Subawardee

Tier: [ ] if known:

Congressional District: [ ] if known:

6. Federal Department/Agency:

USDOE, Office of Career, Technical & Adult Education

7. Federal Program Name/Description:

Carl D. Perkins Applied Technology Act of 2006

CFDA Number, if applicable: 41.048

8. Federal Action Number, if known:

Not known

9. Award Amount, if known:

$ N/A -- see #5 above

10. a. Name and Address of Lobbying Registrant

   (if individual, last name, first name, MI):

   The NH Department of Education does not have any lobbying registrants.

   (last name, first name, MI):

   N/A

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

   Signature: [ ]

   Print Name: Virginia M. Barry, Ph.D.

   Title: Commissioner, NH Department of Education

   Telephone No.: 603-271-3144

   Date: 12/7/15

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   Standard Form LLL (Rev. 7-07)
INSTRUCTIONS FOR COMPLETION OF SF-LLL, DISCLOSURE OF LOBBYING ACTIVITIES

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

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

2. Identify the status of the covered Federal action.

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

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

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

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

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

8. Enter the most appropriate Federal identifying number available for the Federal action identified in item 1 (e.g., Request for Proposal (RFP) number; invitation for Bid (IFB) number; grant announcement number; the contract, grant, or loan award number; the application/proposal control number assigned by the Federal agency); include prefixes, e.g., “RFP-DE-98-001.”

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

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

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

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

According to the Paperwork Reduction Act, as amended, no persons are required to respond to a collection of information unless it displays a valid OMB Control Number. The valid OMB control number for this information collection is OMB No. 3145-0048. Public reporting burden for this collection of information is estimated to average 10 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of the collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (3145-0048), Washington, DC 20503.
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 (0341-0040), Washington, DC 20503

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

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

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

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

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

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

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

5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §728-786) relating to prescribed standards for merit systems for programs funded under one of the 18 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. §681-688, and 1685-1688), 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 handicap; (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 and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-666), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §523 and 727 of the Public Health Service Act of 1912 (42 U.S.C. §§250-3 and 250 ee 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1964 (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 the provisions of the Hatch Act (5 U.S.C. §§1301-1309 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

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Standard Form 4248 (Rev. 7-97) Prescribed by OMB Circular A-102

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 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 12014; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (33 U.S.C. §§401 et seq.); (f) conformity of Federal actions to State (Clear Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1970, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended, (P.L. 93-523); and (h) protection of endangered species under the Endangered Species Act of 1973, as amended, (P.L. 93-205).


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

15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 90-544, 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 residential 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 Circulars A-133, A-21, and A-87.

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

---

**SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL**

[Signature]

**APPLICANT ORGANIZATION**

[Organization Name]

**DATE SUBMITTED**

12/10/15
**SENIOR COMMUNITY SERVICE EMPLOYMENT PROGRAM (SCSEP) ASSURANCES**

<table>
<thead>
<tr>
<th>Assurance</th>
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</thead>
<tbody>
<tr>
<td>1. ✗ Where SCSEP is included in the Combined Workforce Plan, the State established a written policy and procedure to obtain advice and recommendations on the State Plan from representatives of the State and area agencies on aging; State and local boards under WIOA; public and private nonprofit agencies and organizations providing employment services, including each grantee operating a SCSEP project within the State, except as provided under section 506(a)(3) of OAA and 20 CFR 641.320(b); Social service organizations providing services to older individuals; Grantees under Title III of OAA, Affected Communities, Unemployed older individuals, Community-based organizations serving older individuals; business organizations; and labor organizations.</td>
<td>Please see attachments in the Combined State Plan.</td>
</tr>
</tbody>
</table>
STATEMENT OF ASSURANCES CERTIFICATION

The State of New Hampshire certifies on the ……………………………………that it complied with all of required components of the Workforce Invocation Opportunity Act and the State Senior Community Service Employment Program (SCSEP). The State also assures that funds will be spent in accordance with current and future regulations for the Workforce Innovation Opportunity Act and SCSEP, written Department of Labor and/or Education guidance implementing these laws, and all other applicable Federal and state laws and regulations.

As the governor, I certify that for the State of New Hampshire, the agencies and officials designated below have been duly designated to represent the State in the capacities indicated for the Workforce Innovation Opportunity Act and Senior Community Services Grant programs. Subsequent changes in the designation of officials will be provided to the U.S. Department of Labor and/or U.S. Department of Education as such changes occur.

I further certify that we will operate our Workforce Innovation Opportunity Act and Senior Community Services Employment Programs in accordance with this plan and the assurances herein.

Typed Name of Governor: John Sununu

Signature of Governor: __________________________________________

PROGRAM ADMINISTRATION DESIGNEES

Name of WIOA Title I Grant Recipient Agency (WIOA Adult, Dislocated Worker, and Youth and SCSEP): NH Department of Business and Economic Affairs
Address: 1 Eagle Square, Concord, NH 03301
Telephone Number: 603-271-7275
Facsimile Number: 603-271-6785
E-mail Address: Taylor.Caswell@livefree.nh.gov

Name of State WIOA Title I Administrative Agency: Same as above/Same for State SCSEP

Name of WIOA Title I Signatory Official: Taylor Caswell, Commissioner
Address: 1 Eagle Square, Concord, NH 03301
Telephone Number: 603-271-7275
Facsimile Number: 603-271-6785
E-mail Address: Taylor.Caswell@livefree.nh.gov
Name of Wagner-Peyser Act Grant Recipient, Trade Adjustment Assistance for Worker Program (Chapter 2, Title II Trade Act), Jobs for Veterans State Grants (title 38, Chapter 41) and Unemployment Insurance /State Employment Security Agency:
New Hampshire Employment Security (NHES)
Address: 45 South Fruit Street, Concord NH 03301
Telephone Number: 603-228-4000
Facsimile Number: 603-228-4010
E-mail Address: George.Copadis@nhes.state.gov

Name and Title of State Employment Security Administrator (Signatory Official):
George N. Copadis, Commissioner
New Hampshire Employment Security (NHES)
Address: 45 South Fruit Street, Concord NH 03301
Telephone Number: 603-228-4000
Facsimile Number: 603-228-4010
E-mail Address: George.Copadis@nhes.state.gov

Name of Adult Basic Education and Family Literacy (WIOA Title II), Vocational Rehabilitation (Title I Rehabilitation, as amended by Title IV), and Career and Technical Education (Carl D. Perkins Career and Technical Education Act) Grant Recipient Agency:
NH Department of Education (NHDOE)
Address: 101 Pleasant Street, Concord, NH 03301
Telephone Number: 603-271-3144
Facsimile Number: 603-271-3830
E-mail Address: Frank.Edelbrut@doe.nh.gov

Name and Title of State Department of Education Administrator (Signatory Official):
Frank Edlebrut, Commissioner
NH Department of Education (NHDOE)
Address: 101 Pleasant Street, Concord, NH 03301
Telephone Number: 603-271-3144
Facsimile Number: 603-271-3830
E-mail Address: Frank.Edelbrut@doe.nh.gov
APPENDIX B: NH WORKS SYSTEM PARTNERS RELEASE OF INFORMATION FORMS

[PAGE INTENTIONALLY LEFT BLANK]
NH WORKS System Partners

Release of Information

I, ________________________________, authorize ____________________________ to exchange information relating to prior assessment(s) for training and employment including work history, quarterly wage data, and Unemployment Compensation benefits with ____________________________.

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, and/or may be used for statistical purposes.

I allow the NH Works System Partners identified 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 Employers.
Auxiliary aids and services are available upon request to individuals with disabilities. TDD ACCESS: RELAY NH 1-800-735-2964

NHES 0350

N-7/1/15
Yo, ________________________________, autorizo __________________________ a que comparta información relacionada a previas evaluaciones de entrenamiento y empleo, incluyendo empleos anteriores, información de mi salario trimestral, y beneficios de compensación de desempleo de: ________________________________.

Esta publicación de información no autoriza la divulgación de información médica o cualquier otra información restringida de un tercer grupo.

Yo comprendo que esta información será utilizada para determinar la elegibilidad de servicios de empleo y entrenamiento, ayudará en el desarrollo de mi plan de entrenamiento personal para educación o empleo o ambos, y será utilizada con fines estadísticos.

Yo permiso que las asociaciones identificadas con NH Works System Partner divulguen entre sí la información solicitada, cuando yo sea referido a los servicios asociados.

Yo comprendo que usaran la información solamente cuando sea necesaria y será confidencial hasta el punto necesario por la ley. Esta información no puede ser compartida con ninguna persona o grupo sin mi permiso escrito.

Una copia de este documento autorizando el revelo de información es tan valida como el documento original. Esta autorizacion es valida tanto para los servicios del programa como los de seguimiento.

______________________________   ____________________________
La firma de participante                  La fecha

______________________________
La firma del guardián, si aplicable

______________________________
La firma del docente                  Dirección de correo electrónico

NH Works System Partners
Publicación de Información

NH Employment Security
- Employment Services
- Unemployment Insurance Benefits
- Trade Act Program
- Migrant & Seasonal Farmworker Program

NH Department of Education
- Adult Education
- Vocational Education
- Vocational Rehabilitation

NH Department of Health and Human Services
- TANF
- Food Stamps
- NH Employment Program

Office of Workforce Opportunity/Community Action Agencies
- WIOA Funded Programs

New England Farmworker Council

Community College System of New Hampshire
- NH WorkReady
- Sector Initiatives

NH Job Corps
Easter Seals Of NH, Inc.
Veterans Inc.
Harbor Homes Inc.
U.S. Department of Veterans Affairs Vocational Rehabilitation and Employment

AMÉRICA'S WORKFORCE NETWORK

TDD/TTY ACCESS: Relé NH 1-800-735-2964

NHES 0305S R-1-17
APPENDIX C: PERFORMANCE GOALS FOR THE CORE PROGRAMS

Include the State's expected levels of performance relating to the performance accountability indicators based on primary indicators of performance described in section 116(b)(2)(A) of WIOA.

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<td>Adults</td>
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<tr>
<td>Dislocated Workers</td>
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<tr>
<td>Youth</td>
<td>63.5%</td>
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<td>64.0%</td>
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<tr>
<td>Wagner-Peyser</td>
<td>67.0%</td>
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<tr>
<td>Adult Education</td>
<td>Baseline</td>
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<td>Employment (Fourth Quarter after Exit)</td>
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<td>Median Earnings (Second Quarter after Exit)</td>
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<td>Adults</td>
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<tr>
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<td>Dislocated Workers</td>
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<td>Youth</td>
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<td>61.0%</td>
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<tr>
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<td>Baseline</td>
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<td>Baseline</td>
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<td>Adult Education</td>
<td>Baseline</td>
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<tr>
<td>Vocational Rehabilitation</td>
<td>Baseline</td>
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<tr>
<td>Effectiveness in Serving Employers</td>
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<tr>
<td>Adults</td>
<td>Baseline</td>
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<th>PY 2019/FY 2020</th>
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<td>Proposed/Expected</td>
<td>Negotiated</td>
<td>Proposed/Expected</td>
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<tr>
<td>Adult Education</td>
<td>Baseline</td>
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<tr>
<td>Vocational Rehabilitation</td>
<td>Baseline</td>
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</tbody>
</table>

**Additional Indicators of Performance**

1. None for PY16, PY 17, or PY18
2.
3.
4.
5.
6.
## APPENDIX D: STATE WORKFORCE INNOVATION BOARD MEMBERSHIP ROSTER

<table>
<thead>
<tr>
<th>WIOA Requirement</th>
<th>Board Member Representation</th>
</tr>
</thead>
</table>
| **The Governor**  | Gov. John T. Sununu  
*Proxy: Michael (Max) Zellem, Policy Advisor office of the Governor* |
| **Representatives of Business** | Dick Anagnost (Chair), President, Anagnost Companies  
Rick Wheeler, VP Human Resources, Associated Grocers of New England  
Tim Sink, President, Greater Concord Chamber of Commerce  
Brenda Quinn, Director, e-STEM Solutions  
David Cioffi, Retired Business Owner  
Mike Alberts, New England Wire Technologies  
Michael Dunican, VP, North American Equipment Upfitters  
Lee Nyquist, Esq., Shaheen & Gordon, PA  
Alan Reische, Esq. (Vice Chair), Sheehan Phinney Bass & Green  
David Juvet, VP, Business and Industry Association  
Lynda Erdbrink, VP/Principal Engineer, CHI Engineering Services  
Dwight Davis, Southern New Hampshire Services  
Val Zanchuck, Graphicast, Inc.  
Michael Somers, NH Lodging and Restaurant Assoc.  
Peter McNamara, NH Automobile Dealers Association  
Eric Proulx, General Manager Tanger Outlets® Tilton  
Sara Currier, Dartmouth Hitchcock Hospital |
| **Representatives of the Workforce** | Glen Bracket, President, NH AFL-CIO  
Bob Martel, LIUNA  
Jonathan Mitchell, IBEW  
Kelly Clark, Regional Director, AARP NH  
DonnaLee Lozeau, Executive Director, Southern New Hampshire Services  
Katherine Merrow, VP Community Impact, Charitable Foundation  
Maureen Beauregard, Executive Director Families in Transition  
Tamer Kaheil, Job Corps |
| **Representatives of the Government** | Taylor Caswell, Commissioner, Business & Economic Affairs  
George Copadis, Commissioner, Employment Security  
James Bouley, Mayor, City of Concord  
Charles Ansel, Community College System of New Hampshire  
William Hatch, NH State Representative  
Jay Kahn, NH State Senator |
LEGAL NOTICE

A public hearing will be held on each of the following dates to solicit feedback for the Workforce Innovation and Opportunity Act (WIOA) four-year plan for NH agencies:

- NH Employment Security (Wagner Peyser, Trade Adjustment Assistance for Worker Programs, Jobs for Veterans State Grants, and Unemployment Insurance)
- NH Department of Education (Adult Education, Career and Technical Education, and Vocational Rehabilitation) and
- NH Department of Business and Economic Affairs, Office of Workforce Opportunity (WIOA Adult, Dislocated Worker, and Youth)

Written comments at the public hearing are desired.

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Location</th>
<th>Address</th>
<th>City, State</th>
</tr>
</thead>
<tbody>
<tr>
<td>December 9, 2015</td>
<td>10-12 noon</td>
<td>Great Bay Community College</td>
<td>320 Corporate Drive</td>
<td>Portsmouth, NH 03801</td>
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<tr>
<td>December 9, 2015</td>
<td>5-7 pm</td>
<td>NH Department of Education</td>
<td>21 South Fruit Street, Room 100</td>
<td>Concord, NH 03301</td>
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<tr>
<td>December 10, 2015</td>
<td>10-12 noon</td>
<td>White Mountains Regional High School</td>
<td>127 Regional Road</td>
<td>Whitefield, NH 03598</td>
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</tbody>
</table>

Attendance at a public hearing is not required to provide input. Feedback can be provided through email to Jacqueline.Heuser@BEA.nh.gov

A copy of the Workforce Innovation and Opportunity Act, state plan requirements, and state plan draft with corresponding attachments may be found at www.nhworks.org

Equal Opportunity Employer

Auxiliary aids and services are available upon request to individuals with disabilities by contacting Ella.Mcallister@doe.nh.gov

NH Works is a proud member of America’s Job Centers
WIOA State Plan Public Hearing:

Please be as specific as possible (i.e. plan section and page if appropriate). Thank you for your feedback regarding the state plan.

Name: Leslie Haslam
Organization: Exeter Adult Education
Email: lhaslam@sau16.org
Phone: 603-775-8456

Document edit suggestions:

p. 81 (second chunk of bullets) add “Bureau of Adult Education” after VR
p. 81 bottom same as above – add “Bureau of Adult Education” after VR
p. 84 bulleted section – same as above, add “Bureau of Adult Education” after VR
p. 108 (2nd full paragraph) should read “High School Equivalency Certificate Programs” (delete “General”) Strike GED, replace with HiSET or High School Equivalency Test
p. 113/114 – What is difference between testing + assessment?
2nd bullet on p. 114 “Information or training activities”, insert “Information on training and education activities”
p. 119 last line: add “and transition to careers and college” after high school completion
p. 150 – Goal 3 for VR – Adult Education used as part of transition services
p. 174 paragraph 6, line 3, replace GED with HiSET/NH High School Equivalency Certificate

*It would help tremendously to have a visual/flow chart of core partners, voluntary partners with brief summary of organizations’ services/roles responsibilities.

- Clarity on WIOA, WOC, SWIB, etc.

See attached graphic from National Skills Coalition.
How WIOA Performance Data Works

The Four Titles of WIOA Each Authorize Different Programs:

**Title I**
Helps jobseekers with career counseling, job search assistance, and job training.

**Title II**
Helps adults who lack basic skills. Services assist with improving reading, writing, math, and English proficiency; earning a high school diploma or equivalent; and transitioning to employment or postsecondary education/training.

**Title III**
Helps jobseekers, including those getting unemployment benefits. Services assist jobseekers in finding work and help employers with recruitment.

**Title IV**
Helps individuals with disabilities prepare for competitive, independent lives. Programs offer a variety of services including vocational rehabilitation, occupational training, and assistive technologies.

**Who Uses the Data?**

**POLICYMAKERS**

- Identify trends in labor market outcomes for effective policy making.

**PROGRAM MANAGERS/JOBS COUNSELORS/EDUCATORS**

- Identify trends for location-specific program improvement.

**EDUCATORS**

- Identify trends for location-specific program improvement.

**STUDENTS AND WORKERS**

- Monitor progress toward goals.

**LOCAL LEVEL**

Local workforce boards create plans, implement strategies, and evaluate WIOA programs.

**STATE LEVEL**

State agencies monitor the data to monitor program performance and help service providers to improve performance outcomes. WIOA programs must collect and report data on various outcomes.

**FEDERAL LEVEL**

Federal agencies review data on program performance to support federal funding and oversight.

Data is sent to federal agencies, some to aggregators here, and some at the individual level.
NON-FINANCIAL COOPERATIVE AGREEMENT
BETWEEN
NEW HAMPSHIRE DEPARTMENT OF EMPLOYMENT SECURITY
AND
NEW HAMPSHIRE DEPARTMENT OF EDUCATION

New Hampshire Employment Security and the New Hampshire Department of Education, Migrant Education Program, authorized under Title I, Part C, Section 1301-1309 of the Elementary and Secondary Education Act of 1965, as amended by the No Child Left Behind (NCLB) Act of 2001 (collectively "the parties") enter into this non-financial agreement to maximize the efficiencies of the employment and educational services of each agency. This document provides a cooperative working relationship between the parties to assure that migrant and seasonal farm workers (MSFW) in the state are served in the most efficient manner.

I. PURPOSE

The purpose of this agreement is:
A. To set forth the parties' intention to work cooperatively and expeditiously to provide maximum services to MSFW; and
B. To combine the resources and knowledge of New Hampshire Employment Security (NHES) and the New Hampshire Migrant Education Program (NH MEP) for more efficient service delivery.

Nothing contained in this Agreement creates any liability on behalf of the parties to any third party or create any right, claim or cause of action on behalf of any party other than the NHES or the NH MEP and their successors and assigns.

II. RESPONSIBILITY

NHES and NH MEP shall work cooperatively to contact and make employment and educational services available to MSFW in New Hampshire. The parties agree to the following responsibilities, which will enhance and facilitate the cooperative working relationship:

A. It shall be the responsibility of NHES and the NH MEP to utilize and share workforce data regarding the numbers of MSFW in New Hampshire for planning purposes.

B. It shall be the responsibility of NHES and NH MEP to ensure that the staff of both agencies are provided opportunities to participate in workshops on topics relating to the employment of, and provision of educational services to MSFW.

C. The NHES State Monitor Advocate and the NH MEP Director will be in contact quarterly to coordinate outreach activities in an effort to reduce duplication of services while maximizing the numbers of MSFW served. NHES local office outreach workers and NH MEP staff may also be included in these meeting, as appropriate, to serve MSFW needs in their respective areas.

1. The NHES State Monitor Advocate and the NHES local office outreach workers shall distribute NH MEP information on educational services.

2. The NH MEP Director shall distribute information on the programs, resources and services available to all customers, including MSFW, through NHES.

D. NHES, as the Operator of the New Hampshire state Job Match System (JMS), serves as the case management and reporting system for all NHES job seekers and employers who utilize the services of NH Works. The NHES shall report to the NH MEP the contact information of all workers and employers who identify migrant farm worker status on the Job Match System. The NHES State Monitor Advocate and the NH MEP District Director shall work cooperatively to identify, develop, create and exchange reports regarding the services and/or related materials provided to MSFW.
This Career Pathway Plan of Study can serve as a guide. Courses listed within this plan are only recommended coursework and should be individualized to meet your educational and career goals.

High School: ___________________ Program: ___________________ College: ___________________ Program: ___________________

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<th>English/ Language Arts</th>
<th>Math</th>
<th>Science</th>
<th>Social Studies /Sciences</th>
<th>Other Required Courses (R) Recommended Electives (E)</th>
<th>*Career and Technical Courses and/or Degree Major Courses</th>
<th>SAMPLE Occupations Relating to This Pathway</th>
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APPENDIX H: SECONDARY PLAN AND APPLICATION GUIDANCE

It should be noted that the New Hampshire’s Perkins (CDB) State Plan submitted herein is a completed state plan, originally submitted in 2008 in response to the requirements of the Carl D. Perkins Career and Technical Education (CTE) Act of 2006 (Public Law 109-270). Therefore, goals set forth within said plan have been accomplished and New Hampshire has moved beyond the goals within. As the Carl D. Perkins Career and Technical Education Act of 2006 is pending reauthorization, this plan carries throughout the life of the current legislation. Advanced goals and initiatives have been identified and are currently being implemented throughout New Hampshire CTE. Submission of updated budgets and Finally Agreed Upon Performance Levels (FAUPL) have been developed and submitted on an annual basis, as required throughout the life of the legislation.
FIVE-YEAR PLAN GUIDE:

SECONDARY CAREER AND TECHNICAL EDUCATION CENTERS

PLANNING PERIOD
FY2009-2013

Under the
Carl D. Perkins
Career and Technical Education
Improvement Act of 2006
(P.L. 109-270)

Plan is due June 13, 2008

Bureau of Career Development, Room 266
New Hampshire State Department of Education
21 South Fruit Street, Suite 20
Concord, New Hampshire 03301

April 2008
Statement of Nondiscrimination

The New Hampshire Department of Education does not discriminate on the basis of race, color, religion, marital status, national/ethnic origin, age, sex, sexual orientation, or disability in its programs, activities and employment practices. The following person has been designated to handle inquiries regarding the nondiscrimination policies:

Brenda Cochrane  
Title IX/ADA Coordinator  
NH Department of Education  
101 Pleasant Street  
Concord, NH 03301-3860  
(603) 271-3743  
877-521-2172 TTY/V
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- Five-Year Plan Guide \[292\]

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- B. Nondiscrimination Statement Format/Content \[300\]
- C. Certifications and Assurances Form \[302\]
- D. Career Pathway Plan of Study Form \[304\]
- E. Perkins IV, Sections 134 and 135 \[306\]
- F. Secondary Performance Indicators and Annual Goals Form \[313\]
- G. Definitions \[320\]
- H. Reviewing Checklist \[323\]
INTRODUCTION

Five-Year Plan. The Carl D. Perkins Career and Technical Education Improvement Act of 2006 (Perkins IV) requires eligible recipients to submit a local plan for career and technical education. The State Plan covers the five years from Fiscal Year 2009 to 2013 and local plans must cover the same five-year period as the State Plan. Performance accountabilities as required by the Act will apply to the secondary eligible recipients and not to programs. This Guide provides directions, formats, and background information for submitting a Five-Year Plan to be supported with funds authorized by Perkins IV.

The Five-Year Plan will include the following:

- Descriptions of how the recipient will carry out the required activities of Section 134 of the Act, and,
- Descriptions of additional goals for the five-year period beyond those required by Perkins IV, including any goals that are adopted by the secondary CTE center.

Annual Application. Before the start of each of the five years covered by the Plan, the eligible recipient will need to submit and gain approval of an Annual Application in order to receive federal support under the Perkins Act. Funds will be granted for twelve-month periods, for program improvement purposes only as defined in the Plan. Guidance for submitting an Annual Application for FY 2009 is provided in a separate document.

Plan Amendments. The Five-Year Plan may be amended yearly, as part of the Annual Application for Perkins Program Improvement Grants. At a minimum, the Plan will need to be amended every two years; The Perkins Act requires that goals on all performance indicators be established for two-year periods as a result of negotiations between the New Hampshire Department of Education and the eligible recipient. Once statewide performance goals have been negotiated for two-year periods with the US Department of Education, negotiations between the eligible recipient and the eligible agency can begin. Negotiations with the eligible agency may begin with a written request submitted to the administrator of the Career Development Bureau. Beyond these necessary amendments, the eligible recipient may also propose amendments to the Five-Year Plan whenever submitting the Annual Application.

Staff from the New Hampshire Department of Education, Career Development Bureau, will be available to assist the eligible recipient in developing a plan.
FIVE-YEAR PLAN

GUIDE

I. Deadline: 4:00 PM, June 13, 2008
II. Submit one (1) unbound original and one (1) copy to:
   John Varrill
   Bureau of Career Development, Room 266
   NH Department of Education
   21 South Fruit Street, Suite 20
   Concord, NH  03301
   jvarrill@ed.state.nh.us
   (603) 271-2452

Critical dates in the FY 2008 planning schedule are:

<table>
<thead>
<tr>
<th>Task</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Deadline for submitting the 5-Year Plan</td>
<td>June 13, 2008</td>
</tr>
<tr>
<td>Notification of approval status of the 5-Year Plan</td>
<td>July 1, 2008</td>
</tr>
</tbody>
</table>

INSTRUCTIONS

A complete plan will include the following forms and sections, in the order shown below:

A. Cover Page--(see Attachment A)

B. Nondiscrimination Statement--(see Attachment B)

C. Certifications and Assurances Form--(see Attachment C)

D. FY 2009-13 Five-Year Plan
   In narrative form, provide the information requested below for 1 through 12. Follow the directions in 13 to establish goals for each of the secondary performance indicators required by Perkins IV.
1. **Planning, Coordination and Collaboration** (Perkins IV Citation: Section 134 (b)(5))

   **Directions:** Provide the names of all the individuals that were involved with the development of the Perkins IV Five-Year Local Plan. Include individuals listed on the Certifications and Assurances form as well as academic and technical faculty, administrators, career counselors, guidance counselors and other stakeholders as appropriate. Summarize the extent to which all the individuals were involved with the development of the Perkins IV Five-Year Local Plan and how they will be involved with the implementation of the Plan.

2. **Size, Scope and Quality** (Perkins IV Citations: Section 134 (b)(6), Section 135 (b)(8))

   **Directions:** Describe how the secondary center will ensure that all programs, activities and services assisted with Perkins IV funds are of the size, scope and quality necessary to improve the career and technical education programs of the center.

3. **Secondary Postsecondary Linkages (CPPOS)** (Perkins IV Citations: Section 122 (c)(1)(A)(i)(ii)(iii)(iv), Section 134 (b)(3)(A), Section 135(b)(2))

   **Directions:**
   
a. Describe how students in Tech Prep programs will be informed (a) that they are enrolled in such a program and (b) of the benefits of participation in Tech Prep.
   
b. Secondary eligible recipients will be required to develop one CPPOS per year over the five-year planning period. Describe how this goal will be achieved to bring closer linkages between secondary and postsecondary education, including apprenticeships.

4. **Academic and Technical Integration** (Perkins IV Citations: Section 134 (b)(3)(B), Section 135 (b)(1))

   **Directions:** Describe how the center will improve the academic and technical skills of students participating in career and technical education programs by strengthening the academic and technical education components of such programs through the integration of coherent and rigorous content aligned with challenging academic and technical education standards to ensure learning in (i) core academic courses and (ii) the technical education courses.

5. **Initiate, Improve, Modernize and Expand Career and Technical Education Programs including Adding Relevant Technology** (Perkins IV Citation: Section 135 (b)(4), (6) & (7))

   **Directions:**
   
a. Describe how the center will initiate, improve and/or expand career and technical education programs (including adding relevant technology), which may include providing students enrolled in career and technical education with the academic and technical skills (including the mathematics and science knowledge that
provides a strong basis for such skills) that lead to entry into the technology fields.

b. Describe how the center will, if feasible, collaborate with technology industries to offer voluntary internships and mentoring programs, including programs that improve the mathematics and science knowledge of students.

6. All Aspects of the Industry (Perkins IV Citations: Section 134 (b)(3)(C), Section 135 (b)(3))

**Directions:** Describe how the center will incorporate all aspects of the industry in career and technical education programs.

7. Special Populations (Perkins IV Citations: Section 3, Section 113, Section 134 (b) (2), Section 134 (b) (8), Section 134 (b) (9), Section 134 (b)(10), Section 135 (b) (9))

**Directions:**
   a. Describe the process that the center will use to identify and adopt strategies to overcome barriers to students enrolling in, and being retained in, career and technical education programs that would prepare them for careers that would be nontraditional for their gender.

   b. Describe how individuals who are members of each individual special population in the center will be provided with equal access to activities assisted under the Perkins IV, and how individuals who are members of special populations will not be discriminated against on the basis of their status as members of special populations. In addition, describe how individuals who are members of each individual special population will be provided with services designed to enable the special population to meet or exceed each Core Indicator.

8. Career and Academic Counseling (Perkins IV Citation: Section 134 (b)(11))

**Directions:** Describe how the center will provide career guidance and academic counseling to students enrolled in career and technical education.

9. Recruitment and Retention of Faculty, Career Guidance and Academic Counselors (Perkins IV Citations: Section 134 (b)(12), Section 135 (5)(B))

**Directions:** Describe the efforts that the center will make to improve the recruitment and retention of technical faculty and career guidance and academic counselors, including individuals in groups underrepresented in the secondary teaching profession; and the transition to teaching from business and industry.

10. Rigorous and Challenging Courses (Perkins IV Citation: Section 134 (b)(3)(D)(E))

**Directions:** Describe how the secondary center will ensure that students enrolled in career and technical education programs are taught to the same coherent and rigorous content aligned with challenging academic standards that are taught to all other students.
11. Professional Development (Perkins IV Citations: Section 134 (b)(4), Section 135 (b)(5))

**Directions:**

a. Describe how the center will plan comprehensive pre-service i.e., induction programs, and in-service professional development for staff who are involved in career and technical education programs (technical faculty, academic faculty, administrators, career and guidance counselors) for the period covered by the Perkins IV Five-Year Local Plan. Include a description of how the center will ensure that the professional development provided over the five-year period will cover:

i. effective integration and use of challenging academic and technical knowledge and skills provided jointly with academic and technical faculty to the extent practicable;

ii. effective teaching skills based on research that includes promising practices;

iii. effective practices to improve community involvement;

iv. effective use of scientifically based research and data to improve instruction;

v. knowledge and skills in all aspects of the industry - i.e., health and safety, technical, embedded academic, employability, management and entrepreneurship (planning, finance, business ethics, labor relations, community and environmental), and technological;

vi. internship programs that provide relevant business/industry experience; and

vii. training faculty in the effective use and application of technology to improve instruction, which may include distance learning.

b. Describe how the center will ensure that all professional development funded with Perkins IV funds during the entire period covered by the Perkins IV Five-Year Local Plan will be high quality, sustainable, intensive, and focused in order to have a positive and lasting impact on instruction and learning.

c. Describe how the center will ensure that all professional development funded with Perkins IV funds during the entire period covered by the Perkins IV Five-Year Local Plan will include follow-up activities and/or deliverables.

12. Local Five-Year Goals

**Directions:** Describe any additional goals adopted by the secondary eligible recipient that are to be completed by the end of the five-year planning period. For each goal, describe the initiatives that will be implemented to achieve these goals.

13. Core Indicators of Performance (Perkins IV Citations: Section 134 (b)(4), Section 135 (b)(5))

**Directions:** The process for establishing performance goals will differ from the process for approving the rest of the local Five-Year Plan, even though the goals are part of the Plan. As the chart below indicates, the process for Planning Areas 1 through 12 largely comes to an end by July 1, whereas the process for establishing goals largely starts with July 7, 2008 and comes to an end on August 7, 2008. The date of June 30, 2008, by when statewide goals are established with the USED, is the latest possible date for reaching agreement on these goals. More likely, the date for setting these goals will be
earlier than June 30, making the date when the proposed local goals are released by the State earlier as well. This likely set of events would then allow more time to negotiate goals with the State.

<table>
<thead>
<tr>
<th>Event/Milestone</th>
<th>Planning Areas 1 - 12</th>
<th>Planning Area 13</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baseline Data Released</td>
<td>N/A</td>
<td>March 20, 2008</td>
</tr>
<tr>
<td>Plan Guide Released</td>
<td>April 9, 2008</td>
<td>April 9, 2008</td>
</tr>
<tr>
<td>Plan Submittal Deadline</td>
<td>June 13, 2008</td>
<td>N/A</td>
</tr>
<tr>
<td>Statewide Goals Set with USED</td>
<td>N/A</td>
<td>By June 30, 2008</td>
</tr>
<tr>
<td>Plan Approval Status Notification</td>
<td>July 1, 2008</td>
<td>N/A</td>
</tr>
<tr>
<td>Local Goals Proposed by State</td>
<td>N/A</td>
<td>By July 7, 2008</td>
</tr>
<tr>
<td>Goals Negotiations</td>
<td>N/A</td>
<td>July 7 – August 7, 2008</td>
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<tr>
<td>Annual Application Deadline</td>
<td>August 7, 2008</td>
<td>N/A</td>
</tr>
<tr>
<td>Local Goals Set with NH DOE</td>
<td>N/A</td>
<td>By August 7, 2008</td>
</tr>
</tbody>
</table>

Definitions of each indicator are provided in Attachment F. When negotiations have closed by August 7, Attachment F will become part of the plan for the first two years of the five-year planning period. Thereafter, performance goals for each indicator will be negotiated for two-year periods.

E. Completed Reviewing Checklist—(See Attachment H)

Provide page numbers as described in the instructions at the beginning of Attachment H.
ATTACHMENTS

A. COVER PAGE
B. NONDISCRIMINATION STATEMENT FORMAT AND CONTENT
C. CERTIFICATIONS AND ASSURANCES FORM
D. CAREER PATHWAY PLAN OF STUDY FORM
E. PERKINS IV, SECTIONS 134 AND 135
F. SECONDARY PERFORMANCE INDICATORS AND ANNUAL GOALS FORM
G. DEFINITIONS
H. REVIEWING CHECKLIST
ATTACHMENT A:
COVER PAGE FORMAT
COVER PAGE

SECONDARY CAREER AND TECHNICAL EDUCATION

FIVE-YEAR PLAN

FY 2009-2013

1. Applicant

2. Signature of Chief Administrative Officer       Date

3. Name of Project Manager       Title

Project Manager Address:

Telephone

E-mail Address

Submit one (1) original and one (1) copy by June 13, 2008 to:

John Varrill
Bureau of Career Development, Room 266
New Hampshire Department of Education
21 South Fruit St., Suite 20
Concord, NH 03301
(603) 271-2452
jvarrill@ed.state.nh.us
ATTACHMENT B:
Nondiscrimination Statement
Nondiscrimination Statement

I. (Insert statement(s) here. Use a separate sheet if the space provided here is inadequate.)

Recommended wording for Nondiscrimination Statement:

The [name] School district/RA does not discriminate on the basis of race, color, religion, national origin, age, sex, disability, sexual orientation or marital status. This statement is a reflection of the [name] School District/RA and refers to, but is not limited to, the provisions of the following laws:

- Title VI and VII of the Civil Rights Act of 1964
- The age Discrimination Act of 1967
- Title IX of the Education Amendments Act of 1972
- Section 504 of the Rehabilitation Act of 1973
- The Americans with Disabilities Act of 1975
- NH Law against Discrimination (RSA 354-A)

The Title IX Coordinator is: [enter name, address and telephone number]
The Section 504 Coordinator is: [enter name, address and telephone number]

Inquiries may also be directed to the:

- US Department of Education, Office for Civil Rights, 33 Arch St. Suite 900 Boston MA 02110-1491 (617-289-0111);
- NH Commission for Human Rights, 2 Chennell Drive, Concord, NH 03301 (603-271-2767)
ATTACHMENT C:
CERTIFICATIONS AND ASSURANCES FORM
CERTIFICATIONS AND ASSURANCES

I, ________________________________________________
(Typed Name and Title of Chief Administrative Officer)

_________________________________________________, hereby certify and assure that:
(SAU or RA)

1. The programs, services, and initiatives described in this plan will be conducted in accordance with the Carl D. Perkins Career and Technical Education Improvement Act of 2006 (Perkins IV), New Hampshire Statutes, and the New Hampshire Administrative Rules.

2. Student, program, and performance data, information, and reports as may be reasonably required by the New Hampshire State Department of Education will be submitted as requested, and in a timely fashion.

3. All career and technical education programs offered by the eligible recipient will conform to the definition of career and technical education stated in Sec. 3(5) of Perkins IV.

4. Students who are members of special populations will have equal access to and equal opportunities for success in CTE programs.

5. The Regional Advisory Committee is operational and the Advisory Committee has had an opportunity to participate in development of the secondary Five-Year Plan. Members of this Committee include representatives of the general public including at least one representative each of business, industry, and labor, and the Committee has an appropriate representation of both sexes, as well as racial and ethnic minorities.

I certify that all information contained in this plan is true and correct.

_________________________________________________     ____________________
(Signature, Chief Administrative Officer)                        Date
ATTACHMENT D:
CAREER PATHWAY PLAN OF STUDY
(CPPOS)
This Career Pathway Plan of Study can serve as a guide. Courses listed within this plan are only recommended coursework and should be individualized to meet your educational and career goals.

<table>
<thead>
<tr>
<th>Grade</th>
<th>English/Language Arts</th>
<th>Math</th>
<th>Science /Sciences</th>
<th>Social Studies /Sciences</th>
<th>Other Required Courses (R) Recommended Electives (E)</th>
<th>Career and Technical Courses and/or Degree Major Courses</th>
<th>SAMPLE Occupations Relating to This Pathway</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
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</table>

**SECONDARY**

**Associate Degree:**

| 13    |                       |      |                   |                          |                                                 |                                                               |                                                  |
| 14    |                       |      |                   |                          |                                                 |                                                               |                                                  |

**Bachelors Degree:**

| 15    |                       |      |                   |                          |                                                 |                                                               |                                                  |
| 16    |                       |      |                   |                          |                                                 |                                                               |                                                  |

**Notes:**
ATTACHMENT E:
PERKINS IV, SECTIONS 134 AND 135
SEC. 134. LOCAL PLAN FOR CAREER AND TECHNICAL EDUCATION PROGRAMS.

(a) LOCAL PLAN REQUIRED.—Any eligible recipient desiring financial assistance under this part shall, in accordance with requirements established by the eligible agency (in consultation with such other educational training entities as the eligible agency determines to be appropriate) submit a local plan to the eligible agency. Such local plan shall cover the same period of time as the period of time applicable to the State plan submitted under section 122.

(b) CONTENTS.—The eligible agency shall determine the requirements for local plans, except that each local plan shall—

1. describe how the career and technical education programs required under section 135(b) will be carried out with funds received under this title;
2. describe how the career and technical education activities will be carried out with respect to meeting State and local adjusted levels of performance established under section 113;
3. describe how the eligible recipient will—
   A. offer the appropriate courses of not less than 1 of the career and technical programs of study described in section 122(c)(1)(A);
   B. improve the academic and technical skills of students participating in career and technical education programs by strengthening the academic and career and technical education components of such programs through the integration of coherent and rigorous content aligned with challenging academic standards and relevant career and technical education programs to ensure learning in—
      i. the core academic subjects (as defined in section 9101 of the Elementary and Secondary Education Act of 1965); and
      ii. career and technical education subjects;
   C. provide students with strong experience in, and understanding of, all aspects of an industry;
   D. ensure that students who participate in such career and technical education programs are taught to the same coherent and rigorous content aligned with challenging academic standards as are taught to all other students; and
   E. encourage career and technical education students at the secondary level to enroll in rigorous and challenging courses in core academic subjects (as defined in section 9101 of the Elementary and Secondary Education Act of 1965);
4. describe how comprehensive professional development (including initial teacher preparation) for career and technical education, academic, guidance, and administrative personnel will be provided that promotes the integration of coherent and rigorous content aligned with challenging academic standards and relevant career and technical education (including curriculum development);
5. describe how parents, students, academic and career and technical education teachers, faculty, administrators, career guidance and academic counselors, representatives of tech prep consortia (if applicable), representatives of the entities participating in activities described in section 117 of Public Law 105–220 (if applicable), representatives of business (including small business) and industry, labor organizations, representatives of special populations, and other interested individuals are involved in the development, implementation, and evaluation of career and technical education programs assisted...
under this title, and how such individuals and entities are effectively informed about, and assisted in understanding, the requirements of this title, including career and technical programs of study;

(6) provide assurances that the eligible recipient will provide a career and technical education program that is of such size, scope, and quality to bring about improvement in the quality of career and technical education programs;

(7) describe the process that will be used to evaluate and continuously improve the performance of the eligible recipient;

(8) describe how the eligible recipient will—

(A) review career and technical education programs, and identify and adopt strategies to overcome barriers that result in lowering rates of access to or lowering success in the programs, for special populations;

(B) provide programs that are designed to enable the special populations to meet the local adjusted levels of performance; and

(C) provide activities to prepare special populations, including single parents and displaced homemakers, for high skill, high wage, or high demand occupations that will lead to self-sufficiency;

(9) describe how individuals who are members of special populations will not be discriminated against on the basis of their status as members of the special populations;

(10) describe how funds will be used to promote preparation for non-traditional fields;

(11) describe how career guidance and academic counseling will be provided to career and technical education students, including linkages to future education and training opportunities; and

(12) describe efforts to improve—

(A) the recruitment and retention of career and technical education teachers, faculty, and career guidance and academic counselors, including individuals in groups underrepresented in the teaching profession; and

(B) the transition to teaching from business and industry.
SEC. 135. LOCAL USES OF FUNDS.

(a) GENERAL AUTHORITY.—Each eligible recipient that receives funds under this part shall use such funds to improve career and technical education programs.

(b) REQUIREMENTS FOR USES OF FUNDS.—Funds made available to eligible recipients under this part shall be used to support career and technical education programs that—

(1) strengthen the academic and career and technical skills of students participating in career and technical education programs, by strengthening the academic and career and technical education components of such programs through the integration of academics with career and technical education programs through a coherent sequence of courses, such as career and technical programs of study described in section 122(c)(1)(A), to ensure learning in—

(A) the core academic subjects (as defined in section 9101 of the Elementary and Secondary Education Act of 1965); and

(B) career and technical education subjects;

(2) link career and technical education at the secondary level and career and technical education at the secondary level, including by offering the relevant elements of not less than 1 career and technical program of study described in section 122(c)(1)(A);

(3) provide students with strong experience in and understanding of all aspects of an industry, which may include work based learning experiences;

(4) develop, improve, or expand the use of technology in career and technical education, which may include—

(A) training of career and technical education teachers, faculty, and administrators to use technology, which may include distance learning;

(B) providing career and technical education students with the academic and career and technical skills (including the mathematics and science knowledge that provides a strong basis for such skills) that lead to entry into the technology fields; or

(C) encouraging schools to collaborate with technology industries to offer voluntary internships and mentoring programs, including programs that improve the mathematics and science knowledge of students;

(5) provide professional development programs that are consistent with section 122 to secondary and postsecondary teachers, faculty, administrators, and career guidance and academic counselors who are involved in integrated career and technical education programs, including

(A) in-service and preservice training on 20 USC 2355.

(i) effective integration and use of challenging academic and career and technical education provided jointly with academic teachers to the extent practicable;

(ii) effective teaching skills based on research that includes promising practices;

(iii) effective practices to improve parental and community involvement; and

(iv) effective use of scientifically based research and data to improve instruction;

(B) support of education programs for teachers of career and technical education in public schools and other public school personnel who are involved in the direct delivery of educational services to career and technical education students, to
ensure that such teachers and personnel stay current with all aspects of an industry;
(C) internship programs that provide relevant business experience; and
(D) programs designed to train teachers specifically in the effective use and application of technology to improve instruction;
(6) develop and implement evaluations of the career and technical education programs carried out with funds under this title, including an assessment of how the needs of special populations are being met;
(7) initiate, improve, expand, and modernize quality career and technical education programs, including relevant technology;
(8) provide services and activities that are of sufficient size, scope, and quality to be effective; and
(9) provide activities to prepare special populations, including single parents and displaced homemakers who are enrolled in career and technical education programs, for high skill, high wage, or high demand occupations that will lead to self-sufficiency.

(c) PERMISSIVE.—Funds made available to an eligible recipient under this title may be used—
(1) to involve parents, businesses, and labor organizations as appropriate, in the design, implementation, and evaluation of career and technical education programs authorized under this title, including establishing effective programs and procedures to enable informed and effective participation in such programs;
(2) to provide career guidance and academic counseling, which may include information described in section 118, for students participating in career and technical education programs, that—
   (A) improves graduation rates and provides information on postsecondary and career options, including baccalaureate degree programs, for secondary students, which activities may include the use of graduation and career plans; and
   (B) provides assistance for postsecondary students, including for adult students who are changing careers or updating skills;
(3) for local education and business (including small business) partnerships, including for—
   (A) work-related experiences for students, such as internships, cooperative education, school-based enterprises, entrepreneurship, and job shadowing that are related to career and technical education programs;
   (B) adjunct faculty arrangements for qualified industry professionals; and
   (C) industry experience for teachers and faculty;
(4) to provide programs for special populations;
(5) to assist career and technical student organizations;
(6) for mentoring and support services;
(7) for leasing, purchasing, upgrading or adapting equipment, including instructional aids and publications (including support for library resources) designed to strengthen and support academic and technical skill achievement;
(8) for teacher preparation programs that address the integration of academic and career and technical education and that assist individuals who are interested in becoming career and technical education teachers and faculty, including individuals with experience in business and industry;
(9) to develop and expand postsecondary program offerings at times and in formats that are accessible for students, including working students, including through the use of distance education;
(10) to develop initiatives that facilitate the transition of subbaccalaureate career and technical education students into baccalaureate degree programs, including—
   (A) articulation agreements between sub-baccalaureate degree granting career and technical education postsecondary educational institutions and baccalaureate degree granting postsecondary educational institutions;
   (B) postsecondary dual and concurrent enrollment programs;
   (C) academic and financial aid counseling for subbaccalaureate career and technical education students that informs the students of the opportunities for pursuing a baccalaureate degree and advises the students on how to meet any transfer requirements; and
   (D) other initiatives—
      (i) to encourage the pursuit of a baccalaureate degree; and
      (ii) to overcome barriers to enrollment in and completion of baccalaureate degree programs, including geographic and other barriers affecting rural students and special populations;
(11) to provide activities to support entrepreneurship education and training;
(12) for improving or developing new career and technical education courses, including the development of new proposed career and technical programs of study for consideration by the eligible agency and courses that prepare individuals academically and technically for high skill, high wage, or high demand occupations and dual or concurrent enrollment opportunities by which career and technical education students at the secondary level could obtain postsecondary credit to count towards an associate or baccalaureate degree;
(13) to develop and support small, personalized career themed learning communities;
(14) to provide support for family and consumer sciences programs;
(15) to provide career and technical education programs for adults and school dropouts to complete the secondary school education, or upgrade the technical skills, of the adults and school dropouts;
(16) to provide assistance to individuals who have participated in services and activities under this Act in continuing their education or training or finding an appropriate job, such as through referral to the system established under section 121 of Public Law 105–220 (29 U.S.C. 2801 et seq.);
(17) to support training and activities (such as mentoring and outreach) in non-traditional fields;
(18) to provide support for training programs in automotive technologies;
(19) to pool a portion of such funds with a portion of funds available to not less than 1 other eligible recipient for innovative initiatives, which may include—
   (A) improving the initial preparation and professional development of career and technical education teachers, faculty, administrators, and counselors;
   (B) establishing, enhancing, or supporting systems for—
      (i) accountability data collection under this Act; or
      (ii) reporting data under this Act;
   (C) implementing career and technical programs of study described in section 122(c)(1)(A); or
   (D) implementing technical assessments; and
(20) to support other career and technical education activities that are consistent with the purpose of this Act.

(d) ADMINISTRATIVE COSTS.—Each eligible recipient receiving funds under this part shall not use more than 5 percent of the funds for administrative costs associated with the administration of activities assisted under this section.
ATTACHMENT F:
SECONDARY PERFORMANCE GOALS FOR SCHOOL YEARS 2008-09 AND 2009-10
The following Performance Indicators and levels of performance will be applied to secondary centers in New Hampshire that receive funds under Sec. 131 of the Carl D. Perkins Career and Technical Education Act of 2006, in compliance with Sec. 113 of the Act. Performance Accountabilities will be applied to the secondary center, NOT to individual programs.

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Indicator Definition</th>
<th>Baseline SY 2006-07</th>
<th>Year One SY 2007-08</th>
<th>Year Two SY 2008-09</th>
</tr>
</thead>
</table>
| 1S1       | **Academic Attainment – Reading/Language Arts** 113(b)(2)(A)(i) | Numerator: Number of CTE senior concentrators who have met the acceptable performance range of basic or better on the Statewide high school **reading/language arts** assessment administered by the State under Section 1111(b)(3) of the Elementary and Secondary Education Act (ESEA) as amended by the No Child Left Behind Act based on the scores that were included in the State’s computation of adequate yearly progress (AYP) and who, in the reporting year, left secondary education.  
Denominator: Number of CTE senior concentrators who took the ESEA assessment in **reading/language arts whose scores were included in the State's computation of AYP** and who, in the reporting year, left secondary education. | B: 77.00% L: 77.00% A: | L: 85.00% A: |
| 1S2       | **Academic Attainment - Mathematics** 113(b)(2)(A)(i) | Numerator: Number of CTE senior concentrators who have met the acceptable performance range of basic or better on the Statewide high school **mathematics** assessment administered by the State under Section 1111(b)(3) of the (ESEA) as amended by the No Child Left Behind Act based on the scores that were included in the State’s computation of adequate yearly progress (AYP) and who, in the reporting year, left secondary education.  
Denominator: Number of CTE senior concentrators who took the ESEA assessment in **mathematics whose scores were included in the State's computation of AYP** and who, in the reporting year, have left secondary education. | B: 64.00% L: 64.00% A: | L: 76.00% A: |
<table>
<thead>
<tr>
<th>Indicator</th>
<th>Indicator Definition</th>
<th>Baseline SY 2007-08</th>
<th>Year One SY 2008-09</th>
<th>Year Two SY 2009-10</th>
</tr>
</thead>
</table>
| **2S1** Technical Skill Attainment 113(b)(2)(A)(ii) | **Numerator:** Number of CTE senior concentrators who completed all technical skill competencies that are aligned with industry-recognized standards, if available and appropriate, during the reporting year.  
**Denominator:** Number of CTE senior concentrators who left secondary education during the reporting year. | B: | L: | L: |
<p>|           |                      | A:                  | A:                  |                     |</p>
<table>
<thead>
<tr>
<th>Indicator</th>
<th>Indicator Definition</th>
<th>Baseline SY 2007-08</th>
<th>Year One SY 2008-09</th>
<th>Year Two SY 2009-10</th>
</tr>
</thead>
<tbody>
<tr>
<td>3S1</td>
<td><strong>Numerator:</strong> Number of CTE senior concentrators who earned a regular secondary school diploma, earned a General Education Development (GED) credential as a State-recognized equivalent to a regular high school diploma (if offered by the State) or other State-recognized equivalent (including recognized alternative standards for individuals with disabilities), or earned a proficiency credential, certificate, or degree, in conjunction with a secondary school diploma (if offered by the State) during the reporting year. <strong>Denominator:</strong> Number of CTE senior concentrators who left secondary education during the reporting year.</td>
<td>B:</td>
<td>L:</td>
<td>L:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Indicator Definition</th>
<th>Baseline SY 2006-07</th>
<th>Year One SY 2007-08</th>
<th>Year Two SY 2008-09</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>4S1</strong> Student Graduation Rates 113(b)(2)(A)(iv)</td>
<td><strong>Numerator:</strong> Number of CTE senior concentrators who, in the reporting year, were included as graduated in the State’s computation of its graduation rate as described in Section 1111(b)(2)(C)(vi) of the ESEA. <strong>Denominator:</strong> Number of CTE senior concentrators who, in the reporting year, were included in the State’s computation of its graduation rate as defined in the State’s Consolidated Accountability Plan pursuant to Section 1111(b)(2)(C)(vi) of the ESEA.</td>
<td>B: 75.00%</td>
<td>L: 76.00%</td>
<td>L: 77.00%</td>
</tr>
<tr>
<td><strong>5S1</strong> Secondary Placement 113(b)(2)(A)(v)</td>
<td><strong>Numerator:</strong> Number of CTE senior concentrators who completed secondary career and technical education and left secondary education and were placed in postsecondary education or advanced training, in the military service, or employment in the second quarter following the program year in which they left secondary education (i.e., unduplicated placement status for CTE concentrators who graduated by June 30, 2007 would be assessed between October 1, 2007 and December 31, 2007). <strong>Denominator:</strong> Number of CTE senior concentrators who left secondary education during the reporting year.</td>
<td>B:</td>
<td>L:</td>
<td>L:</td>
</tr>
</tbody>
</table>

321
<table>
<thead>
<tr>
<th>Indicator</th>
<th>Indicator Definition</th>
<th>Baseline SY 2007-08</th>
<th>Year One SY 2008-09</th>
<th>Year Two SY 2009-10</th>
</tr>
</thead>
<tbody>
<tr>
<td>6S1</td>
<td><strong>Numerator:</strong> Number of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year. <strong>Denominator:</strong> Number of CTE participants who participated in a program that leads to employment in nontraditional fields during the reporting year.</td>
<td>B:</td>
<td>L:</td>
<td>L:</td>
</tr>
<tr>
<td>Nontraditional Participation</td>
<td>113(b)(2)(A)(vi)</td>
<td></td>
<td>A:</td>
<td>A:</td>
</tr>
<tr>
<td>6S2</td>
<td><strong>Numerator:</strong> Number of CTE senior concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year. <strong>Denominator:</strong> Number of CTE senior concentrators who completed a program that leads to employment in nontraditional fields during the reporting year.</td>
<td>B:</td>
<td>L:</td>
<td>L:</td>
</tr>
<tr>
<td>Nontraditional Completion</td>
<td>113(b)(2)(A)(vi)</td>
<td></td>
<td>A:</td>
<td>A:</td>
</tr>
</tbody>
</table>
ATTACHMENT G:
DEFINITIONS
Definitions

Activities: Particular actions that comprise an initiative. Activities include those listed in Sec. 135, plus the additional required activity pertaining to Tech Prep; secondary students must be informed and aware of their enrollment in a Tech Prep program and of the unique benefits of such a program.

Administration: Institutions applying for funds under Title I, Section 131 may use up to 5% for administrative purposes (including indirect costs) associated with the administration of activities assisted under this title. The balance of funds is to be used to address required and permissible activities.

Allocation Dollar Amounts: Allocation dollar amounts will not be available until late spring, early summer of 2008. The Budget Summary for the first year of the Five-Year Plan should be filled out using the FY2008 dollar amounts. The anticipated date of release of firm FY2009 amounts is July 15, 2008.

Eligible Agency: The agency responsible for the administration of career and technical education in the State, which in New Hampshire is the Department of Education (see Sec. 3(12)).

Eligible Recipient: A local educational agency (including a public charter school that operates as a local educational agency), an area career and technical education school, an educational service agency, or a consortium, eligible to receive assistance under section 131.

CPPOS (Career Pathway Plan of Study): A state-approved plan for CTE students that identifies a recommended sequence of instruction from secondary through postsecondary levels that leads to high-wage, high-skill, or high-demand careers. The sequence includes recommendations for academic instruction. The plan is documented in a standardized format for students, their parents, and guidance counselors to use.

Initiative: A set of action steps that the eligible recipient takes to improve CTE program(s). In order for an initiative to be approved for Perkins funding, the action steps planned for an initiative must be found in Sec. 135 of Perkins IV. New Hampshire has also adopted an additional required activity pertaining to secondary Tech Prep programs; students must be informed and aware of their enrollment in a secondary Tech Prep program and of the unique benefits of such a program.

Secondary Participant: A secondary student who has earned one (1) or more credits in any career and technical education (CTE) program area.

Secondary Concentrator: A secondary student who has completed greater than 50% of the required sequence of instruction in his/her career and technical program and is enrolled in the second half of the program as of October 1st or March 1st.

FAUPL (Final Agreed-Upon Performance Levels): The term used to denote the performance goals for eligible recipients--the form used to record final state-federal agreed-upon performance goals.
ATTACHMENT H:
REVIEWING CHECKLIST
REVIEWING CHECKLIST

Secondary Eligible Recipient: ____________________________________________

Reviewer/State Liaison: ___________________________ Date: __________

Approval Status:

□ Fully Approved Date: __________
□ Substantially Approved Date: __________
□ Not approved, see notes Date: __________

Applicant instructions: Please use the right-hand column of the chart below to inform reviewers where in your FY 09-13 plan they can find the required contents listed in the middle column. Please leave the left-hand column blank, as it is reserved for reviewers’ use. Also, feel free to use this checklist as a tool to determine if your submittal is complete. If any boldfaced item is missing or not satisfactorily addressed, the plan will not be approved.

Reviewer instructions: Place a check in the left column if the requirement has been met.

<table>
<thead>
<tr>
<th>Requirement Met?</th>
<th>Required Content</th>
<th>Page(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Cover Page: (Attachment A)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Is the Applicant Name provided?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Is the Cover Sheet:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Signed by Chief Administrative Officer?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Dated?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Is the contact information of Project Manager complete?</td>
<td>__________</td>
</tr>
<tr>
<td></td>
<td>Nondiscrimination Statement: (Attachment B)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Is the text inclusive of all federal and state laws, as well as the secondary centers’ individual policies, including the name, address, and phone number of appropriate contact personnel?</td>
<td>__________</td>
</tr>
</tbody>
</table>

327
<table>
<thead>
<tr>
<th>Requirement</th>
<th>Required Content</th>
<th>Page(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Met?</td>
<td>Certifications and Assurances Form: (Attachment C)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Is the typed name and title of Chief Administrative Officer entered at the top of the Form?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Is the SAU/RA number entered at the top of the Form?</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Is the Form signed and dated by the Chief Administrative Officer?</strong></td>
<td></td>
</tr>
</tbody>
</table>

### FY 2009-13 PLAN

Has the five-year plan adequately addressed:

1. Planning, Coordination, and Collaboration;
   - List of names is included
   - Summary of activity
2. Size, Scope, and Quality;
   - List of programs
   - Assurance of Size, Scope, Quality
3. Secondary Postsecondary Linkages (CPPOS);
   - Procedure for development of CPPOS
   - Description of student notification of Tech Prep status and benefits
   - List of linkages to postsecondary programs
4. Academic and Technical Integration;
   - Description of use of standards (competencies) to align academic and technical content
5. Initiate, Improve, Modernize, and Expand Career and Technical Education;
   - Each initiative is numbered sequentially
   - Each initiative contains activities which improve or expand programs
   - Each initiative contains a budget estimate for listed activities
6. All Aspects of the Industry;
   - Description of how center will provide experience in and understanding of all aspects of industry
7. Special Populations;
   - Description of process used to adopt strategies to reduce barriers for
     - Enrollment
<table>
<thead>
<tr>
<th>Requirement Met?</th>
<th>Required Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Retention in programs</td>
<td></td>
</tr>
<tr>
<td>• Description of services provided for members of each special population to meet or exceed each core indicator</td>
<td></td>
</tr>
<tr>
<td>• Description of how members of special populations are not discriminated against</td>
<td></td>
</tr>
<tr>
<td>8. Career and Academic Counseling;</td>
<td></td>
</tr>
<tr>
<td>• Description of</td>
<td></td>
</tr>
<tr>
<td>- career counseling</td>
<td></td>
</tr>
<tr>
<td>- academic counseling</td>
<td></td>
</tr>
<tr>
<td>for students enrolled at the center</td>
<td></td>
</tr>
<tr>
<td>9. Recruitment and Retention of Faculty, Career Guidance, and Academic Counselors;</td>
<td></td>
</tr>
<tr>
<td>• Description of efforts made by the center</td>
<td></td>
</tr>
<tr>
<td>10. Rigorous and Challenging Courses;</td>
<td></td>
</tr>
<tr>
<td>• Description of how courses are aligned to challenging academic standards</td>
<td></td>
</tr>
<tr>
<td>11. Professional Development;</td>
<td></td>
</tr>
<tr>
<td>• List of planned professional development activities</td>
<td></td>
</tr>
<tr>
<td>• High quality</td>
<td></td>
</tr>
<tr>
<td>• Sustainable</td>
<td></td>
</tr>
<tr>
<td>• Intensive</td>
<td></td>
</tr>
<tr>
<td>• Focused on instruction and learning</td>
<td></td>
</tr>
<tr>
<td>• Follow-up activities and/or deliverables</td>
<td></td>
</tr>
<tr>
<td>12. Local Five-Year Goals;</td>
<td></td>
</tr>
<tr>
<td>• List of additional goals and initiatives for each goal listed</td>
<td></td>
</tr>
<tr>
<td>• Budget estimate for each activity</td>
<td></td>
</tr>
<tr>
<td>• Sequential numbering aligned with #5 initiatives and activities</td>
<td></td>
</tr>
<tr>
<td>13. Core Indicators of Performance;</td>
<td></td>
</tr>
<tr>
<td>• Attachment F is filled out or under negotiation (if under negotiation, final date for closure is August 7, 2008).</td>
<td></td>
</tr>
</tbody>
</table>
ANNUAL PROGRAM IMPROVEMENT GRANT APPLICATION GUIDE: SECONDARY CENTERS

Academic Year
2008-2009

Under the
Carl D. Perkins
Career and Technical Education Improvement Act of 2006
(P.L. 109-270)

Application is due August 14, 2008

Bureau of Career Development, Room 266
New Hampshire State Department of Education
21 South Fruit Street, Suite 20
Concord, New Hampshire 03301

April 2008
Statement of Nondiscrimination

The New Hampshire Department of Education does not discriminate on the basis of race, color, religion, marital status, national/ethnic origin, age, sex, sexual orientation, or disability in its programs, activities and employment practices. The following person has been designated to handle inquiries regarding the nondiscrimination policies:

Brenda Cochrane
Title IX/ADA Coordinator
NH Department of Education
101 Pleasant Street
Concord, NH 03301-3860
(603) 271-3743
877-521-2172 TTY/V
# Table of Contents

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C. Certifications and Assurances Form 50
D. Active and Eligible Programs 52
E. Planned Initiatives Format and Example 54
F. Career Pathway Plan of Study Form 56
G. Annual Initiatives and Detailed Use of Funds Format/Example 58
H. Budget Summary Format 63
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J. Planning Areas 70
K. Definitions 72
L. Application Checklist 75
INTRODUCTION

Annual Application. This Guide provides information needed to complete an application for one year of Perkins funding for secondary career and technical education program improvement. Applicants must provide information on program improvement initiatives to be funded during the coming year and on the budget to fund these initiatives.

Annual Accountabilities. The initiatives to be funded with annual Perkins grants must align with the State Five-Year Plan, including accountabilities on six performance indicators. Each application will address one year of the five-year planning period, with the current application covering the 2008-2009 School Year. The initiatives to be funded this first year will be approved if they advance the State Five-Year Plan.

In subsequent years, initiatives must also be performance based, including statutory accountabilities. Accountability for performance during these subsequent years will apply to the particular secondary center that is applying for funding. Accountability will not extend to the individual programs offered at the center. In addition, secondary centers are required to maintain their own local five-year plans, with accountabilities for performance.

All the initiatives are included in the local five-year plan (as amended). If they are not included in the approved local five-year plan, an amendment to that plan must be approved prior to the inclusion of new initiatives in this annual application.

Staff from the New Hampshire Department of Education, Career Development Bureau, will be available to assist in developing the annual application.
INSTRUCTIONS

I. Deadline: August 14, 2008

II. Submit one (1) unbound original and two (2) copies to:

Mr. John Varrill
Bureau of Career Development, Room 266
NH Department of Education
21 South Fruit Street, Suite 20
Concord, NH 03301
jvarrill@ed.state.nh.us
(603) 271-2452

Critical dates in the SY 2008-2009 planning schedule are:

<table>
<thead>
<tr>
<th>Task</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Release of the SY 2008-09 Application for Funding Guide</td>
<td>April 9, 2008</td>
</tr>
<tr>
<td>Deadline for submitting the SY 2008-09 Application for Funding</td>
<td>August 14, 2008</td>
</tr>
<tr>
<td>Notification of approval status of SY 2008-09 Application for Funding</td>
<td>August 20, 2008</td>
</tr>
<tr>
<td>SY 2007-08 Grant End Date</td>
<td>August 21, 2008</td>
</tr>
<tr>
<td>SY 2008-09 Grant Start Date</td>
<td>August 22, 2008</td>
</tr>
<tr>
<td>SY 2008-09 Grant End Date</td>
<td>August 21, 2009</td>
</tr>
</tbody>
</table>

A complete application will include the following forms and sections, in the order shown below:

- Cover Page (see Attachment A);
- Nondiscrimination Statement (see Attachment B);
- Certifications and Assurances Form (See Attachment C);
- Active and Eligible Programs (See Attachment D);
- Planned Initiatives (See Attachment E);
- Targeted Improvement Initiatives (if required - same format as Attachment E);
- Annual Initiatives and Detailed Use of Funds (See Attachment G);
- Budget Summary; (see Attachment H)
- New Hampshire Office of Business Management (OBM) Form 1 (September 2005 version);
- Completed Application Checklist (See Attachment L).
Cover Page: provide information and signatures as indicated in Attachment A

Nondiscrimination Statement of Receiving District: provide statement as indicated in Attachment B.

Certifications and Assurances Form: provide information and signatures as indicated in Attachment C.

Active and Eligible Programs List, Attachment D:

Items 1-3: Complete with name of program and CIP code, and add CPPOS status for each program.

Item 4: List programs that are planned for development during SY 2008-09. Funds authorized by Sections 135 (b)(7) and (c)(12) of Perkins IV may be available for one year to develop these programs, if a letter has been received from the State Director of CTE authorizing the use of the funds for this purpose.

Item 5: Provide two (2) copies of each district’s Course Catalogue. Please follow the directions found in Attachment D.

Planned Initiatives, Attachment E:

Describe each initiative planned for SY 2008-09 under its corresponding Planning Area as listed in Attachment J of this document. Planning Areas are also found in section D of the Five-Year Plan Guide and are found in the local five-year plan for each center. (Note that Planning Area #13 is a report of performance and not a source of initiatives or activities.)

As illustrated in Attachment E, the initiative descriptions must briefly list the action steps or activities that the initiative will include. The same format should be used wherever applicants have identified additional initiatives, including targeted ones if required.

The form showing the NH format for developing a Career Pathway Plan of Study (CPPOS) is found in Attachment F, to illustrate the information that would be needed to develop such a plan. Those centers that develop a CPPOS for any program must adhere to this format in order to receive approval for the developed CPPOS.

Targeted Improvement Initiatives:

Perkins IV requires local plans to improve performance if on any indicator(s) performance falls below 90% of the goal for the indicator(s). For SY 08-09, any eligible recipients whose performance falls below the 90% threshold for any indicator(s) must plan initiatives to bring performance up. These initiatives must target performance improvements only on the indicators where performance fell short of the 90% threshold. The only Perkins accountabilities for SY 2007-08 are based on the three NCLB accountabilities for English/language Arts, Math, and Graduation Rate. If performance
falls below 90% of any of these three goals, targeted initiatives must be planned to bring performance up.

These initiatives must be grouped under an additional Planning Area that names the indicator(s) targeted for improvement. If more than one indicator is targeted, each indicator must be treated as a unique “Planning Area.” The Planning Areas must immediately follow the descriptions of initiatives for Planning Areas 1-12, using the same format. These Planning Areas need not be numbered. The initiatives described in these additional Areas, however, must continue the numbering sequence used in the preceding Planning Areas.

Annual Initiatives and Detailed Use of Funds, see Attachment G:

Use the format provided in Attachment G - Example Initiatives A and B - to detail each program or service Initiative for which funds under this application will be used.

A detailed description of each Initiative includes the following information:
(i). Planning Area (from local five-year plan or Attachment J in this application),
(ii). the initiative number, as listed in Planned Initiatives (Attachment E),
(iii). title of the initiative,
(iv). description of the initiative (including program and CIP code, if appropriate),
(v). list of action steps or specific activities within the initiative,
(vi). rationale for the initiative (including reference to Performance Indicator improvement),
(vii). budget for the initiative (including use of local funds, where appropriate),
(viii). detailed budget notes (specifications – including description, quantity, costs, of items, or services), and
(ix). clear page reference to the applicant’s five-year plan (as amended).

NOTES:
• All initiatives to be supported must be numbered and appear sequentially in the application.
• Be sure to cite the page number(s) in the five-year plan where additional information can be found to support your rationale for funding the initiative.
• Any indirect costs must be included as part of your 5% for administration. Costs for the targeted improvement initiatives should be presented with all of the other budget items and not separated out from the rest of the detailed budget.
Budget Summary:

The purpose of the Budget Summary is to consolidate all proposed expenditures under the Application for Funding, by function and object code, while providing reference to the Initiatives in this application.

Directions:
1. Using the format provided in Attachment H, list all proposed expenditures, by function and object codes, for each of the objects or services as detailed in the Annual Initiatives and Detailed Use of Funds section (see Attachment G).
2. For each budget line item, identify the page number(s) on which the Initiative or Administrative budget and budget notes can be found.
3. The Form 1 should reflect the budget summary items.

New Hampshire Office of Business Management (OBM) Form 1:
Complete the Form 1, following the requirements listed at the end of the Application Checklist.

Completed Application Checklist:
Provide page numbers as described in the instructions at the beginning of Attachment L.
ATTACHMENT A:
COVER PAGE FORMAT
Secondary Career and Technical Education

PROGRAM IMPROVEMENT GRANT APPLICATION

For Year One of the Five-Year Plan
SY 2008-09

1. Applicant

2. Typed Name of Chief Administrative Officer of SAU/RA

3. Signature of Chief Administrative Officer
   Date

4. Name of Project Manager
   Title

   Project Manager Address: ___________________________
   Telephone ___________________________
   E-mail Address ___________________________

Submit one (1) original and two (2) copies by August 14, 2008 to:

   Mr. John Varrill
   Bureau of Career Development, Room 266
   New Hampshire Department of Education
   21 South Fruit St., Suite 20
   Concord, NH 03301
   (603) 271-2452
   jvarrill@ed.state.nh.us
ATTACHMENT B:

NONDISCRIMINATION STATEMENT
Nondiscrimination Statement

I. Statement of Nondiscrimination (Use a separate sheet if the space provided here is inadequate.)

Recommended wording for Nondiscrimination Statement:

The [name] School district/RA does not discriminate on the basis of race, color, religion, national origin, age, sex, disability, sexual orientation or marital status. This statement is a reflection of the [name] School District/RA and refers to, but is not limited to, the provisions of the following laws:

- Title VI and VII of the Civil Rights Act of 1964
- The age Discrimination Act of 1967
- Title IX of the Education Amendments Act of 1972
- Section 504 of the Rehabilitation Act of 1973
- The Americans with Disabilities Act of 1975
- NH Law against Discrimination (RSA 354-A)

The Title IX Coordinator is: [enter name, address and telephone number]
The Section 504 Coordinator is: [enter name, address and telephone number]

Inquiries may also be directed to the:
- US Department of Education, Office for Civil Rights, 33 Arch St. Suite 900 Boston MA 02110-1491 (617-289-0111);
- NH Commission for Human Rights, 2 Chennell Drive, Concord, NH 03301 (603-271-2767)
ATTACHMENT C:
CERTIFICATIONS AND ASSURANCES FORM
CERTIFICATIONS AND ASSURANCES

I. ________________________________ Superintendent of Schools, or the person authorized to sign, for the ________________ SAU/RA, certify and assure that:

1. The programs, services, and activities designated to be supported by funds through this application will be conducted in accordance with the Carl D. Perkins Career and Technical Education Improvement Act of 2006 (Perkins IV), New Hampshire Statutes, and the New Hampshire Administrative Rules.

2. Policies, procedures, and activities described in this application will be carried out as described herein.

3. Supplemental funds granted to the agency under the provisions of Perkins IV will be used as stipulated in the attached application, and supporting documents and records of expenditures will be maintained for audit in accordance with the requirements of the New Hampshire State Department of Education, Office of Business Management.

4. Student, program, and performance data, information, and reports as may be reasonably required by the NH State Department of Education will be submitted as requested, and in a timely fashion.

5. Students who are members of special populations will have equal access to and equal opportunities for success in CTE programs.

6. The Regional Advisory Committee is operational and the Advisory Committee has had an opportunity to participate in the annual application for funds.

I certify that all information contained in this application is true and correct.

_________________________________________     ________________
(Signature, Chief Administrative Officer)         Date
ATTACHMENT D:
ACTIVE AND ELIGIBLE PROGRAMS
ACTIVE AND ELIGIBLE PROGRAMS

1. List the career and technical programs at your center/school that are approved by the Bureau of Career Development. These programs are the only ones eligible to receive funding under Title I, Sec. 131 of the Carl D. Perkins Act.

<table>
<thead>
<tr>
<th>Program Title</th>
<th>CIP Code</th>
<th>CPPOS Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a)</td>
<td>_______</td>
<td>____________</td>
</tr>
<tr>
<td>(b)</td>
<td>_______</td>
<td>____________</td>
</tr>
<tr>
<td>(c)</td>
<td>_______</td>
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<td>____________</td>
</tr>
<tr>
<td>(i)</td>
<td>_______</td>
<td>____________</td>
</tr>
</tbody>
</table>

2. Identify programs that are currently aligned via an approved Career Pathway Plan of Study (CPPOS) between secondary/postsecondary associate/certificate programs, by placing an “A” in the “CPPOS Status” column.

3. Identify career and technical programs that will be aligned during the first year of the five-year plan using the CPPOS document (See Attachment F). Programs must prepare students for high-skill, high-wage or high-demand occupations. Place a “B” in the “CPPOS Status” column to indicate programs which will develop a CPPOS during the first year of the five-year plan.

4. List all CTE programs at your center that are planned for development during SY 2008-09.

<table>
<thead>
<tr>
<th>Planned Program(s)</th>
<th>CIP Code</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

5. Provide two (2) copies of the Program of Studies for the receiving school and each sending school.
ATTACHMENT E:
PLANNED INITIATIVES FORMAT
AND EXAMPLE
PLANNED INITIATIVES FORMAT AND EXAMPLE

Instructions: Please list each planning area and list chosen initiatives for SY 2008-09.

See example below.

Planning Area 1, Planning, Coordination, and Collaboration, Year One

Work Completed; no further initiatives planned.

Planning Area 2, Size, Scope, and Quality, Year One

Initiative 1: Improve support services for students with disabilities. Evidence suggests that students with disabilities are not receiving needed support services. Their likelihood of completing programs is lower than the rest of the student population, as well as lower than the other special population groups. Guidance staff have also been highlighting chronic problems that students are facing.

Initiative 2: Improve strategies to help students in nontraditional programs overcome barriers to program completion. In the monitoring visit in January 2008, OVAE staff noted how expenditures on nontraditional programs do not seem to bring much benefit, considering funding levels of recent years. Staff report cases where students in nontraditional programs drop out early in the sequence of program courses. Programs with weakest performance on Nontraditional Program Completion will be identified; teams will contact and interview students to identify barriers that inhibit program completion; targeted strategies will be developed; early implementation of the strategies will begin before the end of Year One.

Planning Area 3, Secondary Postsecondary Linkages, Year One:

Initiative 3: Form statewide program advisory committee that includes secondary and postsecondary representatives. Statewide program advisory committees do not yet exist, but some program areas are close and will be targeted for piloting such advisory committees. During Year One, two programs—Early Childhood Education and Automotive—will be targeted. Tech Prep staff will take the lead in forming the committees in both areas. At the end of the year, an institute will be convened to lay the groundwork for expanding the number of such statewide committees.
ATTACHMENT F:
CAREER PATHWAY PLAN OF STUDY FORM
(CPPOS)
This Career Pathway Plan of Study can serve as a guide. Courses listed within this plan are only recommended coursework and should be individualized to meet your educational and career goals.

<table>
<thead>
<tr>
<th>Grade</th>
<th>English/Language Arts</th>
<th>Math</th>
<th>Science</th>
<th>Social Studies/Sciences</th>
<th>Other Required Courses (R)</th>
<th>Recommended Electives (E)</th>
<th>SAMPLE Occupations Relating to This Pathway</th>
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**Secondary**

**Associate Degree:**

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**Bachelors Degree:**

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<tr>
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<tr>
<td>16</td>
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</tbody>
</table>

**Notes:**
ATTACHMENT G:
ANNUAL INITIATIVES AND DETAILED USE OF FUNDS FORMAT/EXAMPLES
ANNUAL INITIATIVES AND DETAILED USE OF FUNDS
EXAMPLES

EXAMPLE INITIATIVE A
Planned Use of Funds for SY 2008-09

The following Initiative will be supported with Title I, Section 131 funds under this Annual Application for Funding (SY-2008-09), in accordance with the provisions of the Act.

Detailed Use of Funds: (NOTE: Descriptive parts of the example are indicated by Roman Numerals (i, ii…ix))

(i.) **Planning Area:** Professional Development
(ii.) **Initiative #1,** (iii.) **Barriers to access and success of Special Populations** –
(iv.) **Description:**

*Three day workshop on identifying gender bias in instruction:*

A three day workshop will be provided for all instructors and aides for the Career and Technical programs at Lethbridge Center. Workshop activities will include guided self analysis of issues and response to gender bias and development of a peer support structure for follow-up on action steps created. A consultant will be hired using federal funds to provide the workshop and conduct the pre- and post-survey instruments. Federal funds will be used to purchase the instruments and provide for analysis of the results. Costs for materials, facility rental, food and beverages will be paid from local funds.

(v.) **Specific Action Steps for Initiative #1:**

- prepare for workshop
- advertise workshop
- contract with presenter
- purchase test materials
- contract for rental of facility
- administer survey
- analyze results

(vi.) **Rationale:** Seventy-six percent of students surveyed at ABC High School indicated that their impression is that instructors treat students differently based on the students’ gender. (See Appendix A: Equity Committee Student Survey 2007 for data. See p. 95 of this Application for the analysis of that data.) This workshop will address the student impressions by raising awareness levels of all instructional staff at the center (teachers and instructional aides.) This initiative is an extension of a district wide activity for all teachers throughout the middle schools and high schools. It is provided to staff in addition to the district funded activity. The Equity Committee at the center will work with the Human Rights Committee for the district in the design and completion of this workshop activity. It is expected that this awareness will positively
affect the performance on PI Indicator # 7 (Completion Rates for students in programs non-traditional to their gender.)

(vii.) **Budget:**

<table>
<thead>
<tr>
<th>Item#</th>
<th>Function Code</th>
<th>Object Code</th>
<th>Item Description</th>
<th>Federal Funds</th>
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<td>Rental of facility</td>
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<td>2213</td>
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<td>Survey Administration and analysis</td>
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<td>6</td>
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<td>610</td>
<td>Food and beverages</td>
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<td><strong>$775</strong></td>
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</table>

(viii.) **Budget Notes:**
1. Paid Consultant at $600 per day x three (3) days = $1,800.
2. Materials include packets copied for participants (30 x $7.50 = $225); flip charts (4 x $25 = $100); markers, post-its, etc ($25); overhead transparencies ($25) = $375
3. Instruments (AJAX Gender Attitude Survey) – 75 Copies = $75
4. Rental of facility: Holiday Inn in Lethbridge 3 days @ $75 per day = $225
5. Administration of Pre- and Post Survey materials (150 x $7.50 = $900) and data analysis ($600) = $1,500.00 Analysis of results: $300
6. Food/beverages: two breaks and lunch for 75 people times 3 days = $2,250

(ix.) **Reference to Local Five-Year Plan:** A description of this initiative is included under “Barriers to Access and Success of Special Populations” located on p. “36” of the approved five-year plan for the Lethbridge Center.
EXAMPLE INITIATIVE B
Planned uses of funds for SY 2008-09

The following initiative will be supported with Title I, Section 131 funds under this Annual Application for Funding (SY 2008-09), in accordance with the provisions of the Act.

(i.) Planning Area: Initiate, Improve, Modernize, and Expand Career and Technical Education Programs including Adding Relevant Technology
(ii.) Initiative# 16. (iii.) Modernization of CNC Center
(iv.) Description of Initiative: (Machine Shop Technology CIP CODE: 48.0503)
Purchase of hardware and software to retrofit CNC Machining Center:
The Arrow Lakes Consolidated Technology Center, with the approval and advice of the Manufacturing Program Advisory Committee is continuing the modernization of the laboratory equipment to reflect the needs of local manufacturers. The center will purchase an updating package and corresponding software for its Bridgeport CNC Machining Center. The retrofitting will be done by the Boston Machine Supply Company after the materials are purchased.

(v.) Specific Action Steps for Initiative #16:
- research retrofit
- bid retrofit
- contract for technical service
- purchase CAM licenses

(vi.) Rationale: The hardware and software specified here will enable the Manufacturing Technology Program to bring an additional CNC machining center up to current industry standards. These equipment purchases and updated software will enable students to set up, program, and execute turning and milling operations using the existing CNC Machining Center and will allow use of software currently used in manufacturing. This initiative (software and hardware purchases) is endorsed by the Manufacturing Program Advisory Committee and is representative of needs of personnel employed by the industry in the area. These purchases therefore expand the use of relevant technology in the program, improve and modernize the program as well as expand the size of the program by allowing more students to access the current equipment at the same time. The contracted service is reflective of standard industrial practice and will not compromise instructional time or student technical achievement. (For a more detailed description of need, please see the Section III C on page 18 of your approved five-year plan.)
(vii.) **Budget:**

<table>
<thead>
<tr>
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<th>Function Code</th>
<th>Object Code</th>
<th>Item Description</th>
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<th>Local Funds</th>
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<td>Retrofit package for CNC Machining Center</td>
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<td>2</td>
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<td>Purchase Cam Software (20 Licenses)</td>
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<td><strong>$8,000</strong></td>
<td><strong>$8,100</strong></td>
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(viii.) **Budget Notes:**

1. Retrofit Bridgeport CNC Machining Center with software and hardware. One kit, @ $5,000.00 per kit. Includes software, circuit boards and cables.
2. Twenty site licenses @ $450 for current edition of Z-Corp. F-100 CAM software package. Cost: $9,000
3. Installation of retrofit package and instruction for teaching personnel. Three days (work and instruction including materials) @ $700/day. (Boston Machine Supply Company) (Includes corporate instructor’s expenses.)

(ix.) **Reference to Local Five Year Plan:** A description of this initiative is included in the approved local five-year plan under “Initiate, Improve, Modernize and Expand Career and Technical Programs” on page “23.”
ATTACHMENT H:
BUDGET SUMMARY FORMAT
## BUDGET SUMMARY FORMAT

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<th>Initiative Number</th>
<th>Line item (object or service)</th>
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<th>Object code</th>
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<td>Total</td>
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</tbody>
</table>

357
ATTACHMENT I:
PERKINS IV, SECTION 135
SEC. 135. LOCAL USES OF FUNDS.

(a) GENERAL AUTHORITY.—Each eligible recipient that receives funds under this part shall use such funds to improve career and technical education programs.

(b) REQUIREMENTS FOR USES OF FUNDS.—Funds made available to eligible recipients under this part shall be used to support career and technical education programs that—

   (1) strengthen the academic and career and technical skills of students participating in career and technical education programs, by strengthening the academic and career and technical education components of such programs through the integration of academics with career and technical education programs through a coherent sequence of courses, such as career and technical programs of study described in section 122(c)(1)(A), to ensure learning in—

      (A) the core academic subjects (as defined in section 9101 of the Elementary and Secondary Education Act of 1965); and

      (B) career and technical education subjects;

   (2) link career and technical education at the secondary level and career and technical education at the postsecondary level, including by offering the relevant elements of not less than 1 career and technical program of study described in section 122(c)(1)(A);

   (3) provide students with strong experience in and understanding of all aspects of an industry, which may include work based learning experiences;

   (4) develop, improve, or expand the use of technology in career and technical education, which may include—

      (A) training of career and technical education teachers, faculty, and administrators to use technology, which may include distance learning;

      (B) providing career and technical education students with the academic and career and technical skills (including the mathematics and science knowledge that provides a strong basis for such skills) that lead to entry into the technology fields; or

      (C) encouraging schools to collaborate with technology industries to offer voluntary internships and mentoring programs, including programs that improve the mathematics and science knowledge of students;

   (5) provide professional development programs that are consistent with section 122 to secondary and postsecondary teachers, faculty, administrators, and career guidance and academic counselors who are involved in integrated career and technical education programs, including

      (A) in-service and preservice training on 20 USC 2355.

         (i) effective integration and use of challenging academic and career and technical education provided jointly with academic teachers to the extent practicable;

         (ii) effective teaching skills based on research that includes promising practices;

         (iii) effective practices to improve parental and community involvement; and
(iv) effective use of scientifically based research and data to improve instruction;
(B) support of education programs for teachers of career and technical education in public schools and other public school personnel who are involved in the direct delivery of educational services to career and technical education students, to ensure that such teachers and personnel stay current with all aspects of an industry;
(C) internship programs that provide relevant business experience; and
(D) programs designed to train teachers specifically in the effective use and application of technology to improve instruction;
(6) develop and implement evaluations of the career and technical education programs carried out with funds under this title, including an assessment of how the needs of special populations are being met;
(7) initiate, improve, expand, and modernize quality career and technical education programs, including relevant technology;
(8) provide services and activities that are of sufficient size, scope, and quality to be effective; and
(9) provide activities to prepare special populations, including single parents and displaced homemakers who are enrolled in career and technical education programs, for high skill, high wage, or high demand occupations that will lead to self-sufficiency.
(c) PERMISSIVE.—Funds made available to an eligible recipient under this title may be used—
(1) to involve parents, businesses, and labor organizations as appropriate, in the design, implementation, and evaluation of career and technical education programs authorized under this title, including establishing effective programs and procedures to enable informed and effective participation in such programs;
(2) to provide career guidance and academic counseling, which may include information described in section 118, for students participating in career and technical education programs, that—
   (A) improves graduation rates and provides information on postsecondary and career options, including baccalaureate degree programs, for secondary students, which activities may include the use of graduation and career plans; and
   (B) provides assistance for postsecondary students, including for adult students who are changing careers or updating skills;
(3) for local education and business (including small business) partnerships, including for—
   (A) work-related experiences for students, such as internships, cooperative education, school-based enterprises, entrepreneurship, and job shadowing that are related to career and technical education programs;
   (B) adjunct faculty arrangements for qualified industry professionals; and
   (C) industry experience for teachers and faculty;
(4) to provide programs for special populations;
(5) to assist career and technical student organizations;
(6) for mentoring and support services;
(7) for leasing, purchasing, upgrading or adapting equipment, including instructional aids and publications (including support for library resources) designed to strengthen and support academic and technical skill achievement;
(8) for teacher preparation programs that address the integration of academic and career and technical education and that assist individuals who are interested in becoming career
and technical education teachers and faculty, including individuals with experience in business and industry;
(9) to develop and expand postsecondary program offerings at times and in formats that are accessible for students, including working students, including through the use of distance education;
(10) to develop initiatives that facilitate the transition of subbaccalaureate career and technical education students into baccalaureate degree programs, including—
   (A) articulation agreements between sub-baccalaureate degree granting career and technical education postsecondary educational institutions and baccalaureate degree granting postsecondary educational institutions;
   (B) postsecondary dual and concurrent enrollment programs;
   (C) academic and financial aid counseling for subbaccalaureate career and technical education students that informs the students of the opportunities for pursuing a baccalaureate degree and advises the students on how to meet any transfer requirements; and
   (D) other initiatives—
      (i) to encourage the pursuit of a baccalaureate degree; and
      (ii) to overcome barriers to enrollment in and completion of baccalaureate degree programs, including geographic and other barriers affecting rural students and special populations;
(11) to provide activities to support entrepreneurship education and training;
(12) for improving or developing new career and technical education courses, including the development of new proposed career and technical programs of study for consideration by the eligible agency and courses that prepare individuals academically and technically for high skill, high wage, or high demand occupations and dual or concurrent enrollment opportunities by which career and technical education students at the secondary level could obtain postsecondary credit to count towards an associate or baccalaureate degree;
(13) to develop and support small, personalized career themed learning communities;
(14) to provide support for family and consumer sciences programs;
(15) to provide career and technical education programs for adults and school dropouts to complete the secondary school education, or upgrade the technical skills, of the adults and school dropouts;
(16) to provide assistance to individuals who have participated in services and activities under this Act in continuing their education or training or finding an appropriate job, such as through referral to the system established under section 121 of Public Law 105–220 (29 U.S.C. 2801 et seq.);
(17) to support training and activities (such as mentoring and outreach) in non-traditional fields;
(18) to provide support for training programs in automotive technologies;
(19) to pool a portion of such funds with a portion of funds available to not less than 1 other eligible recipient for innovative initiatives, which may include—
   (A) improving the initial preparation and professional development of career and technical education teachers, faculty, administrators, and counselors;
   (B) establishing, enhancing, or supporting systems for—
      (i) accountability data collection under this Act; or
      (ii) reporting data under this Act;
   (C) implementing career and technical programs of study described in section 122(c)(1)(A); or
(D) implementing technical assessments; and

(20) to support other career and technical education activities that are consistent with the purpose of this Act.

(d) ADMINISTRATIVE COSTS.—Each eligible recipient receiving funds under this part shall not use more than 5 percent of the funds for administrative costs associated with the administration of activities assisted under this section.
ATTACHMENT J: PLANNING AREAS
PLANNING AREAS

1. Planning, Coordination and Collaboration (Perkins IV Citation: Section 134 (b)(5))

2. Size, Scope and Quality (Perkins IV Citations: Section 134 (b)(6), Section 135 (b)(8))


4. Academic and Technical Integration (Perkins IV Citations: Section 134 (b)(3)(B), Section 135 (b)(1))

5. Initiate, Improve, Modernize and Expand Career and Technical Education Programs including Adding Relevant Technology (Perkins IV Citation: Section 135 (b)(4), (6) & (7)).

6. All Aspects of the Industry (Perkins IV Citations: Section 134 (b)(3)(C), Section 135 (b)(3)).

7. Special Populations. (Perkins IV Citations: (Perkins IV Citation: (Section 3, Section 113, Section 134 (b) (2), Section 134 (b) (8), Section 134 (b) (9), Section 134 (b)(10), Section 135 (b) (9)).

8. Career and Academic Counseling (Perkins IV Citation: Section 134 (b)(11)).

9. Recruitment and Retention of Faculty, Career Guidance and Academic Counselors. (Perkins IV Citations: Section 134 (b)(12), Section 135 (5)(B).

10. Rigorous and Challenging Courses. (Perkins IV Citation: Section 134 (b)(3)(D)(E)).

11. Professional Development. (Perkins IV Citations: Section 134 (b)(4), Section 135 (b)(5)

12. Local Five-Year Goals.

13. Core Indicators of Performance. (Perkins IV Citations: Section 134 (b)(4), Section 135 (b)(5)).

(Note that Planning Area #13 is a report of performance and not a source of initiatives or activities.)
ATTACHMENT K:
DEFINITIONS
DEFINITIONS

Activities: Particular actions that comprise an initiative. Activities include those listed in Sec. 135, plus the additional required activity pertaining to Tech Prep; where secondary students must be informed and aware of their enrollment in a Tech Prep program and of the unique benefits of such a program.

Administration: Institutions applying for funds under Title I, Section 131 may use up to 5% for administrative purposes (including indirect costs) associated with the administration of activities assisted under this title. The balance of funds is to be used to address required and permissible activities.

Allocation Dollar Amounts: Allocation dollar amounts will not be available until late spring, early summer of 2008. Applicants should complete the Budget Summary for the First Year of the 5-Year Plan using their FY08 allocation dollar amount. The anticipated release date of firm allocation dollar amounts is July 15, 2008.

Eligible Agency: The agency responsible for the administration of career and technical education in the State, which in New Hampshire is the Department of Education (see Sec. 3(12)).

Eligible Recipient: A local CTE center or school (see Sec. 3(13)) eligible to receive secondary assistance under Sec. 131.

CPPOS (Career Pathway Plan of Study): A state-approved plan for CTE students that identifies a recommended sequence of instruction from secondary through postsecondary levels that leads to high-wage, high-skill, or high-demand careers. The sequence includes recommendations for academic instruction. The plan is documented in a standardized format for students, their parents, and guidance counselors to use.

Initiative: A set of action steps that the secondary eligible recipient takes to improve CTE program(s). In order for an initiative to be approved for Perkins funding, the action steps planned for an initiative must be found in Sec. 135 of Perkins IV. New Hampshire has also adopted an additional required activity pertaining to Tech Prep; students must be informed and aware of their enrollment in a secondary Tech Prep program and of the unique benefits of such a program.

Planning Areas: Local Five-Year plans developed by secondary and postsecondary eligible recipients must address a minimum of 12 areas of activity that combine the statutory requirements contained in Sections 134 and 135 of Perkins IV. The Act requires that each local plan address both contents of these two sections. The planning areas group requirements from both sections of the Act into meaningful categories of activity. Otherwise, the local plans would be needlessly fragmented and repetitive.

Secondary Participant: A secondary student who has earned one (1) or more credits in any career and technical education (CTE) program area.
Secondary Concentrator: A secondary student who has completed greater than 50% of the required sequence of instruction in his/her career and technical program and is enrolled in the second half of the program as of October 1st or March 1st.

FAUPL (Final Agreed-Upon Performance Levels): The term used to denote the performance goals for eligible recipients—the form used to record final state-federal agreed-upon performance goals.
ATTACHMENT L:
APPLICATION CHECKLIST
APPLICATION CHECKLIST

Eligible Recipient: ________________________________

Reviewer/State Liaison: ___________________________ Date: __________

Approval Status:

- Fully Approved Date: __________
- Substantially Approved Date: __________
- Not approved, see notes Date: __________

Applicant instructions:
- Please use the left-hand column of the chart below to inform reviewers where in your SY 2008-09 Application for Funding they can find the required contents listed in the middle column.
- Please provide page numbers that correspond with the submitted application.
- Please leave the right-hand column blank, as it is reserved for reviewers’ use.

Also, feel free to use this checklist to determine if your Application is complete.

NOTE: If any boldfaced item is missing or not satisfactorily addressed, including items that are boldfaced in the attached Form 1 Checklist, the application will not be approved.

Reviewer instructions: The left-hand column asks applicants to give a page reference to the 2008-09 application where each requirement is discussed. Place a check in the second-to-the-left column if a requirement has been satisfactorily addressed. The next column describes the required content of the application. The right-hand column is reserved for the reviewer’s notes.

<table>
<thead>
<tr>
<th>Page(s)</th>
<th>Requirement Met?</th>
<th>Required Content</th>
<th>Reviewer’s Notes</th>
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<td>Is the Applicant Name provided?</td>
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<td>Is the Cover Sheet:</td>
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<td>Signed by the Chief Administrative Officer?</td>
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<td>Dated?</td>
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<td>Is the contact information of Project Manager complete?</td>
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<td>(See Attachment A)</td>
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369
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<th>Reviewer’s Notes</th>
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</thead>
<tbody>
<tr>
<td>_____</td>
<td>_____</td>
<td>Nondiscrimination Statement: Is the full text and contact information provided in the statement? Does the statement include all of the content illustrated in the model statement? (See Attachment B)</td>
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<td>Certifications and Assurances: Is the Chief Administrative Officer identified at top of the certificate the same as the signatory? <strong>Is the Certificate signed by the Chief Administrative Officer?</strong> (See Attachment C)</td>
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<td>Active and Eligible Programs: Are the programs listed actually eligible to receive Perkins funds? Are any eligible programs missing? Does each eligible program have a corresponding CIP code? Are programs currently aligned marked as indicated? Are programs planned to be aligned during the program year so noted? Are two copies of Course Catalogues from all districts provided? (See Attachment D)</td>
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<td>Requirement Met?</td>
<td>Required Content</td>
<td>Reviewer’s Notes</td>
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<td></td>
<td><strong>SY 2008-09 PLAN</strong></td>
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<td>Planned Initiatives:</td>
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<td>Does the applicant present a complete list of Planning Areas?</td>
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<td>Are initiatives listed under each Planning Area where something is planned for SY</td>
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<td>08-09?</td>
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<td>Are action steps or activities provided for each initiative?</td>
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<td>Are Targeted Initiatives required for this center?</td>
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<td>If so, are the targeted initiatives labeled, numbered sequentially, and located after nontargeted initiatives in this annual application?</td>
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<td>(See Attachment E)</td>
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<td>Annual Initiatives and Detailed Use of Funds:</td>
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<td>Does the description of each initiative include the following:</td>
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<td></td>
<td>i. Planning area</td>
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<td>ii. Initiative number</td>
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<td>iii. Initiative title</td>
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<td>iv. Description of initiative</td>
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<td>v. List of action steps or activities</td>
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<td>vi. Rationale for the initiative</td>
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<td>vii. Budget for the initiative</td>
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<td>viii. Detailed budget notes</td>
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<td></td>
<td>ix. Location of initiative in the applicant’s five-year plan</td>
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<td>(See Attachment G)</td>
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<td>Required Content</td>
<td>Reviewer’s Notes</td>
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<td><strong>Budget Summary:</strong>&lt;br&gt;Is there a budget summary which includes <em>all</em> initiatives and expenditures in this application?&lt;br&gt;Does this summary contain the following information for each expenditure:&lt;br&gt;• Cost&lt;br&gt;• Page number for this expenditure in this application&lt;br&gt;• Correct function code&lt;br&gt;• Correct object code&lt;br&gt;(See Attachment H)</td>
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<th>Page(s)</th>
<th>Requirement Met?</th>
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<th>Reviewer’s Notes</th>
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<td>_______</td>
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<td><strong>OBM FORM 1</strong>&lt;br&gt;Is the Project Start Date August 22, 2008 (or later)?&lt;br&gt;Is the Project End Date August 21, 2009?&lt;br&gt;Are line items identified by correct function codes?&lt;br&gt;Are line items identified by correct object codes?&lt;br&gt;Are Administrative Expenditures (including Indirect Costs) limited to no more than 5%?&lt;br&gt;Are all boldfaced items on the attached Form 1 Checklist included and correct?</td>
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Please use the following checklist to ensure an accurate and complete Form 1. When an item has been completed, place a check mark in the column with a “Y” at the top. If an item is not applicable, place a check mark in the “n/a” (not applicable) column, with comments in the right hand column.

<table>
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<tr>
<th>Form 1 item</th>
<th>Y</th>
<th>n/a</th>
<th>Comments</th>
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<tr>
<td>Original Form 1 has been submitted (either double sided or multiple single-sided sheets), with an original signature of the Superintendent or person legally authorized by the SAU/district/RA on each sheet.</td>
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<td>Original Form 1 submitted is the most current version (September 2005)</td>
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<td>Project manager information is complete</td>
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<td>Financial contact information is complete</td>
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<td>Fiscal agent is an approved fiscal agent and is identified as either:</td>
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<td>• A school district, an SAU, or an RA, or</td>
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<td>• “School Department, City of ______” (Applies only to Berlin, Dover, Laconia, Nashua, Portsmouth, Rochester and Somersworth)</td>
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<td>Indirect cost rate does not exceed the approved SY 08-09 rate for the identified fiscal agent.</td>
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<td>Indirect cost amount is equal to or less than the maximum amount allowable for the allocation</td>
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<td>Indirect cost codes:</td>
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<td>• If fiscal agent is an SAU, an RA, or district in a single district SAU, function and object code is 5220 930</td>
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<td>• If fiscal agent is a district that is part of a multi-district SAU, function and object code is 2300/2500 810</td>
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<td>Budget summary figures (top of budget page) are equal to the sum of the figures in the detail of budget that have a function and object code in that same category (e.g., 1000 200, 2000 400, etc.)</td>
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<td>Budget summary figures in each column add up to total figure in each column</td>
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<td>Budget summary figures in each row add up to the figure in the “Total” column</td>
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<td>Budget summary figures in &quot;Total&quot; column add up to the total budget figure</td>
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<td>Items in detail of budget add up to total budget figure, which is equal to or less than the allocation amount</td>
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<td>If audit fee line item is listed under the Detail of Proposed Budget, the indirect cost amount excludes audit fees</td>
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<td>Signed general assurances for SY 08-09 have been received by the Department of Education, Office of Audit and Technical Assistance from the SAU/district/RA.</td>
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FIVE-YEAR PLAN GUIDE:
POSTSECONDARY INSTITUTIONS

PLANNING PERIOD
FY2009-2013

Under the
Carl D. Perkins
Career and Technical
Education Improvement Act of 2006
(P.L. 109-270)

Plan is due July 25, 2008

Bureau of Career Development, Room 266
New Hampshire State Department of Education
21 South Fruit Street, Suite 20
Concord, New Hampshire 03301

April 2008
Statement of Nondiscrimination

The New Hampshire Department of Education does not discriminate on the basis of race, color, religion, marital status, national/ethnic origin, age, sex, sexual orientation, or disability in its programs, activities and employment practices. The following person has been designated to handle inquiries regarding the nondiscrimination policies:

Brenda Cochrane
Title IX/ADA Coordinator
NH Department of Education
101 Pleasant Street
Concord, NH 03301-3860
(603) 271-3743
877-521-2172 TTY/V
Table of Contents

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INTRODUCTION

Five-Year Plan. The Carl D. Perkins Career and Technical Education Improvement Act of 2006 (Perkins IV) requires eligible recipients to submit a local plan for career and technical education. The State Plan covers the five years from Fiscal Year 2009 to 2013 and local plans must cover the same five-year period as the State Plan. Performance accountabilities as required by the Act will apply to the postsecondary eligible recipient and not to individual institutions or programs. This Guide provides directions, formats, and background information for submitting a Five-Year Plan to be supported with funds authorized by Perkins IV.

The Five-Year Plan will include the following:

- Descriptions of how the recipient will carry out the required activities of Section 134 of the Act, and,
- Descriptions of additional goals for the five-year period beyond those required by Perkins IV, including any goals that are adopted by the postsecondary consortium or particular colleges.

Annual Application. Before the start of each of the five years covered by the Plan, the eligible postsecondary recipient will need to submit and gain approval of an Annual Application in order to receive federal support under the Perkins Act. Funds will be granted for twelve-month periods, for program improvement purposes only as defined in the Plan. Guidance for submitting an Annual Application for FY 2009 is provided in a separate document.

Plan Amendments. The Five-Year Plan may be amended yearly, as part of the Annual Application for Perkins Program Improvement Grants. At a minimum, the Plan will need to be amended every two years; The Perkins Act requires that goals on all performance indicators be established for two-year periods as a result of negotiations between the New Hampshire Department of Education and the eligible recipient. Once statewide performance goals have been negotiated for two-year periods with the US Department of Education, negotiations between the postsecondary consortium and the eligible agency can begin. Negotiations with the eligible agency may begin with a written request submitted to the administrator of the Career Development Bureau. Beyond these necessary amendments, the eligible recipient may also propose amendments to the Five-Year Plan whenever submitting the Annual Application.

Staff from the New Hampshire Department of Education, Career Development Bureau, will be available to assist the eligible recipient in developing a plan.
INSTRUCTIONS

III. Deadline: 4:00 PM, July 25, 2008

IV. Submit one (1) unbound original and one (1) copy to:

   John Varrill  
   Bureau of Career Development, Room 266  
   NH Department of Education  
   21 South Fruit Street, Suite 20  
   Concord, NH 03301  
   jvarrill@ed.state.nh.us  
   (603) 271-2452

Critical dates in the planning schedule are:

<table>
<thead>
<tr>
<th>Task</th>
<th>Date</th>
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<tr>
<td>Deadline for submitting the 5-Year Plan</td>
<td>July 25, 2008</td>
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<tr>
<td>Notification of approval status of the 5-Year Plan</td>
<td>August 8, 2008</td>
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</tbody>
</table>

A complete plan will include the following forms and sections, in the order shown below:

F. Cover Page--(see Attachment A)

G. Nondiscrimination Statement--(see Attachment B)

H. Certifications and Assurances Form—(see Attachment C)

I. FY 2009-13 Five-Year Plan (unlimited pages)

   In narrative form, provide the information requested below for 1 through 12. Follow the directions in 13 to establish goals for each of the postsecondary performance indicators required by Perkins IV.

1. Planning, Coordination and Collaboration (Perkins IV Citation: Section 134 (b)(5))

   Directions: Provide the names of all the individuals that were involved with the development of the Perkins IV Five-Year Local Plan. Include individuals listed on the
Certifications and Assurances form as well as academic and technical faculty, administrators, career counselors, guidance counselors and other stakeholders as appropriate. Summarize the extent to which all the individuals were involved with the development of the Perkins IV Five-Year Local Plan and how they will be involved with the implementation of the Plan.

2. **Size, Scope and Quality** (Perkins IV Citations: Section 134 (b)(6), Section 135 (b)(8))

   **Directions:** Describe how each postsecondary institution within the consortium will ensure that all programs, activities and services assisted with Perkins IV funds are of the size, scope and quality necessary to improve the career and technical education programs of the postsecondary consortium.

3. **Secondary Postsecondary Linkages (CPPOS)** (Perkins IV Citations: Section 122 (c)(1)(A)(i)(ii)(iii)(iv), Section 134 (b)(3)(A), Section 135(b)(2))

   **Directions:**
   a. Describe how each postsecondary institution within the consortium will develop a Career Pathway Plan of Study (CPPOS) for at least three state-approved career and technical education programs in partnership with at least one secondary institution by the end of the five-year planning period.
   b. Describe how each postsecondary institution within the consortium will more effectively link secondary career and technical education to postsecondary education including registered apprenticeship programs during the period covered by the Perkins IV Five-Year Local Plan. Note: this is an appropriate place to utilize the CPPOS.

4. **Academic and Technical Integration** (Perkins IV Citations: Section 134 (b)(3)(B), Section 135 (b)(1))

   **Directions:** Describe how each postsecondary institution within the consortium will improve the academic and technical skills of students participating in career and technical education programs by strengthening the academic and technical education components of such programs through the integration of coherent and rigorous content aligned with challenging academic and technical education standards to ensure learning in core academic courses and the technical education courses.

5. **Initiate, Improve, Modernize and Expand Career and Technical Education Programs including Adding Relevant Technology** (Perkins IV Citation: Section 135 (b)(4), (6) & (7))

   **Directions:**
   c. Describe how each postsecondary institution within the consortium will initiate, improve and/or expand career and technical education programs (including adding relevant technology, which may include providing students enrolled in career and technical education with the academic and technical skills (including
the mathematics and science knowledge that provides a strong basis for such skills) that lead to entry into the technology fields.

d. Describe how each postsecondary institution within the consortium will, if feasible, collaborate with technology industries to offer voluntary internships and mentoring programs, including programs that improve the mathematics and science knowledge of students.

6. All Aspects of the Industry (Perkins IV Citations: Section 134 (b)(3)(C), Section 135 (b)(3))

Directions: Describe how each postsecondary institution within the consortium will incorporate all aspects of the industry in career and technical education programs.

7. Special Populations. (Perkins IV Citations: Section 3, Section 113, Section 134 (b) (2), Section 134 (b) (8), Section 134 (b) (9), Section 134 (b)(10), Section 135 (b) (9))

Directions:

c. Describe the process that each postsecondary institution within the consortium will use to identify and adopt strategies to overcome barriers to students enrolling in, and retained in, career and technical education programs that would prepare them for careers that would be nontraditional for their gender.

d. Describe how individuals who are members of each individual special population in each postsecondary institution within the consortium will be provided with equal access to activities assisted under the Perkins IV, and how individuals who are members of special populations will not be discriminated against on the basis of their status as members of special populations. In addition, describe how individuals who are members of each individual special population will be provided with services designed to enable the special population to meet or exceed each Core Indicator.

8. Career and Academic Counseling (Perkins IV Citation: Section 134 (b)(11))

Directions: Describe how each postsecondary institution within the consortium will provide career guidance and academic counseling to students enrolled in career and technical education.

9. Recruitment and Retention of Faculty, Career Guidance and Academic Counselors (Perkins IV Citations: Section 134 (b)(12), Section 135 (5)(B))

Directions: Describe the efforts that each postsecondary institution within the consortium will make to improve the recruitment and retention of technical faculty and career guidance and academic counselors, including individuals in groups underrepresented in the postsecondary teaching profession and those transitioning to teaching from business and industry.

10. Rigorous and Challenging Courses (Perkins IV Citation: Section 134 (b)(3)(D)(E))
Directions: Describe how each postsecondary institution within the consortium will ensure that students enrolled in career and technical education programs are taught to the same coherent and rigorous content aligned with challenging academic standards that are taught to all other students.

11. Professional Development (Perkins IV Citations: Section 134 (b)(4), Section 135 (b)(5))

Directions:

b. Describe how each postsecondary institution within the consortium will plan comprehensive pre-service and in-service professional development for staff who are involved in career and technical education programs (technical faculty, academic faculty, administrators, career and guidance counselors) for the period covered by the Perkins IV Five-Year Local Plan. Include a description of how each postsecondary institution within the consortium will ensure that the professional development provided over the five-year period will cover:

viii. effective integration and use of challenging academic and technical knowledge and skills provided jointly with academic and technical faculty to the extent practicable;

ix. effective teaching skills based on research that includes promising practices;

x. effective practices to improve community involvement;

xi. effective use of scientifically based research and data to improve instruction;

xii. knowledge and skills in all aspects of the industry i.e., health and safety, technical, embedded academic, employability, management and entrepreneurship (planning, finance, business ethics, labor relations, community and environmental), and technological;

xiii. internship programs that provide relevant business/industry experience; and

xiv. training faculty in the effective use and application of technology to improve instruction, which may include distance learning.

d. Describe how each postsecondary institution within the consortium will ensure that all professional development funded with Perkins IV funds during the entire period covered by the Perkins IV Five-Year Local Plan will be high quality, sustainable, intensive, and focused in order to have a positive and lasting impact on instruction and learning.

e. Describe how each postsecondary institution within the consortium will ensure that all professional development funded with Perkins IV funds during the entire period covered by the Perkins IV Five-Year Local Plan will include follow-up activities and/or deliverables.

12. Consortium/College Five-Year Goals

Directions: Describe any additional goals adopted by the consortium or by particular colleges that are to be completed by the end of the five-year planning period. For each goal, describe the initiatives that will implemented to achieve these goals
13. **Core Indicators of Performance** (Perkins IV Citations: Section 134 (b)(4), Section 135 (b)(5))

**Directions:** The timeline for establishing performance goals will differ from the rest of the timeline for approval of local Five-Year Plans. By no later than July 25, 2008, performance goals for Academic Years 2008 - 2009 and 2009 – 2010 should be established. When postsecondary performance goals have been established and added to Attachment F, the document will become part of the plan for the first two years of the five-year planning period. Thereafter, performance goals for each indicator will be negotiated for two-year periods. Definitions of each indicator are provided in Attachment F.
ATTACHMENTS

I. COVER PAGE
J. NONDISCRIMINATION STATEMENT
   FORMAT AND CONTENT
K. CERTIFICATIONS AND ASSURANCES FORM
L. CAREER PATHWAY PLAN OF STUDY FORM
M. PERKINS IV, SECTIONS 134 AND 135
N. POSTSECONDARY PERFORMANCE
   INDICATORS AND ANNUAL GOALS FORM
O. DEFINITIONS
P. REVIEWING CHECKLIST
ATTACHMENT A:
COVER PAGE FORMAT
COVER PAGE

POSTSECONDARY CAREER AND TECHNICAL EDUCATION

FIVE-YEAR PLAN

FY 2009-2013

1. Applicant

2. Signature of Chief Administrative Officer ____________________________
   Date ____________________________

3. Name of Project Manager ____________________________
   Title ____________________________

Project Manager Address:

____________________________________________________

____________________________________________________

Telephone _________________________________________

E-mail Address _______________________________________

Submit one (1) original and one (1) copy by July 25, 2008 to:

John Varrill
Bureau of Career Development, Room 266
New Hampshire Department of Education
21 South Fruit St., Suite 20
Concord, NH 03301
(603) 271-2452
jvarrill@ed.state.nh.us
ATTACHMENT B:
NONDISCRIMINATION STATEMENT
Nondiscrimination Statement

II. (Insert statement(s) here. Use a separate sheet if the space provided here is inadequate.)

Recommended wording for Nondiscrimination Statement:

The [name] School district/RA does not discriminate on the basis of race, color, religion, national origin, age, sex, disability, sexual orientation or marital status. This statement is a reflection of the [name] School District/RA and refers to, but is not limited to, the provisions of the following laws:

- Title VI and VII of the Civil Rights Act of 1964
- The age Discrimination Act of 1967
- Title IX of the Education Amendments Act of 1972
- Section 504 of the Rehabilitation Act of 1973
- The Americans with Disabilities Act of 1975
- NH Law against Discrimination (RSA 354-A)

The Title IX Coordinator is: [enter name, address and telephone number]
The Section 504 Coordinator is: [enter name, address and telephone number]

Inquiries may also be directed to the:
- US Department of Education, Office for Civil Rights, 33 Arch St. Suite 900 Boston MA 02110-1491 (617-289-0111);
- NH Commission for Human Rights, 2 Chennell Drive, Concord, NH 03301 (603-271-2767)
ATTACHMENT C:
CERTIFICATIONS AND ASSURANCES FORM
CERTIFICATIONS AND ASSURANCES

I, ____________________________________________
(Typed Name and Title of Chief Administrative Officer)

________________________________________________, hereby certify and assure that:

(Institution/Consortium)

6. The programs, services, and initiatives described in this plan will be conducted in accordance with the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV), New Hampshire Statutes, and the New Hampshire Administrative Rules.

7. Student, program, and performance data, information, and reports as may be reasonably required by the NH State Department of Education will be submitted as requested, and in a timely fashion.

8. All career and technical education programs offered by the eligible institution will conform to the definition of career and technical education stated in Sec. 3(5) of Perkins IV.

9. Students who are members of special populations will have equal access to and equal opportunities for success in CTE programs.

10. The Institutional Advisory Committee for the Consortium is operational and the Advisory Committee has had an opportunity to participate in development of the postsecondary Program Improvement Five Year Plan. Members of this Committee include representatives of the general public including at least one representative each of business, industry, and labor, and the Committee has an appropriate representation of both sexes, as well as racial and ethnic minorities.

I certify that all information contained in this plan is true and correct.

________________________________________________
(Signature, Chief Administrative Officer) Date
ATTACHMENT D:
CAREER PATHWAY PLAN OF STUDY
(CPPOS)
This Career Pathway Plan of Study can serve as a guide. Courses listed within this plan are only recommended coursework and should be individualized to meet your educational and career goals.

**Career Pathway Plan of Study for ►Learners ►Parents ►Counselors ►Teachers/Faculty**

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<tr>
<th>Grade</th>
<th>English/Language Arts</th>
<th>Math</th>
<th>Science</th>
<th>Social Studies/Sciences</th>
<th>Other Required Courses (R)</th>
<th>Recommended Electives (E)</th>
<th>*Career and Technical Courses and/or Degree Major Courses</th>
<th>SAMPLE Occupations Relating to This Pathway</th>
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**Notes:**

**Grade:**

**High School:** ____________  **Program:** _________  **College:** ________________  **Program:** ____________

**Bold** – College Entrance Requirement  **Bold & Underlined** – Articulated Credit  **BOLD, UNDERLINED & ALL CAPITALS** – Transcribed Dual Enrollment Credit  

**Black** – High School Requirement  **Italic** – Imbedded Academic Core Credit

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<th>Grade</th>
<th>English/Language Arts</th>
<th>Math</th>
<th>Science</th>
<th>Social Studies/Sciences</th>
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**Notes:**
ATTACHMENT E:
PERKINS IV, SECTIONS 134 AND 135
SEC. 134. LOCAL PLAN FOR VOCATIONAL AND TECHNICAL EDUCATION PROGRAMS.

(a) LOCAL PLAN REQUIRED.—Any eligible recipient desiring financial assistance under this part shall, in accordance with requirements established by the eligible agency (in consultation with such other educational training entities as the eligible agency determines to be appropriate) submit a local plan to the eligible agency. Such local plan shall cover the same period of time as the period of time applicable to the State plan submitted under section 122.

(b) CONTENTS.—The eligible agency shall determine the requirements for local plans, except that each local plan shall—

1. describe how the career and technical education programs required under section 135(b) will be carried out with funds received under this title;
2. describe how the career and technical education activities will be carried out with respect to meeting State and local adjusted levels of performance established under section 113;
3. describe how the eligible recipient will—
   (A) offer the appropriate courses of not less than 1 of the career and technical programs of study described in section 122(c)(1)(A);
   (B) improve the academic and technical skills of students participating in career and technical education programs by strengthening the academic and career and technical education components of such programs through the integration of coherent and rigorous content aligned with challenging academic standards and relevant career and technical education programs to ensure learning in—
      (i) the core academic subjects (as defined in section 9101 of the Elementary and Secondary Education Act of 1965); and
      (ii) career and technical education subjects;
   (C) provide students with strong experience in, and understanding of, all aspects of an industry;
   (D) ensure that students who participate in such career and technical education programs are taught to the same coherent and rigorous content aligned with challenging academic standards as are taught to all other students; and
   (E) encourage career and technical education students at the secondary level to enroll in rigorous and challenging courses in core academic subjects (as defined in section 9101 of the Elementary and Secondary Education Act of 1965);
4. describe how comprehensive professional development (including initial teacher preparation) for career and technical education, academic, guidance, and administrative personnel will be provided that promotes the integration of coherent and rigorous content aligned with challenging academic standards and relevant career and technical education (including curriculum development);
5. describe how parents, students, academic and career and technical education teachers, faculty, administrators, career guidance and academic counselors, representatives of tech prep consortia (if applicable), representatives of the entities participating in activities described in section 117 of Public Law 105–220 (if applicable), representatives of business (including small business) and industry, labor organizations, representatives of special populations, and other interested individuals are involved in the development, implementation, and evaluation of career and technical education programs assisted under this title, and how such individuals and entities are effectively informed about, and
assisted in understanding, the requirements of this title, including career and technical programs of study;
(6) provide assurances that the eligible recipient will provide a career and technical education program that is of such size, scope, and quality to bring about improvement in the quality of career and technical education programs;
(7) describe the process that will be used to evaluate and continuously improve the performance of the eligible recipient;
(8) describe how the eligible recipient will—
  (A) review career and technical education programs, and identify and adopt strategies to overcome barriers that result in lowering rates of access to or lowering success in the programs, for special populations;
  (B) provide programs that are designed to enable the special populations to meet the local adjusted levels of performance; and
  (C) provide activities to prepare special populations, including single parents and displaced homemakers, for high skill, high wage, or high demand occupations that will lead to self-sufficiency;
(9) describe how individuals who are members of special populations will not be discriminated against on the basis of their status as members of the special populations;
(10) describe how funds will be used to promote preparation for non-traditional fields;
(11) describe how career guidance and academic counseling will be provided to career and technical education students, including linkages to future education and training opportunities; and
(12) describe efforts to improve—
  (A) the recruitment and retention of career and technical education teachers, faculty, and career guidance and academic counselors, including individuals in groups underrepresented in the teaching profession; and
  (B) the transition to teaching from business and industry.
SEC. 135. LOCAL USES OF FUNDS.

(a) GENERAL AUTHORITY.—Each eligible recipient that receives funds under this part shall use such funds to improve career and technical education programs.

(b) REQUIREMENTS FOR USES OF FUNDS.—Funds made available to eligible recipients under this part shall be used to support career and technical education programs that—

1. Strengthen the academic and career and technical skills of students participating in career and technical education programs, by strengthening the academic and career and technical education components of such programs through the integration of academics with career and technical education programs through a coherent sequence of courses, such as career and technical programs of study described in section 122(c)(1)(A), to ensure learning in—
   (A) the core academic subjects (as defined in section 9101 of the Elementary and Secondary Education Act of 1965); and
   (B) career and technical education subjects;

2. Link career and technical education at the secondary level and career and technical education at the postsecondary level, including by offering the relevant elements of not less than 1 career and technical program of study described in section 122(c)(1)(A);

3. Provide students with strong experience in and understanding of all aspects of an industry, which may include workbased learning experiences;

4. Develop, improve, or expand the use of technology in career and technical education, which may include—
   (A) training of career and technical education teachers, faculty, and administrators to use technology, which may include distance learning;
   (B) providing career and technical education students with the academic and career and technical skills (including the mathematics and science knowledge that provides a strong basis for such skills) that lead to entry into the technology fields; or
   (C) encouraging schools to collaborate with technology industries to offer voluntary internships and mentoring programs, including programs that improve the mathematics and science knowledge of students;

5. Provide professional development programs that are consistent with section 122 to secondary and postsecondary teachers, faculty, administrators, and career guidance and academic counselors who are involved in integrated career and technical education programs, including—
   (A) in-service and preservice training on 20 USC 2355.
      (i) effective integration and use of challenging academic and career and technical education provided jointly with academic teachers to the extent practicable;
      (ii) effective teaching skills based on research that includes promising practices;
      (iii) effective practices to improve parental and community involvement; and
      (iv) effective use of scientifically based research and data to improve instruction;
   (B) support of education programs for teachers of career and technical education in public schools and other public school personnel who are involved in the direct delivery of educational services to career and technical education students, to
ensure that such teachers and personnel stay current with all aspects of an industry;
(C) internship programs that provide relevant business experience; and
(D) programs designed to train teachers specifically in the effective use and application of technology to improve instruction;
(6) develop and implement evaluations of the career and technical education programs carried out with funds under this title, including an assessment of how the needs of special populations are being met;
(7) initiate, improve, expand, and modernize quality career and technical education programs, including relevant technology;
(8) provide services and activities that are of sufficient size, scope, and quality to be effective; and
(9) provide activities to prepare special populations, including single parents and displaced homemakers who are enrolled in career and technical education programs, for high skill, high wage, or high demand occupations that will lead to self-sufficiency.

(c) PERMISSIVE.—Funds made available to an eligible recipient under this title may be used—
(1) to involve parents, businesses, and labor organizations as appropriate, in the design, implementation, and evaluation of career and technical education programs authorized under this title, including establishing effective programs and procedures to enable informed and effective participation in such programs;
(2) to provide career guidance and academic counseling, which may include information described in section 118, for students participating in career and technical education programs, that—
   (A) improves graduation rates and provides information on postsecondary and career options, including baccalaureate degree programs, for secondary students, which activities may include the use of graduation and career plans; and
   (B) provides assistance for postsecondary students, including for adult students who are changing careers or updating skills;
(3) for local education and business (including small business) partnerships, including for—
   (A) work-related experiences for students, such as internships, cooperative education, school-based enterprises, entrepreneurship, and job shadowing that are related to career and technical education programs;
   (B) adjunct faculty arrangements for qualified industry professionals; and
   (C) industry experience for teachers and faculty;
(4) to provide programs for special populations;
(5) to assist career and technical student organizations;
(6) for mentoring and support services;
(7) for leasing, purchasing, upgrading or adapting equipment, including instructional aids and publications (including support for library resources) designed to strengthen and support academic and technical skill achievement;
(8) for teacher preparation programs that address the integration of academic and career and technical education and that assist individuals who are interested in becoming career and technical education teachers and faculty, including individuals with experience in business and industry;
(9) to develop and expand postsecondary program offerings at times and in formats that are accessible for students, including working students, including through the use of distance education;
(10) to develop initiatives that facilitate the transition of subbaccalaureate career and technical education students into baccalaureate degree programs, including—
   (A) articulation agreements between sub-baccalaureate degree granting career and technical education postsecondary educational institutions and baccalaureate degree granting postsecondary educational institutions;
   (B) postsecondary dual and concurrent enrollment programs;
   (C) academic and financial aid counseling for subbaccalaureate career and technical education students that informs the students of the opportunities for pursuing a baccalaureate degree and advises the students on how to meet any transfer requirements; and
   (D) other initiatives—
      (i) to encourage the pursuit of a baccalaureate degree; and
      (ii) to overcome barriers to enrollment in and completion of baccalaureate degree programs, including geographic and other barriers affecting rural students and special populations;
(11) to provide activities to support entrepreneurship education and training;
(12) for improving or developing new career and technical education courses, including the development of new proposed career and technical programs of study for consideration by the eligible agency and courses that prepare individuals academically and technically for high skill, high wage, or high demand occupations and dual or concurrent enrollment opportunities by which career and technical education students at the secondary level could obtain postsecondary credit to count towards an associate or baccalaureate degree;
(13) to develop and support small, personalized career themed learning communities;
(14) to provide support for family and consumer sciences programs;
(15) to provide career and technical education programs for adults and school dropouts to complete the secondary school education, or upgrade the technical skills, of the adults and school dropouts;
(16) to provide assistance to individuals who have participated in services and activities under this Act in continuing their education or training or finding an appropriate job, such as through referral to the system established under section 121 of Public Law 105–220 (29 U.S.C. 2801 et seq.);
(17) to support training and activities (such as mentoring and outreach) in non-traditional fields;
(18) to provide support for training programs in automotive technologies;
(19) to pool a portion of such funds with a portion of funds available to not less than 1 other eligible recipient for innovative initiatives, which may include—
   (A) improving the initial preparation and professional development of career and technical education teachers, faculty, administrators, and counselors;
   (B) establishing, enhancing, or supporting systems for—
      (i) accountability data collection under this Act; or
      (ii) reporting data under this Act;
   (C) implementing career and technical programs of study described in section 122(c)(1)(A); or
   (D) implementing technical assessments; and
(20) to support other career and technical education activities that are consistent with the purpose of this Act.
(d) ADMINISTRATIVE COSTS.—Each eligible recipient receiving funds under this part shall not use more than 5 percent of the funds for administrative costs associated with the administration of activities assisted under this section.
ATTACHMENT F:
POSTSECONDARY PERFORMANCE GOALS FOR ACADEMIC YEARS 2008-09 AND 2009-10
The following Performance Indicators (PI), and levels of performance, will be applied to postsecondary institutions in New Hampshire that receive funds under Sec. 132 of the Carl D. Perkins Career and Technical Education Improvement Act of 2006, in compliance with Sec. 113 of the Act. Performance Accountabilities will be applied to the postsecondary consortium, NOT to individual institutions or programs.

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<thead>
<tr>
<th>Indicator</th>
<th>Performance Measure</th>
<th>Baseline Acad Yr 2007-08</th>
<th>Performance Goal Acad Yr 2008-09</th>
<th>Performance Goal Acad Yr 2009-10</th>
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<tr>
<td>PI #1P1 Technical Skill Attainment</td>
<td><strong>Numerator:</strong> Number of CTE concentrators who passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, during the reporting year. <strong>Denominator:</strong> Number of CTE concentrators who took technical skill assessments during the reporting year.</td>
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| PI #2P1   | *Numerator:* Number of CTE concentrators who received an industry-recognized credential, a certificate, or a degree during the reporting year.  
| Credential, Certificate, or Degree | Denominator: Number of CTE concentrators who left postsecondary education during the reporting year. | | | |
| PI #3P1   | *Numerator:* Number of CTE concentrators who remained enrolled in their original postsecondary institution or transferred to another 2- or 4-year postsecondary institution during the reporting year and who were enrolled in postsecondary education in the fall of the previous reporting year.  
<p>| Student Retention or Transfer | Denominator: Number of CTE concentrators who were enrolled in postsecondary education in the fall of the previous reporting year and who did not earn an industry-recognized credential, a certificate, or a degree in the previous reporting year. | | | |</p>
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<th>Indicator</th>
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<th>Performance Goal Acad Yr 2008-09</th>
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| **PI #4P1 Student Placement**      | **Numerator:** Number of CTE concentrators who were placed or retained in employment, or placed in military service or apprenticeship programs in the 2nd quarter following the program year in which they left postsecondary education (i.e., unduplicated placement status for CTE concentrators who graduated by June 30, 2007 would be assessed between October 1, 2007 and December 31, 2007).  

**Denominator:** Number of CTE concentrators who left postsecondary education during the reporting year.                                                                                                                                                                                                                                                                                                                                                   |                          |                                  |                                  |
| **PI #5P1 Nontraditional Participation** | **Numerator:** Number of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.  

**Denominator:** Number of CTE participants who participated in a program that leads to employment in nontraditional fields during the reporting year.                                                                                                                                                                                                                                                  |                          |                                  |                                  |
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| PI #5P2 Nontraditional Completion      | **Numerator:** Number of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.  
**Denominator:** Number of CTE concentrators who completed a program that leads to employment in nontraditional fields during the reporting year. |                           |                                 |                                 |
ATTACHMENT G:
DEFINITIONS
Definitions

**Activities**: Particular actions either required or permitted in Sec. 135

**Administration**: Institutions applying for funds under Title I, Section 132 may use up to 5% for administrative purposes (including indirect costs) associated with the administration of activities assisted under this title. The balance of funds is to be used to address required and permissible activities.

**Allocation Dollar Amounts**: Allocation dollar amounts will not be available until late spring, early summer of 2008. Postsecondary staff should complete the Budget Summary for the First Year of the 5-Year Plan using their FY08 allocation dollar amount. The anticipated release date of firm allocation dollar amounts is July 15, 2008.

**Eligible Agency**: The agency responsible for the administration of career and technical education in the State, which in New Hampshire is the Department of Education (see Sec. 3(12)).

**Eligible Recipient**: An institution (see Sec. 3(13)) or consortium of institutions eligible to receive postsecondary assistance under Sec. 132.

**CPPOS (Career Pathway Plan of Study)**: A state-approved plan for CTE students that identifies a recommended sequence of instruction from secondary through postsecondary levels that leads to high-wage, high-skill, or high-demand careers. The sequence includes recommendations for academic instruction. The plan is documented in a standardized format for students, their parents, and guidance counselors to use.

**Initiative**: A set of activities that the postsecondary eligible recipient takes to improve CTE program(s) in order to be approved for Perkins funding. The planned activities that make up an initiative are described in Sec. 135 of Perkins IV.

**Postsecondary Participant**: A postsecondary/adult student who has earned one (1) or more credits in any CTE program area.

**Postsecondary Concentrator**: A matriculated postsecondary/adult student who: (1) completes at least 12 academic or CTE credits within a single CTE program area sequence that is comprised of 12 or more academic and technical credits and terminates in the award of an industry-recognized credential, a certificate, or a degree; or (2) completes a short-term CTE program sequence of less than 12 credit units that terminates in an industry recognized credential, a certificate, or a degree.

**FAUPL (Final Agreed-Upon Performance Levels)**: The term used to denote the performance levels for the Core Indicators of Performance. The form used to record final state-federal agreed-upon performance goals.
ATTACHMENT H:
REVIEWING CHECKLIST
# REVIEWING CHECKLIST

Postsecondary Eligible Recipient: ________________________________

Reviewer/State Liaison: ________________________________ Date: _________

Approval Status:

- □ Fully Approved Date: ___________
- □ Substantially Approved Date: ___________
- □ Not approved, see notes

**Applicant instructions:** Please use the right-hand column of the chart below to inform reviewers where in your FY 09-13 plan they can find the required contents listed in the middle column. Please leave the left-hand column blank, as it is reserved for reviewers’ use. Also, feel free to use this checklist as a tool to determine if your submittal is complete. **If any boldfaced item is missing or not satisfactorily addressed, the plan will not be approved.**

**Reviewer instructions:** Place a check in the left column if the requirement has been met.

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<td>17. Academic and Technical Integration;</td>
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<td>18. Initiate, Improve, Modernize, and Expand Career and Technical Education;</td>
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<td>25. Consortium/College Five-Year Goals;</td>
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<td>26. Core Indicators of Performance</td>
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Attached Document:

Please check below whether the following items were included as attachments to the Five-Year plan.

_____ Completed FY 2009-13 Reviewing Checklist
ANNUAL PROGRAM IMPROVEMENT GRANT APPLICATION GUIDE: POSTSECONDARY INSTITUTIONS

Academic Year
2008-2009

Under the
Carl D. Perkins
Career and Technical Education
Improvement Act of 2006
(P.L. 109-270)

Application is due July 25, 2008

Bureau of Career Development, Room 266
New Hampshire State Department of Education
21 South Fruit Street, Suite 20
Concord, New Hampshire 03301

April 2008
Statement of Nondiscrimination

The New Hampshire Department of Education does not discriminate on the basis of race, color, religion, marital status, national/ethnic origin, age, sex, sexual orientation, or disability in its programs, activities and employment practices. The following person has been designated to handle inquiries regarding the nondiscrimination policies:

Brenda Cochrane
Title IX/ADA Coordinator
NH Department of Education
101 Pleasant Street
Concord, NH 03301-3860
(603) 271-3743
877-521-2172 TTY/V
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F. Planned Initiatives Example 55
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I. Budget Summary Format 61
J. Perkins IV, Section 135 63
K. Application Checklist 67
INTRODUCTION

**Annual Application.** This Guide provides information needed to complete an application for one year of Perkins funding for postsecondary career and technical education *program improvement*. Applicants must provide information on program improvement initiatives to be funded during the coming year and on the budget to fund these initiatives.

**Annual Accountabilities.** The initiatives to be funded with annual Perkins grants must align with the State Five-Year Plan, including accountabilities on six performance indicators, and with any local goals. The application will address Year One of the five-year planning period, with the current application covering the 2008-2009 Academic Year. The initiatives to be funded this first year will be approved if they advance the State Five-Year Plan.

In subsequent years, initiatives must also be performance based, including statutory accountabilities on six performance indicators. Accountability for performance during these subsequent years will only apply to the consortium of postsecondary institutions that has formed in New Hampshire. Accountability will not extend to the individual institutions within this consortium or their programs.

Staff from the New Hampshire Department of Education, Career Development Bureau, will be available to assist in developing the annual application.

**Definitions of Terms Used**

**Activities:** Particular actions that comprise an initiative. Activities include those listed in Sec. 135.

**Administration:** Institutions applying for funds under Title I, Section 132 may use up to 5% for administrative purposes (including indirect costs) associated with the administration of activities assisted under this title. The balance of funds is to be used to address required and permissible activities.

**Allocation Dollar Amounts:** Allocation dollar amounts will not be available until late spring, early summer of 2008. The anticipated release date of firm allocation dollar amounts is July 15, 2008. In the interim, postsecondary staff should complete the Initiatives and Detailed Budget Form and the Budget Summary for the First Year of the 5-Year Plan using their FY 2007-08 allocation dollar amount.

**Eligible Agency:** The agency responsible for the administration of career and technical education in the State, which in New Hampshire is the Department of Education (see Sec. 3(12)).

**Eligible Recipient:** An institution (see Sec. 3(13)) or consortium of institutions eligible to receive postsecondary assistance under Sec. 132.

**CPPOS (Career Pathway Plan of Study):** A state-approved plan for CTE students that identifies a recommended sequence of instruction from secondary through postsecondary levels that leads to high-wage, high-skill, or high-demand careers. The sequence includes
recommendations for academic instruction. The plan is documented in a standardized format for students, their parents, and guidance counselors to use.

**Initiative:** A set of action steps that the postsecondary eligible recipient takes to improve CTE program(s). In order for an initiative to be approved for Perkins funding, the action steps planned for an initiative must be found in Sec. 135 of Perkins IV.

**Planning Areas:** Local Five-Year plans developed by postsecondary eligible recipients must address a minimum of 12 areas of activity that combine the statutory requirements contained in Sections 134 and 135 of Perkins IV. The Act requires that each local plan address contents of these two sections.

**Postsecondary Participant:** A postsecondary/adult student who has earned one (1) or more credits in any CTE program area.

**Postsecondary Concen**

**trator:** A *matriculated* postsecondary/adult student who: (1) completes at least 12 academic or CTE credits within a single CTE program area sequence that is comprised of 12 or more academic and technical credits and terminates in the award of an industry-recognized credential, a certificate, or a degree; or (2) completes a short-term CTE program sequence of less than 12 credit units that terminates in an industry recognized credential, a certificate, or a degree.

**FAUPL (Final Agreed-Upon Performance Levels):** The term used to denote the performance goals for eligible recipients. The form used to record final state-federal agreed-upon performance goals. The goals are the outcome of federal-state negotiations.

**INSTRUCTIONS**

I. Deadline: July 25, 2008

II. Submit one (1) unbound original and one copy to:

     John Varrill  
     Bureau of Career Development, Room 266  
     NH Department of Education  
     21 South Fruit Street, Suite 20  
     Concord, NH 03301  
     jvarrill@ed.state.nh.us  
     (603) 271-2452
Critical dates in the FY 2008-09 planning schedule are:

<table>
<thead>
<tr>
<th>Task</th>
<th>Date</th>
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<tr>
<td>Release of the FY 2008-09 Application for Funding Guide</td>
<td>April 9, 2008</td>
</tr>
<tr>
<td>Deadline for submitting the FY 2008-09 Application for Funding</td>
<td>July 25, 2008</td>
</tr>
<tr>
<td>Notification of approval status of FY 2008-09 Application for Funding</td>
<td>August 8, 2008</td>
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<tr>
<td>FY 2007-08 Grant End Date</td>
<td>August 15, 2008</td>
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<tr>
<td>FY 2008-09 Grant Start Date</td>
<td>August 16, 2008</td>
</tr>
<tr>
<td>FY 2008-09 Grant End Date</td>
<td>August 15, 2009</td>
</tr>
</tbody>
</table>

A complete application will include the following forms and sections, in the order shown below:

- Cover Page (see Attachment A)
- Nondiscrimination Statement (see Attachment B)
- Certifications and Assurances Form (see Attachment C)
- Active and Eligible Programs (see Attachment D)
- Planned Initiatives Format (see Attachment F)
- Initiatives and Detailed Budget Format (See Attachment H)
  - Budget Summary (see Attachment I)
  - New Hampshire Office of Business Management (OBM) Form 1, September 2005 version
  - Completed Application Checklist (See Attachment K)

**Cover Page** - provide information and signatures as indicated in Attachment A.

**Nondiscrimination Statement** of consortium members - provide statement as indicated in Attachment B.

**Certifications and Assurances Form** - provide information and signatures as indicated in Attachment C.

**Active and Eligible Programs List** – complete as instructed in Attachment D

**Planned Initiatives**, Attachments E and F:
- Describe each initiative planned for FY 2008-09 under its corresponding planning area as listed in Attachment E.
As illustrated in Attachment F, the initiative descriptions must briefly describe the rationale for the initiative, including a) the need for the initiative and b) activities that the initiative will include. The same format should be used wherever applicants have identified additional initiatives beyond the planning areas.

The form for the Career Pathway Plan of Study (CPPOS) in Attachment G is provided to show what information is needed for the form and to point to the activities that are implied in developing a plan. The applicant is to use this form as a way to communicate details about a planned CPPOS, and include it in the application as an attachment.

**Initiatives and Detailed Budget, Attachment H:**
Use the format in Attachment H to draw clear links between the initiatives and uses of funds. For each field identified in the format, identify the following:

1. **Planning Area:** Provide the number and name as listed in the Planned Initiatives;
2. **Initiative number:** Provide the number and name as listed in the Planned Initiatives;
3. **Programs Affected:** Provide the names and CIP codes of programs to be affected by the initiative; if all programs are to be affected, enter “All Programs Affected”;
4. **Specific Activities:** Describe specific action steps involved in completing the initiative;
5. **Detail Budget:** Provide the line-item information on each expenditure for the initiative, including the correct function and object codes;
6. **Budget Notes:** Provide the information necessary to justify each line item.

Note: Any indirect costs must be included as part of your 5% for administration.

**Budget Summary, Attachment I:**
List all proposed expenditures, by function and object code, to be funded out of the grant, following the example in Attachment I.

**New Hampshire Office of Business Management (OBM) Form 1:**
Complete the Form 1, following the requirements listed at the end of the Application Checklist.

**Completed Application Checklist:**
Provide page numbers as described in the instructions at the beginning of Attachment K.
ATTACHMENT A:
COVER PAGE FORMAT
COVER PAGE

POSTSECONDARY CAREER AND TECHNICAL EDUCATION

PROGRAM IMPROVEMENT GRANT APPLICATION

For Year One of the Five-Year Plan

1. Applicant

2. Signature of Chief Administrative Officer ___________________________ Date

3. Name of Project Manager ___________________________ Title

Project Manager Address:

_____________________________________________________

Telephone

_____________________________________________________

E-mail Address

Submit one (1) original and one (1) copy by July 25, 2008 to:

John Varrill
Bureau of Career Development, Room 266
New Hampshire Department of Education
21 South Fruit St., Suite 20
Concord, NH 03301
(603) 271-2452
jvarrill@ed.state.nh.us
ATTACHMENT B:
NONDISCRIMINATION STATEMENT
Nondiscrimination Statement

I. Statement of Nondiscrimination (Use a separate sheet if the space provided here is inadequate.)

Recommended wording for Nondiscrimination Statement:

The [name] School district/RA does not discriminate on the basis of race, color, religion, national origin, age, sex, disability, sexual orientation or marital status. This statement is a reflection of the [name] School District/RA and refers to, but is not limited to, the provisions of the following laws:

- Title VI and VII of the Civil Rights Act of 1964
- The age Discrimination Act of 1967
- Title IX of the Education Amendments Act of 1972
- Section 504 of the Rehabilitation Act of 1973
- The Americans with Disabilities Act of 1975
- NH Law against Discrimination (RSA 354-A)

The Title IX Coordinator is: [enter name, address and telephone number]
The Section 504 Coordinator is: [enter name, address and telephone number]

Inquiries may also be directed to the:
- US Department of Education, Office for Civil Rights, 33 Arch St. Suite 900 Boston MA 02110-1491 (617-289-0111);
- NH Commission for Human Rights, 2 Chennell Drive, Concord, NH 03301 (603-271-2767)
ATTACHMENT C:
CERTIFICATIONS AND ASSURANCES FORM
CERTIFICATIONS AND ASSURANCES

Certificate of Responsibility:

I, ____________________________________________________________
(Typed Name and Title of Chief Administrative Officer)

___________________________________________________________, hereby certify and assure that:

(Institution/Consortium)

1. The programs, services, and activities designated to be supported by funds through this application will be conducted in accordance with the Carl D. Perkins Career and Technical Education Improvement Act of 2006 (Perkins IV), New Hampshire Statutes, and the New Hampshire Administrative Rules.

2. Policies, procedures, and activities described in this application will be carried out as described herein.

3. Supplemental funds granted to the agency under the provisions of Perkins IV will be used as stipulated in the attached application, and supporting documents and records of expenditures will be maintained for audit in accordance with the requirements of the New Hampshire State Department of Education, Office of Business Management.

4. Student, program, and performance data, information, and reports as may be reasonably required by the NH State Department of Education will be submitted as requested, and in a timely fashion.

5. All career and technical education programs offered by the eligible institution will conform to the definition of career and technical education stated in Sec. 3(5) of Perkins IV.

6. Students who are members of special populations will have equal access to and equal opportunities for success in CTE programs.

I certify that all information contained in this application is true and correct.

___________________________________________________________    ____________________
(Signature, Chief Administrative Officer)                                Date

Certificate of Institutional Advisory Committee:

I, ____________________________________________________________ certify that the
(Typed name and title of Chief Administrative Officer/Consortium Chair)

Institutional Advisory Committee for ____________________________ is operational and
(Name of Institution/Consortium)

that the Advisory Committee has had an opportunity to participate in development of the application for the postsecondary Program Improvement Grant. I further certify that the membership of this Committee includes representatives of the general public including at least one representative each of business, industry, and labor, and that the Committee has an appropriate representation of both sexes, as well as racial and ethnic minorities.

___________________________________________________________
(Signature, Chief Administrative Officer/Consortium Chair)
ATTACHMENT D:
ACTIVE AND ELIGIBLE PROGRAMS
ACTIVE AND ELIGIBLE PROGRAMS

1. List the two-year technical (career) programs at the consortium member institutions that lead to an associate’s degree. Only these programs are eligible to receive funding under Title I, Sec. 132 of the Carl D. Perkins Act.

<table>
<thead>
<tr>
<th>Program Title</th>
<th>CIP Code</th>
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</thead>
<tbody>
<tr>
<td>(a)</td>
<td></td>
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<tr>
<td>(b)</td>
<td></td>
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<tr>
<td>(c)</td>
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<tr>
<td>(h)</td>
<td></td>
</tr>
<tr>
<td>(i)</td>
<td></td>
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</tbody>
</table>

2. Identify programs that are currently aligned using the Career Pathway Plan Of Study (CPPOS) document between
   - secondary and postsecondary (associate/certificate) programs
   - postsecondary (associate/certificate) programs and four-year colleges.

3. Identify three technical (career) degree programs that will be aligned during the first year of the five-year plan using the CPPOS document (See Attachment G), that prepare students for high-skill, high-wage occupations. Chosen programs may link between
   - secondary and postsecondary (associate/certificate) programs, and/or
   - postsecondary (associate/certificate) programs and four-year colleges.

4. Provide two copies of the consortium members’ course catalog(s).
ATTACHMENT E:
PLANNING AREAS
1. Planning, Coordination and Collaboration (Perkins IV Citation: Section 134 (b)(5))

2. Size, Scope and Quality (Perkins IV Citations: Section 134 (b)(6), Section 135 (b)(8))


4. Academic and Technical Integration (Perkins IV Citations: Section 134 (b)(3)(B), Section 135 (b)(1))

5. Initiate, Improve, Modernize and Expand Career and Technical Education Programs including Adding Relevant Technology (Perkins IV Citation: Section 135 (b)(4), (6) & (7))

6. All Aspects of the Industry (Perkins IV Citations: Section 134 (b)(3)(C), Section 135 (b)(3))

7. Special Populations. (Perkins IV Citations: Section 3, Section 113, Section 134 (b) (2), Section 134 (b) (8), Section 134 (b) (9), Section 134 (b)(10), Section 135 (b) (9))

8. Career and Academic Counseling (Perkins IV Citation: Section 134 (b)(11))

9. Recruitment and Retention of Faculty, Career Guidance and Academic Counselors (Perkins IV Citations: Section 134 (b)(12), Section 135 (5)(B))

10. Rigorous and Challenging Courses (Perkins IV Citation: Section 134 (b)(3)(D)(E))

11. Professional Development (Perkins IV Citations: Section 134 (b)(4), Section 135 (b)(5))

12. Consortium/College Five-Year Goals

13. Core Indicators of Performance (Perkins IV Citations: Section 134 (b)(4), Section 135 (b)(5))
ATTACHMENT F:
PLANNED INITIATIVES FORMAT
PLANNED INITIATIVES FORMAT
EXAMPLE

Planning Area 1, Planning, Coordination, and Collaboration, Year One

Work Completed; no further initiatives planned.

Planning Area 2, Size, Scope, and Quality, Year One

Initiative 1: Improve support services for students with disabilities. Evidence suggests that students with disabilities are not receiving needed support services. Their likelihood of completing programs is lower than the rest of the student population, as well as lower than the special population groups. Disability services staff have also been highlighting chronic complaints mentioned in the alumni follow-up surveys.

Initiative 2: Improve strategies to help students in nontraditional programs overcome barriers to program completion. In the monitoring visit in January 2008, OVAE staff noted how expenditures on nontraditional programs do not seem to bring much benefit, considering funding levels of recent years. Staff report cases where students in nontraditional programs drop out early in the sequence of program courses. Programs with weakest performance on Nontraditional Program Completion (5P2) will be identified; Teams at each college will contact and interview recent program dropouts to identify barriers that inhibit program completion; Targeted strategies will be developed for each college; early implementation of the strategies will begin before the end of Year One.

Planning Area 3, Secondary Postsecondary Linkages, Year One:

Initiative 3: Form statewide program advisory committee that includes secondary and postsecondary representatives. Statewide program advisory committees do not yet exist, but some program areas are close and will be targeted for piloting such advisory committees. During Year One, two programs—Early Childhood Education and Automotive—will be targeted. Tech Prep staff will take the lead in forming the committees in both areas. At the end of the year, an institute will be convened to lay the groundwork for expanding the number of such statewide committees.
ATTACHMENT G:

CAREER PATHWAY PLAN OF STUDY FORM

(CPPOS)
This Career Pathway Plan of Study can serve as a guide. Courses listed within this plan are only recommended coursework and should be individualized to meet your educational and career goals.

<table>
<thead>
<tr>
<th>Grade</th>
<th>English/Arts</th>
<th>Math</th>
<th>Science</th>
<th>Social Studies</th>
<th>Other Required Courses (R)</th>
<th>Recommended Electives (E)</th>
<th>Career and Technical Courses and/or Degree Major Courses</th>
<th>SAMPLE Occupations Relating to This Pathway</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td></td>
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</tr>
</tbody>
</table>

**Notes:**

**Associate Degree:**

| 13     |              |      |         |                |                           |                           |                                                     |                                          |
| 14     |              |      |         |                |                           |                           |                                                     |                                          |

**Bachelors Degree:**

| 15     |              |      |         |                |                           |                           |                                                     |                                          |
| 16     |              |      |         |                |                           |                           |                                                     |                                          |
ATTACHMENT H:
INITIATIVES AND DETAILED BUDGET FORMAT
INITIATIVES AND DETAILED BUDGET FORMAT

EXAMPLE

Planning Area 2: Size, Scope, and Quality

Initiative #1: Improve Support Services for Students with Disabilities

Programs Affected: (provide either CIP Codes, or indicate “All Programs Affected”)

Specific Activities

- Research to identify where supports are weak or absent: interviews of students with disabilities—currently enrolled, program “dropouts,” and alumni; analysis of performance on indicators related to program completion (1P1, 2P1); and focus groups among student support staff.
- Day long, facilitated workshop among student support staff to review research findings and formulate strategies for improved supports, particularly for retention in programs and program completion;
- Professional development in student support services appropriate to improvement strategies.

Detail Budget

<table>
<thead>
<tr>
<th>Function Code</th>
<th>Object Code</th>
<th>Description</th>
<th>Federal Funds</th>
<th>Consortium Funds</th>
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<tr>
<td>2222</td>
<td>111</td>
<td>Workshop facilitators</td>
<td>$1500.00</td>
<td>$0.00</td>
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<tr>
<td>1111</td>
<td>222</td>
<td>Workshop facility</td>
<td>$0</td>
<td>$250.00</td>
</tr>
<tr>
<td>3333</td>
<td>444</td>
<td>Training in appropriate methods of supporting students with disabilities</td>
<td>$500.00</td>
<td>$500.00</td>
</tr>
</tbody>
</table>

Budget Notes:
1. Two facilitators @ $75.00/day
2. XX Hotel function room rental, @ $250.00/day.
3. Four vendors for training in support services, @ 125.00/day.
ATTACHMENT I:

BUDGET SUMMARY
FORMAT/EXAMPLE
Budget Narrative: FY 2008, Perkins (Academic Year 08-09)

A. Program Support

Materials and Equipment: Funds are requested to provide programs and program support for special populations, students and potential students pursuing career and technical fields non-traditional for their gender and students in need of learning support services.

<table>
<thead>
<tr>
<th>Activity No.</th>
<th>College</th>
<th>Func</th>
<th>Obj</th>
<th>Description</th>
<th>Amt.</th>
<th>Subtotal</th>
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<td><strong>Total, Program Support (A)</strong></td>
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</tbody>
</table>

B. Targeted Program Improvement

Equipment - Funds are requested for program improvements identified by each of the colleges. All requested equipment targets specific program evaluations and subsequent improvements.

<table>
<thead>
<tr>
<th>Activity No.</th>
<th>College</th>
<th>Func</th>
<th>Obj</th>
<th>Description</th>
<th>Amount</th>
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<td><strong>Total, Targeted Program Improvement (B)</strong></td>
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</table>

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<th>Activity No.</th>
<th>College</th>
<th>Func</th>
<th>Obj</th>
<th>Description</th>
<th>Amount</th>
<th>SubTotal</th>
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<td><strong>Total, Library Improvements (I)</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

J. Indirect Costs

<table>
<thead>
<tr>
<th>Activity No.</th>
<th>College</th>
<th>Func</th>
<th>Obj</th>
<th>Description</th>
<th>Amount</th>
<th>Subtotal</th>
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<tbody>
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<td>40</td>
<td>5210</td>
<td>930</td>
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<td>Indirect Costs</td>
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<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td><strong>Total, Indirect Costs (J)</strong></td>
<td></td>
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</tr>
</tbody>
</table>

**GRAND TOTAL:**

Budget Summary

- A. Program Support
- B. Targeted Program Improvement, Equipment
- J. Indirect Costs

**Total**
ATTACHMENT J:
PERKINS IV, SECTION 135
(a) GENERAL AUTHORITY.—Each eligible recipient that receives funds under this part shall use such funds to improve career and technical education programs.

(b) REQUIREMENTS FOR USES OF FUNDS.— Funds made available to eligible recipients under this part shall be used to support career and technical education programs that—

1. strengthen the academic and career and technical skills of students participating in career and technical education programs, by strengthening the academic and career and technical education components of such programs through the integration of academics with career and technical education programs through a coherent sequence of courses, such as career and technical programs of study described in section 122(c)(1)(A), to ensure learning in—
   (A) the core academic subjects (as defined in section 9101 of the Elementary and Secondary Education Act of 1965); and
   (B) career and technical education subjects;

2. link career and technical education at the secondary level and career and technical education at the postsecondary level, including by offering the relevant elements of not less than 1 career and technical program of study described in section 122(c)(1)(A);

3. provide students with strong experience in and understanding of all aspects of an industry, which may include work based learning experiences;

4. develop, improve, or expand the use of technology in career and technical education, which may include—
   (A) training of career and technical education teachers, faculty, and administrators to use technology, which may include distance learning;
   (B) providing career and technical education students with the academic and career and technical skills (including the mathematics and science knowledge that provides a strong basis for such skills) that lead to entry into the technology fields; or
   (C) encouraging schools to collaborate with technology industries to offer voluntary internships and mentoring programs, including programs that improve the mathematics and science knowledge of students;

5. provide professional development programs that are consistent with section 122 to secondary and postsecondary teachers, faculty, administrators, and career guidance and academic counselors who are involved in integrated career and technical education programs, including
   (A) in-service and preservice training on 20 USC 2355.
      (i) effective integration and use of challenging academic and career and technical education provided jointly with academic teachers to the extent practicable;
      (ii) effective teaching skills based on research that includes promising practices;
      (iii) effective practices to improve parental and community involvement; and
      (iv) effective use of scientifically based research and data to improve instruction;
   (B) support of education programs for teachers of career and technical education in public schools and other public school personnel who are involved in the direct delivery of educational services to career and technical education students, to

439
ensure that such teachers and personnel stay current with all aspects of an industry;
(C) internship programs that provide relevant business experience; and
(D) programs designed to train teachers specifically in the effective use and application of technology to improve instruction;
(6) develop and implement evaluations of the career and technical education programs carried out with funds under this title, including an assessment of how the needs of special populations are being met;
(7) initiate, improve, expand, and modernize quality career and technical education programs, including relevant technology;
(8) provide services and activities that are of sufficient size, scope, and quality to be effective; and
(9) provide activities to prepare special populations, including single parents and displaced homemakers who are enrolled in career and technical education programs, for high skill, high wage, or high demand occupations that will lead to self-sufficiency.

(c) PERMISSIVE.—Funds made available to an eligible recipient under this title may be used—
(1) to involve parents, businesses, and labor organizations as appropriate, in the design, implementation, and evaluation of career and technical education programs authorized under this title, including establishing effective programs and procedures to enable informed and effective participation in such programs;
(2) to provide career guidance and academic counseling, which may include information described in section 118, for students participating in career and technical education programs, that—
   (A) improves graduation rates and provides information on postsecondary and career options, including baccalaureate degree programs, for secondary students, which activities may include the use of graduation and career plans; and
   (B) provides assistance for postsecondary students, including for adult students who are changing careers or updating skills;
(3) for local education and business (including small business) partnerships, including for—
   (A) work-related experiences for students, such as internships, cooperative education, school-based enterprises, entrepreneurship, and job shadowing that are related to career and technical education programs;
   (B) adjunct faculty arrangements for qualified industry professionals; and
   (C) industry experience for teachers and faculty;
(4) to provide programs for special populations;
(5) to assist career and technical student organizations;
(6) for mentoring and support services;
(7) for leasing, purchasing, upgrading or adapting equipment, including instructional aids and publications (including support for library resources) designed to strengthen and support academic and technical skill achievement;
(8) for teacher preparation programs that address the integration of academic and career and technical education and that assist individuals who are interested in becoming career and technical education teachers and faculty, including individuals with experience in business and industry;
(9) to develop and expand postsecondary program offerings at times and in formats that are accessible for students, including working students, including through the use of distance education;
(10) to develop initiatives that facilitate the transition of subbaccalaureate career and technical education students into baccalaureate degree programs, including—
   (A) articulation agreements between sub-baccalaureate degree granting career and technical education postsecondary educational institutions and baccalaureate degree granting postsecondary educational institutions;
   (B) postsecondary dual and concurrent enrollment programs;
   (C) academic and financial aid counseling for subbaccalaureate career and technical education students that informs the students of the opportunities for pursuing baccalaureate degree and advises the students on how to meet any transfer requirements; and
   (D) other initiatives—
      (i) to encourage the pursuit of a baccalaureate degree; and
      (ii) to overcome barriers to enrollment in and completion of baccalaureate degree programs, including geographic and other barriers affecting rural students and special populations;

(11) to provide activities to support entrepreneurship education and training;
(12) for improving or developing new career and technical education courses, including the development of new proposed career and technical programs of study for consideration by the eligible agency and courses that prepare individuals academically and technically for high skill, high wage, or high demand occupations and dual or concurrent enrollment opportunities by which career and technical education students at the secondary level could obtain postsecondary credit to count towards an associate or baccalaureate degree;
(13) to develop and support small, personalized career themed learning communities;
(14) to provide support for family and consumer sciences programs;
(15) to provide career and technical education programs for adults and school dropouts to complete the secondary school education, or upgrade the technical skills, of the adults and school dropouts;
(16) to provide assistance to individuals who have participated in services and activities under this Act in continuing their education or training or finding an appropriate job, such as through referral to the system established under section 121 of Public Law 105–220 (29 U.S.C. 2801 et seq.);
(17) to support training and activities (such as mentoring and outreach) in non-traditional fields;
(18) to provide support for training programs in automotive technologies;
(19) to pool a portion of such funds with a portion of funds available to not less than 1 other eligible recipient for innovative initiatives, which may include—
   (A) improving the initial preparation and professional development of career and technical education teachers, faculty, administrators, and counselors;
   (B) establishing, enhancing, or supporting systems for—
      (i) accountability data collection under this Act; or
      (ii) reporting data under this Act;
   (C) implementing career and technical programs of study described in section 122(c)(1)(A); or
   (D) implementing technical assessments; and
(20) to support other career and technical education activities that are consistent with the purpose of this Act.
(d) ADMINISTRATIVE COSTS.—Each eligible recipient receiving funds under this part shall not use more than 5 percent of the funds for administrative costs associated with the administration of activities assisted under this section.
ATTACHMENT K:
APPLICATION CHECKLIST
**APPLICATION CHECKLIST**

Postsecondary Applicant: ____________________________

Reviewer/State Liaison: ____________________________ Date: __________

Approval Status:

□ Fully Approved Date: __________
□ Substantially Approved Date: __________
□ Not approved, see notes

**Applicant instructions:** Please use the right-hand column of the chart below to inform reviewers where in your FY 2008-09 application they can find the required contents listed in the middle column. Please leave the left-hand column blank, as it is reserved for reviewers’ use. Also, feel free to use this checklist as a tool to determine if your submittal is complete. **If any boldfaced item is missing or not satisfactorily addressed, including items that are boldfaced in the attached Form 1 Checklist, the application will not be approved.**

**Reviewer instructions:** Place a check in the left column if the requirement has been met. The middle column describes the required content of the application. The right-hand column asks applicants to give a page reference to the FY 08-09 application.

<table>
<thead>
<tr>
<th>Requirement Met?</th>
<th>Required Content</th>
<th>Page(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Cover Page:</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Is the Applicant Name provided?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Is the Cover Sheet:</td>
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<tr>
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<td>Signed by Chief Administrative Officer?</td>
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<td>Dated?</td>
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<tr>
<td></td>
<td>Is the contact information of Project Manager complete? (See Attachment A)</td>
<td>_____</td>
</tr>
<tr>
<td></td>
<td><strong>Nondiscrimination Statement:</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Is the text inclusive of all federal and state laws, as well as consortium members’ individual policies, including the name, address, and phone number of appropriate contact personnel? (See Attachment B)</td>
<td>_____</td>
</tr>
<tr>
<td>Requirement Met?</td>
<td>Required Content</td>
<td>Page(s)</td>
</tr>
<tr>
<td>-----------------</td>
<td>-----------------</td>
<td>---------</td>
</tr>
<tr>
<td></td>
<td><strong>Certifications and Assurances:</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>Certificate of Responsibility:</em></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>Is the typed name and title of Chief Administrative Officer entered at top of the Certificate?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Is the name of the institution/consortium entered at top of the Certificate?</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td><strong>Is the original signature of the Chief Administrative Official at bottom the same person listed at the top of the Certificate?</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>Certificate of Institutional Advisory Committee:</em></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>Is the Chief Administrative Officer/Consortium Chair identified at top of the certificate the same as the signatory?</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Is the Certificate signed by the Chief Administrative Officer/Consortium Chair?</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(See Attachment C)</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Active and Eligible Programs:</strong></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>Are the programs listed actually eligible to receive Perkins funds?</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>Are any eligible programs missing?</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>Does each eligible program have a corresponding CIP code?</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>Has item #2 in Attachment D been addressed?</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>Have the three technical degree programs that will be aligned been identified?</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>Are two copies of Course Catalogues from all consortium institutions provided?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(See Attachment D)</td>
<td></td>
</tr>
<tr>
<td>Requirement Met?</td>
<td>Required Content</td>
<td>Page(s)</td>
</tr>
<tr>
<td>------------------</td>
<td>----------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td></td>
<td><strong>Fy 2008-09 Plan</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Planned Initiatives:</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Has each planning area been addressed?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Are initiative(s) included under each planning area?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Is a rationale for each initiative included?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Are there activities described?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>If a planning area has no initiatives, is there an explanation as to why? (See Attachments E and F)</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Initiatives and Detailed Budget:</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Is the Initiatives and Detailed Budget form completely and accurately filled out (see page 4) including drawing a clear link between the initiative(s) and uses of funds? (The reviewer can attach additional notes as necessary.)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(See Attachment H)</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Budget Summary:</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Is a Budget Summary included?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Do the function and object codes and dollar amounts in the Budget Summary align with the detail of proposed budget on the OBM Form 1? (See Attachment I)</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Obm Form 1 and Budget Documents</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Is the Project Start Date August 16, 2008?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Is the Project End Date August 15, 2009?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Are line items identified by proper object codes?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Are line items identified by proper function codes?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Are Administrative Expenditures (including Indirect Costs) limited to no more than 5%?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Is there a logical relationship between the specific activities in each initiative and the detail budget?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Are all of the boldfaced items on the attached Form 1?</td>
<td></td>
</tr>
</tbody>
</table>
Checklist included and correct?

Form 1 Checklist – FY 2008-09
Postsecondary

Please use the following checklist to ensure an accurate and complete Form 1. When an item has been completed, place a check mark in the column with a “Y” at the top. If an item is not applicable, place a check mark in the “n/a” (not applicable) column, with comments in the right hand column.

<table>
<thead>
<tr>
<th>Form 1 item</th>
<th>Y</th>
<th>n/a</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Original Form 1 has been submitted (either double sided or multiple single-sided sheets), with an original signature of the chief administrative officer or person legally authorized by the consortium.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Original Form 1 submitted is the most current version (September 2005)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Project manager information is complete</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Financial contact information is complete</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>“Fiscal agent – make checks payable to” is identified as “Treasurer – State of New Hampshire.”</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Indirect cost rate does not exceed the approved FY 08-09 rate for the Community College System of New Hampshire.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Indirect cost amount is equal to or less than the maximum amount allowable for the allocation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Indirect cost function and object code is 5220 930</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Budget summary figures (top of budget page) are equal to the sum of the figures in the detail of budget that have a function and object code in that same category (e.g., 1000 200, 2000 400, etc.)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Budget summary figures in each column add up to total figure in each column</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Budget summary figures in each row add up to the figure in the &quot;Total&quot; column</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Budget summary figures in &quot;Total&quot; column add up to the total budget figure</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Items in detail of budget add up to total budget figure, which is equal to or less than the allocation amount</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>If audit fee line item is listed under the Detail of Proposed Budget, the indirect cost amount excludes audit fees</td>
<td></td>
<td></td>
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</tr>
<tr>
<td><strong>Signed general assurances for FY 08-09 have been submitted to the Department of Education, Office of Audit and Technical Assistance.</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Attached Documents:

Please check below whether the following items were included as attachments to the application.

___  Completed FY 2008-09 Application Checklist and Form 1 Checklist
___  Institutional Advisory Committee membership list
___  Minutes of the meetings of the Institutional Advisory Committee
Guidance for the District Equity Committee Option

Suggested members:

- Title IX Coordinator
- Career and Technical Center Director
- Career and General Guidance Counselor(s)
- Professional Development Coordinator
- Curriculum Coordinator
- Administrator* (i.e., Principal, Assistant Superintendent, or Superintendent)
- At least four Students (Two Female, Two Male)
- Parent or Adult Caretaker of a student enrolled in the district

*Membership should include at least one person in a position of authority to ensure that the committee is able to affect its responsibilities

Suggested Purpose:

To create and maintain a school environment free from race, gender, national origin, sexual orientation, disability and class bias in instructional methods, materials and interactions among school community members, i.e., students, staff (faculty, custodial, food service, bus drivers, part time employees etc.), administrators and volunteers.

To identify 1) barriers and adopt strategies to ensure equal access and success for students who are members of special populations, and 2) ensure that programs are designed to enable students who are members of special populations to meet the State’s levels of performance on the State’s Performance Indicators.

Suggested method of accomplishing the purpose:
Design an evaluation process to establish a base line and information on other indicators, to measure movement towards established goals. The goals should be generated from the data gathered from the initial evaluation.

Recommendations:

- Seek out individuals who have an interest/knowledge base of equity issues to serve as members.
- Conduct on going staff and professional development for the committee to help them expand their knowledge of the subject, and generate as sense of group cohesion.
- Support the committee by arranging schedules to ensure that they have the time and resources to meet and accomplish their task.
Recommended Non-discrimination Statement

The [name] School district does not discriminate in the administration of its admissions and educational programs, activities or employment practice on the basis of race, color, religion, national origin, age, sex, disability, sexual orientation or marital status. This statement is a reflection of the [name] School District and refers to, but is not limited to, the provisions of the following laws:

- Title VI and VII of the civil Rights Act of 1964
- The Age Discrimination Act of 1967
- Title IX of the Education Amendments Act of 1972
- Section 504 of the Rehabilitation Act of 1973
- The Americans with Disabilities Act of 1975
- NH Law against Discrimination (RSA 354-A), and
- State Rule: Ed. 303.01(i), (j), (k).

The Title IX Coordinator is: [enter name, address and telephone number]
The Section 504 Coordinator is: [enter name, address and telephone number]

Additional Language that is helpful but not required:

Inquiries may also be directed to the:

- US Department of Education, Office for Civil Rights, 33 Arch St. Suite 900, Boston MA 02110-1491 (617-289-0111);
- Equal Employment Opportunity Commission, JFK Federal Building, Room 475, Government Center, Boston MA 02201 (617-565-3200);
- NH Commission for Human Rights, 2 Chennell Drive, Concord, NH 03301 (603-271-2767)
APPENDIX K: DROPOUT PREVENTION AND RECOVERY MODEL

A New Hampshire Infrastructure Model For Dropout Prevention and Recovery

For the purposes of discussing drop-out prevention efforts and needs in New Hampshire, we propose a model that addresses services with respect to intensity of service need. This model has been developed, referencing Richard DuFour’s concept of triaging service to students who are at risk of dropping out of school due to a variety of personal, academic, family, and other factors, based on an assessment of the intensity of need for students, depending on their individual circumstances, preferences, and plans for the future (What Ever It Takes, How Professional Learning Communities Respond When Kids Don’t Learn. DuFour, DuFour, Eaker, and Karhanek, 2004). The following is a “Pyramid of Service,” predicated on the basic principle that school districts will “Follow The Child,” and, in doing so, each student will be offered an opportunity for success in school through means that will meet their individual needs:

- School-Based Initiative addressing the needs of all students, including: Personalized learning strategies, Raised Standards for all students, Enriched literacy and numeracy curricula, Freshman Advisory/Mentoring Programs, Teacher/Counselor Watch Programs, Peer Mentoring, Positive Behavior Supports, Project-based and Community-based learning, among others...

- In-School At-Risk Student Program, including: PASS Program, Jobs for NH Graduates, My-Turn, Credit Recovery Programs, Charter schools, Ombudsman and other individualized, in-school programs, After-School Tutorial

- Out-of-School Alternative School Program, including Night School, Adult HS, Charter Schools...

- Individual Student Placement
APPENDIX L: PART B: PERKINS IV BUDGET FORMS

FY 2009 Perkins IV Budget (grant beginning on July 1, 2008)

Title I Assistance to States

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Local Formula Distribution (not less than 85%)</td>
<td>$4,853,451.00</td>
</tr>
<tr>
<td>Secondary Programs (79.5%)</td>
<td>$3,704,154.00</td>
</tr>
<tr>
<td>Postsecondary Programs (20.5%)</td>
<td>$955,159.00</td>
</tr>
<tr>
<td>Subtotal</td>
<td>$4,659,313.00</td>
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Ten Percent Reserve (if applicable)--4% Reserved

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
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</thead>
<tbody>
<tr>
<td>Secondary Programs (100%)</td>
<td>$194,138.00</td>
</tr>
<tr>
<td>Postsecondary Programs (0%)</td>
<td>$0.00</td>
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<tr>
<td>Subtotal</td>
<td>$194,138.00</td>
</tr>
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</table>

State Leadership (up to 10%)                   $570,994.00

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>State Institutions (up to 1%)</td>
<td>$57,099.00</td>
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<tr>
<td>Nontraditional Training and Employment</td>
<td>$60,000.00</td>
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<tr>
<td>(between $60,000 and $150,000)</td>
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<tr>
<td>Other State Leadership</td>
<td>$453,895.00</td>
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<tr>
<td>Subtotal</td>
<td>$570,994.00</td>
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</table>

State Administration (5%)

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
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<tbody>
<tr>
<td>Federal Perkins</td>
<td>$285,497.00</td>
</tr>
<tr>
<td>State Match *</td>
<td>($285,497.00)</td>
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<tr>
<td>Subtotal</td>
<td></td>
</tr>
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</table>

Total Title I: Basic Grant Total $5,709,942.00

Title II Tech Prep ($376,158.00)

<table>
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<td>Tech Prep Administration</td>
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<td>Subtotal</td>
<td>$376,158.00</td>
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</table>

*This figure not included in Total Title I: Basic Grant.
### Perkins SY 2008-09 Allocation, 4% Reserve, $50,000 Incentive

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<tr>
<th>Region</th>
<th>Center</th>
<th>SY07-08 Center Allocations</th>
<th>SY08-09 Center Allocations</th>
<th>SY08-09 Center Formula Allocations</th>
<th>SY08-09 Reserve</th>
<th>Percent Change</th>
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</thead>
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<tr>
<td>2</td>
<td>Berlin</td>
<td>$69,899.48</td>
<td>$56,378.80</td>
<td>$3,600.20</td>
<td>$69,799.06</td>
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<tr>
<td>3</td>
<td>Littleton</td>
<td>$54,174.02</td>
<td>$56,384.05</td>
<td>-</td>
<td>$56,384.05</td>
<td>4%</td>
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<tr>
<td></td>
<td>White Mt. Reg.</td>
<td>$54,174.02</td>
<td>$56,384.05</td>
<td>-</td>
<td>$56,384.05</td>
<td>4%</td>
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<td>N. Country Charter Academy</td>
<td>N/A</td>
<td>$1,396.46</td>
<td>-</td>
<td>$1,396.46</td>
<td>N/A</td>
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<td>River Bend, VT</td>
<td>$50,754.86</td>
<td>$27,611.90</td>
<td>$23,200.74</td>
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<td>Plymouth</td>
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<td>Conway</td>
<td>$87,236.00</td>
<td>$69,366.11</td>
<td>$17,469.21</td>
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<td>Hertford, VT</td>
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<td>Winnisquam</td>
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<td>Wolfeboro</td>
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<td>CSI Charter School</td>
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<td>Equestrian Acad. Charter School</td>
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<td>Cochecho Charter School</td>
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<td>$1,460.02</td>
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<td>Manchester</td>
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<tr>
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<td>Nashua</td>
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<td>Milford</td>
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<td>$111,196.22</td>
<td>24%</td>
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<td>Acad of Science &amp; Design</td>
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<td>$160,617.21</td>
<td>6%</td>
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<tr>
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<td>$160,617.21</td>
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<td>$160,617.21</td>
<td>6%</td>
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<tr>
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<td>Exeter</td>
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<td>$1,139.99</td>
<td>-</td>
<td>$1,139.99</td>
<td>N/A</td>
</tr>
<tr>
<td></td>
<td>Virtual Learning Academy</td>
<td>N/A</td>
<td>$529.67</td>
<td>-</td>
<td>$529.67</td>
<td>N/A</td>
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<tr>
<td>23</td>
<td>Portsmouth</td>
<td>$92,408.19</td>
<td>$79,854.33</td>
<td>$12,659.07</td>
<td>$92,513.40</td>
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</tr>
<tr>
<td>24</td>
<td>Windham, VT</td>
<td>$16,568.39</td>
<td>$15,108.70</td>
<td>$1,478.53</td>
<td>$16,387.25</td>
<td>0%</td>
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</table>

**Totals:** $3,988,866.75  $3,999,270.64  $144,138.03  $4,143,408.67  4%
### APPENDIX M: PART C: ACCOUNTABILITY FORMS

#### Student Definitions

**A. Secondary Level**

| **Participants:** | A secondary student who has earned one (1) or more credits in any career and technical education (CTE) program area. |
| **Concentrators:** | A secondary student who has completed greater than 50% of the required sequence of instruction in his/her career and technical program and is enrolled in the second half of the program as of October 1st or March 1st. |

**B. Postsecondary/Adult Level**

| **Participants:** | A postsecondary/adult student who has earned one (1) or more credits in any CTE program area. |
| **Concentrators:** | A matriculated postsecondary/adult student who: (1) completes at least 12 academic or CTE credits within a single CTE program area sequence that is comprised of 12 or more academic and technical credits and terminates in the award of an industry-recognized credential, a certificate, or a degree; or (2) completes a short-term CTE program sequence of less than 12 credit units that terminates in an industry-recognized credential, a certificate, or a degree. |
II. FINAL AGREED UPON PERFORMANCE LEVELS FORM (FAUPL)
A. SECONDARY LEVEL

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<tr>
<th>Column 1</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Indicator &amp; Citation</td>
<td>Measurement Definition</td>
<td>Measurement Approach</td>
<td>Baseline</td>
<td>Year One</td>
<td>Year Two</td>
</tr>
<tr>
<td>1S1 Academic Attainment – Reading/Language Arts 113(b)(2)(A)(i)</td>
<td>Numerator: Number of CTE senior concentrators who have met the acceptable performance range of basic or better on the Statewide high school reading/language arts assessment administered by the State under Section 1111(b)(3) of the Elementary and Secondary Education Act (ESEA) as amended by the No Child Left Behind Act based on the scores that were included in the State’s computation of adequate yearly progress (AYP) and who, in the reporting year, left secondary education. Denominator: Number of CTE senior concentrators who took the ESEA assessment in reading/language arts whose scores were included in the State’s computation of AYP and who, in the reporting year, left secondary education.</td>
<td>State and Local Administrative Records (NCLB)</td>
<td>B: 77.00%</td>
<td>L: 77.00%</td>
<td>L: 85.00%</td>
</tr>
</tbody>
</table>

<p>| B: 77.00% | L: 77.00% | L: 85.00% |</p>
<table>
<thead>
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<th>Column 1</th>
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<th>Column 4</th>
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<tbody>
<tr>
<td>Indicator &amp; Citation</td>
<td>Measurement Definition</td>
<td>Measurement Approach</td>
<td>Baseline</td>
<td>Year One</td>
<td>Year Two</td>
</tr>
<tr>
<td>1S2 Academic Attainment - Mathematics 113(b)(2)(A)(i)</td>
<td>Numerator: Number of CTE senior concentrators who have met the acceptable performance range of basic or better on the Statewide high school mathematics assessment administered by the State under Section 1111(b)(3) of the (ESEA) as amended by the No Child Left Behind Act based on the scores that were included in the State’s computation of adequate yearly progress (AYP) and who, in the reporting year, left secondary education.</td>
<td>Year One: 7/1/06-6/30/07</td>
<td>Baseline: 7/1/06-6/30/07</td>
<td>Year Two: 7/1/07-6/30/08</td>
<td>Baseline: 7/1/06-6/30/07</td>
</tr>
<tr>
<td></td>
<td>Denominator: Number of CTE senior concentrators who took the ESEA assessment in mathematics whose scores were included in the State’s computation of AYP and who, in the reporting year, have left secondary education.</td>
<td>State and Local Administrative Records (NCLB)</td>
<td>B: 64.00%</td>
<td>L: 64.00%</td>
<td>L: 76.00%</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>A:</td>
<td>A:</td>
<td>A:</td>
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<td>Column 1</td>
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<tr>
<td><strong>Indicator &amp; Citation</strong></td>
<td><strong>Measurement</strong></td>
<td><strong>Measurement</strong></td>
<td><strong>Baseline</strong></td>
<td><strong>Year One</strong></td>
<td><strong>Year Two</strong></td>
</tr>
<tr>
<td><strong>Column</strong></td>
<td><strong>Definition</strong></td>
<td><strong>Approach</strong></td>
<td>7/1/07-6/30/08</td>
<td>7/1/08-6/30/09</td>
<td>7/1/09-6/30/10</td>
</tr>
<tr>
<td>2S1 Technical Skill Attainment 113(b)(2)(A)(ii)</td>
<td>Numerator: Number of CTE senior concentrators who completed all technical skill competencies that are aligned with industry-recognized standards, if available and appropriate, during the reporting year. Denominator: Number of CTE senior concentrators who left secondary education during the reporting year.</td>
<td>National/State Standards and Local Assessment Systems Baseline based on three-year average</td>
<td>B: 86.82%</td>
<td>L: 87.32%</td>
<td>L: 87.82%</td>
</tr>
<tr>
<td>3S1 Secondary School Completion 113(b)(2)(A)(iii)(I-II)</td>
<td>Numerator: Number of CTE senior concentrators who earned a regular secondary school diploma, earned a General Education Development (GED) credential as a State-recognized equivalent to a regular high school diploma (if offered by the State) or other State-recognized equivalent (including recognized alternative standards for individuals with disabilities), or earned a proficiency credential, certificate, or degree, in conjunction with a secondary school diploma (if offered by the State) during the reporting year. Denominator: Number of CTE senior concentrators who left secondary education during the reporting year.</td>
<td>State/Local Administered Data Baseline based on three-year average</td>
<td>B: 95.00%</td>
<td>L: 95.00%</td>
<td>L: 95.00%</td>
</tr>
<tr>
<td>Column 1</td>
<td>Column 2</td>
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<tr>
<td>Indicator &amp; Citation</td>
<td>Measurement &amp; Definition</td>
<td>Measurement Approach</td>
<td>Baseline</td>
<td>Year One</td>
<td>Year Two</td>
</tr>
<tr>
<td>4S1 Student Graduation Rates</td>
<td>Numerator: Number of CTE senior concentrators who, in the reporting year, were included as graduated in the State’s computation of its graduation rate as described in Section 1111(b)(2)(C)(vi) of the ESEA. <strong>Denominator:</strong> Number of CTE senior concentrators who, in the reporting year, were included in the State’s computation of its graduation rate as defined in the State’s Consolidated Accountability Plan pursuant to Section 1111(b)(2)(C)(vi) of the ESEA.</td>
<td>State and Local Administrative Records (NCLB)</td>
<td>B: 75.00%</td>
<td>L: 76.00%</td>
<td>L: 77.00%</td>
</tr>
<tr>
<td>5S1 Secondary Placement</td>
<td>Numerator: Number of CTE senior concentrators who completed secondary career and technical education and left secondary education and were placed in postsecondary education or advanced training, in the military service, or employment in the second quarter following the program year in which they left secondary education (i.e., unduplicated placement status for CTE concentrators who graduated by June 30, 2007 would be assessed between October 1, 2007 and December 31, 2007). <strong>Denominator:</strong> Number of CTE senior concentrators who left secondary education during the reporting year.</td>
<td>State-Developed, School-Administered Surveys/Placement Records Baseline based on three-year average</td>
<td>B: 95.00%</td>
<td>L: 95.00%</td>
<td>L: 95.00%</td>
</tr>
</tbody>
</table>

Baseline 7/1/06-7/30/07
Year One 7/1/07-6/30/08
Year Two 7/1/08-6/30/09
<table>
<thead>
<tr>
<th>Indicator &amp; Citation</th>
<th>Measurement Definition</th>
<th>Measurement Approach</th>
<th>Baseline</th>
<th>Year One</th>
<th>Year Two</th>
</tr>
</thead>
<tbody>
<tr>
<td>6S1 Nontraditional Participation 113(b)(2)(A)(vi)</td>
<td>Numerator: Number of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year. Denominator: Number of CTE participants who participated in a program that leads to employment in nontraditional fields during the reporting year.</td>
<td>State/Local Administrative Records Baseline based on most recent median</td>
<td>B: 22.13%</td>
<td>L: 22.38%</td>
<td>L: 22.63%</td>
</tr>
<tr>
<td>6S2 Nontraditional Completion 113(b)(2)(A)(vi)</td>
<td>Numerator: Number of CTE senior concentrators from underrepresented gender groups who completed a program that leads to employment in non traditional fields during the reporting year. Denominator: Number of CTE senior concentrators who completed a program that leads to employment in nontraditional fields during the reporting year.</td>
<td>State/Local Administrative Records Baseline based on most recent median</td>
<td>B: 18.60%</td>
<td>L: 18.85%</td>
<td>L: 19.10%</td>
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</table>
## III. FINAL AGREED UPON PERFORMANCE LEVELS FORM (FAUPL)

### B. POSTSECONDARY/ADULT LEVEL – New Hampshire

<table>
<thead>
<tr>
<th>Indicator &amp; Citation</th>
<th>Measurement Definition</th>
<th>Measurement Approach</th>
<th>Baseline</th>
<th>Year One</th>
<th>Year Two</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1P1</strong> Technical Skill Attainment 113(b)(2)(B)(i)</td>
<td>Numerator: Number of matriculated CTE concentrators who passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, during the reporting year.</td>
<td>Telephone Survey, Administrative Data and Departmental Records</td>
<td>B: 47.00</td>
<td>L:</td>
<td>L: 52.00</td>
</tr>
<tr>
<td></td>
<td>Denominator: Number of matriculated CTE concentrators who took technical skill assessments during the reporting year.</td>
<td></td>
<td></td>
<td>A:</td>
<td>A:</td>
</tr>
<tr>
<td><strong>2P1</strong> Credential, Certificate, or Degree 113(b)(2)(B)(ii)</td>
<td>Numerator: Number of matriculated CTE concentrators who received an industry-recognized credential, a certificate, or a degree during the reporting year.</td>
<td>State/Local Administrative Data</td>
<td>B: 28.00</td>
<td>L:</td>
<td>L: 35.00</td>
</tr>
<tr>
<td></td>
<td>Denominator: Number of matriculated CTE concentrators who left postsecondary education during the reporting year.</td>
<td></td>
<td></td>
<td>A:</td>
<td>A:</td>
</tr>
<tr>
<td>Indicator &amp; Citation</td>
<td>Measurement Definition</td>
<td>Measurement Approach</td>
<td>Baseline 7/1/07-6/30/08</td>
<td>Year One 7/1/08-6/30/09</td>
<td>Year Two 7/1/09-6/30/10</td>
</tr>
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<td>---------------------</td>
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<td>---------------------</td>
<td>--------------------------</td>
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</tr>
</tbody>
</table>
| 3P1 Student Retention 113(b)(2)(B)(iii) | **Numerator:** Number of matriculated CTE concentrators who remained enrolled in their original postsecondary institution during the reporting year and who were enrolled in the same postsecondary institution in the fall of the previous reporting year.  
**Denominator:** Number of matriculated CTE concentrators who were enrolled in postsecondary education in the fall of the previous reporting year and who did not earn an industry-recognized credential, a certificate, or a degree in the previous reporting year. | Administrative Records | B: 25.00 | L: | L: 32.00 |
| 4P1 Student Placement 113(b)(2)(B)(iv) | **Numerator:** Number of matriculated CTE concentrators who were placed or retained in employment or state-wide apprenticeship programs in the second quarter following the program year in which they left postsecondary education (i.e., unduplicated placement status for CTE concentrators who graduated by June 30, 2007 would be assessed between October 1, 2007 and December 31, 2007).  
**Denominator:** Number of matriculated CTE concentrators who left postsecondary education during the reporting year. | Administrative Record Exchanges and NH Employment Security Records | B: 62.00 | L: | L: 69.00 |
<table>
<thead>
<tr>
<th>Column 1</th>
<th>Column 2</th>
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<th>Column 4</th>
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<tbody>
<tr>
<td>Indicator &amp; Citation</td>
<td>Measurement Definition</td>
<td>Measurement Approach</td>
<td>Baseline</td>
<td>Year One</td>
<td>Year Two</td>
</tr>
<tr>
<td>5P1 Nontraditional Participation 113(b)(2)(B)(v)</td>
<td>Numerator: Number of CTE participants from underrepresented gender groups who enrolled in non-traditional programs during the reporting year.</td>
<td>Administrative Records</td>
<td>B: 17.00</td>
<td>L: 17.25</td>
<td>A:</td>
</tr>
<tr>
<td></td>
<td>Denominator: Total number of CTE participants who participated in a non traditional program during the reporting year.</td>
<td></td>
<td>P:</td>
<td>A:</td>
<td></td>
</tr>
<tr>
<td>5P2 Nontraditional Completion 113(b)(2)(B)(v)</td>
<td>Numerator: Number of matriculated CTE concentrators from underrepresented gender groups who completed a nontraditional program during the reporting year.</td>
<td>Administrative Records</td>
<td>B: 14.00</td>
<td>L: 14.25</td>
<td>A:</td>
</tr>
<tr>
<td></td>
<td>Denominator: Number of matriculated CTE concentrators who completed a program in nontraditional fields during the reporting year</td>
<td></td>
<td>P:</td>
<td>A:</td>
<td></td>
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</tbody>
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APPENDIX N: NEW HAMPSHIRE STATE QUALITY SERVICE PLAN NARRATIVE FY 2016

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A. Overview

Improving State Capacity to Administer and Operate the UI Program Effectively

New Hampshire’s unemployment rate remains low and fluctuated very little June 2016 (2.8%) to June 2017 (2.7%). The June rate was 1.7 points below the national average of 4.4% for June 2017. The number of claims filed remains lower than pre-recession levels. Calendar year 2016 averaged just under 3000 claims per month and for the first seven months of calendar year 2017, the average is under 2800.

While a lower unemployment rate and lower claims volume is good news for the New Hampshire economy, it presents a funding challenge with the Department. To continue the high level of services New Hampshire prides itself on providing, we maintained twelve (12) full-time and five (5) part-time Local Office locations that provided both UI and ES services. Two (2) part-time offices have been closed due to funding and low volume. New Hampshire employers pay a two-tenths of one-percent administrative contribution and, without these additional funds, many more of these local office locations that provide in-person services would have to be closed.

New Hampshire takes full advantage of SBR opportunities for business process analysis (overpayments per UIPL 18-12) and benefit payment system review and rewrite (initial and continued claims per UIPL 13-14) to improve efficiency and effectiveness, reduce improper payments and enhance customer service. Per UIPL 16-15, New Hampshire secured funds to focus on Federal report accuracy and Data Validation. With the last SBR funds offered per UIPL 19-16, New Hampshire secured monies to improve the employer portal of its’ benefit payment system and provide easy access to SIDES. Monies were also secured to improve services to those needing special assistance with the addition of UbiDuo devices in the Local Offices and contracts for in-person and telephonic language interpretation. New Hampshire also employs LEAN to eliminate redundancy and promote productivity, aka do more with less staff.

New Hampshire is not a siloed state. UI and ES work closely together, collaborate on policy and process, and serve side-by-side in the Local Offices, thus already meet the WIOA requirement to provide meaningful assistance to UI claimants in the Career Centers. The structure of the department has changed over the years due to budgeting constraints, with fewer clear career paths. Thanks to being a relatively small state, however, some duties are shared and individuals with the desire to learn are given the opportunity to do so.

Improving Prevention, Detection, and Recovery of UI Improper Payments

New Hampshire’s estimated 3-year improper payment rate is 6.17%. While the rate is below the 10% threshold and the national rate, the 2016 improper payment estimate of $5,530,890 is still significant and efforts continue to reduce this number and protect the Trust Fund.
New Hampshire has 100% of available TPA’s utilizing SIDES file exchange and has been aggressively marketing SIDES E-Response to non-TPA employers. New Hampshire made the choice to automatically sign up all non-TPA employers for E-Response in September 2016. While the use of E-Response is not mandatory by law, language is included on all Notice of Claim correspondence to encourage the employer to use this method of response. 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. New Hampshire utilizes TOP for both claimant and employer debt. The department utilizes wage garnishment and distraints when attempts to set up voluntary repayment plans are not successful.

SBR funding enabled New Hampshire to implement several new functions in the benefit payment system designed to prevent and reduce overpayments. Considerable enhancements were made to the weekly continued claim filing process to address the number one cause of improper payments (unreported or misreported earnings) as well as worksearch requirements. SBR monies also funded real-time fact-finding and presentation of messages based on crossmatches. The Claims Rewrite Project was completed, went into production on 8/10/2016 and incorporates the following:

- Collects detailed employer information for all earnings reported with continued claim
- Presents employer name to claimant with request for earnings for any employer:
  - with LDW in week being claimed, as reported on initial or additional claim
  - for whom claimant indicated “Still Working” on initial or additional claim
  - for whom claimant reported earnings prior week
- Collects earnings in manner that reduces error. Specific fields for rate of pay, hours worked, commission, tips, etc., rather than one field for unexplained lump sum.
- Collects separation information immediately if claimant indicates had no earnings from employer reported on prior week
- New ability to set a specific number of required worksearch contacts be provided with the continued claim. Can be set for individual claimant or for program (such as EUC). Payment will not be released if requirement not met.
- Collect fact-finding during the claims filing process (initial, additional, reopen and continued) on any issue raised during the process, or any issue remaining open and unanswered (such as a missed ES meeting).
- Present a message to the claimant if he/she is involved in a crossmatch hit advising them to contact the BPC Unit and asks fact-finding questions about returning to work. An alert was also created that will immediately notify the Unit that the individual has attempted to file a claim.
SBR funding has also allowed New Hampshire to hire an Attorney dedicated to the prosecution of unemployment program fraud and part-time staff whose focus is random worksearch contact audits. The department has garnered multiple indictments and prosecuted several criminal cases, including one in which the court found the claimant guilty of perjury for falsifying evidence in the course of an Appeal hearing regarding unreported earnings. Several individuals have been ordered to serve jail time. The SBR funding expired September 2016 and the part-time staffer was laid off. The Department chose to keep the prosecution attorney due to the success she has had in court and the resulting publicity that is surely a deterrent to others considering fraud.

SBR funding is supporting the current project, casually referred to as “Spidering”, which incorporates crossmatches and suspect data such as IP addresses into a complex scoring methodology to proactively identify situations that could lead to fraudulent payments. New functionality that will be included in the deployment to production in September 2017 will include:

- Random identity proofing – random requirement for claimant to answer questions to verify their identity before filing a claim
- Selected identity proofing – an individual with a blocked attribute (such as a suspect address or bank account information) will be required to answer questions to verify their identity before filing a claim
- Failed identity proofing send individual down a parallel path for filing. If an individual fails the identity proofing questions, they will be allowed to proceed and file a claim so that we can collect all data points and mark them as “suspect”. The individual will be presented with a message at the end of the claims process advising them to report to a Local Office with identification. The claim is not processed until that time.
- Manual attribute marking – assign a score to various attributes whereby any individual filing a claim with a matching attribute is flagged for review or blocking.
- Automatic attribute marking – the deceased flag received from SSA will be used to automatically make the SSN. Other attributes will be marked or the score increased dependent on circumstances or the number of claimants filing with the same attribute.
- Pro-active messaging. For example, an individual who has been previously found overpaid due to misreported or unreported wages will receive a message when filing their next claim that we are aware of the challenges they have experienced in the past and staff are available to assist if they need help accurately reporting work and earnings.

**Improving Program Performance Nationally**

New Hampshire takes accurate and timely reporting and payments seriously. Considerable efforts have been levied on first payment timeliness, non-monetary determination timeliness and quality, reporting accuracy and data validation.
New Hampshire has exceeded USDOL’s desired levels of achievement for First Payment Timeliness, Non-monetary Timeliness and Non-monetary Quality, both separations and non-separations, and for the first time in many years, is not required to submit a Corrective Action Plan for any of these measurements.

<table>
<thead>
<tr>
<th>Category</th>
<th>DLA</th>
<th>CY 2016</th>
<th>QE 3/31/17</th>
<th>QE 6/31/17</th>
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</thead>
<tbody>
<tr>
<td>First Payment</td>
<td>87%</td>
<td>88.9%</td>
<td>91.6%</td>
<td>89.0%</td>
</tr>
<tr>
<td>Non-monetary Determinations</td>
<td>80%</td>
<td>87.3%</td>
<td>86.1%</td>
<td>90.3%</td>
</tr>
<tr>
<td>Separation Quality</td>
<td>75%</td>
<td>78.6%</td>
<td>75.0%**</td>
<td>88.5%</td>
</tr>
<tr>
<td>Non-separation Quality</td>
<td>75%</td>
<td>81.45</td>
<td>77.4%</td>
<td>81.5%</td>
</tr>
</tbody>
</table>

**Originally reported as 70.4%. An error was found and an additional case should have passed, which brought the separation quality score to exactly 75%. When contacting Regional USDOL, we were advised that the submitted score could not be changed.

New Hampshire has been removed from the “marginally at risk” designation for first payment timeliness. New Hampshire accomplished this by moving to a proactive approach versus the reactive approach of reviewing a report showing late payments. Adjudication Unit supervisors were required to review every single issue assigned to their unit to determine its impact on first payment. They then educated each Certifying Officer individually on the process and required an explanation for each and every late payment. This is an incredibly time-consuming and tedious task but was successful and served multiple purposes. Not only has it enabled New Hampshire to meet expectations, but it has served to educate the supervisors and adjudicators in the intricacies of determining which issues impact the first payment timeliness measure better than any previous training has ever done.

New Hampshire assisted in the pilot of the UI Benefits Operations Self-Assessment Tool which afforded a view into the process before UIPL 18-17 was issued. With no additional funding and staffing at New Hampshire Employment Security at a 40-year low, there will be challenges to overcome to implement this tool. Several questions about staffing alternatives have been submitted to Regional and forwarded to National. Once those answers are received, New Hampshire will move forward with a plan that will successfully implement this tool.

**Workforce Innovation and Opportunity Act (WIOA)**

New Hampshire’s UI and ES Directors work closely together and have a common goal of serving the UI claimant in a cohesive and collaborative manner. UI and ES staff work side-by-side in the Local Offices and are cross-trained in many areas. Each Local Office has staff available to assist claimants to file claims, answer questions regarding eligibility and explain department correspondence. An adjudicator is co-located in the larger offices.
While NHES does not manage WIOA funds, we partner with BEA and our State Workforce Investment Board, as well as partners in our Local Offices such as the Community College System and Vocational Rehab, to focus all available resources on reemployment and training.

The viability of Workforce Connect is being explored at this time. New Hampshire received a grant to pursue this functionality and the partners are meeting regularly to determine how it can be configured to meet the needs of all concerned.

New Hampshire submitted a Combined Plan and the SQSP is included and updates supplied as part of that plan.

**Reemployment of UI Claimants**

New Hampshire achieved 73.5% for the FY 2016 (QE 9/30/2016) Facilitation of Reemployment Measure, up from 72.5% for FY 2015.

New Hampshire’s efforts around reemployment of UI claimants is extensive.

- Every claimant that is not returning to work within 2 weeks of their last day of work is required to attend a Benefit Rights Interview (BRI) in person at their Local Office.
- Every claimant who attends a BRI is then required to attend several group Eligibility Review Interview workshops at regular intervals. These workshops focus on worksearch methods, resume preparation and interviewing. The last workshop, on or about week 13, is about reenergizing worksearch and finance assistance.
- RESEA – Group orientation and one-on-one appointments to ensure that claimants are aware of the services available to assist them to return to work as well as understand and meet all eligibility requirements.
- Pathway to Work self-employment program – an opportunity for a claimant to work with the Small Business Administration and become self-employed and self-sustaining.
- Return to Work program – an opportunity to match a claimant to an employer in a structured, supervised training program with the end result being full-time employment.
- Ready to Work program – certificate training program that offers the individual an opportunity to learn or hone soft skills and certify to a basic understanding of expectations in the workplace
- Career Exploration – serves individuals who need assistance in the areas of vocational choice, change or adjustment.
- Job Fairs – NH holds numerous job fairs across the state each year, providing an in-person opportunity for the employers with the jobs to connect with the individuals seeking them. In calendar year 2016, NH held 13 job fairs involving 773 employers with 9094 job openings and attended by 1557 job seekers. To date in 2017 NH has held 5 job fairs involving 796 employers with 9970 job openings and attended by 2690 job seekers. The significant increase in attendance is a result of aggressive advertising including TV
coverage, social media announcements, newspaper ads and sticky notes, flyers at schools and local businesses, road signs at heavily trafficked intersections, and an email blast to all claimants in the labor market area.

- Claimants filing against New Hampshire but living in another state are sent a Unemployment Compensation Quick Tips booklet and a targeted insert advising them of the requirement that they register for work in their state of residence. Claimants living in New Hampshire but filing against another state are also sent a mailing advising them of the requirement to register for work in New Hampshire. While currently a manual process, every claimant is tracked and if not registered within two weeks of this mailing, sent a Registration Warning with a deadline for response. If no response is received by the deadline and the claimant is filing against NH, an issue is entered on their claim. If filing against another state, the IPC in that state is notified of non-compliance.

New Hampshire has also spent considerable time and resources partnering with the Department of Health and Human Services and the Governor’s Office to create a new program that will focus on TANF recipients. The program, renamed Granite Workforce (formerly Gateway to Work), must be approved by the Fiscal Committee of our Legislature before heading to the floor and, despite the fact that the program is 100% Federally funded, we have encountered significant resistance. We continue to be hopeful that some form of this program can be passed and implemented in the future.

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 is underway. Phase One included the 9050 and 9051 and the template for both pro-active and on-demand timeliness reports. Every field of the reports was dissected for accuracy and some adjustments made. The on-line reports are in place and provide an additional tool to ensure that first payment timeliness is met. These reports provide field level detail of every claim and payment involved in every cell and this template will be used for implementing Phase Two and Three of this project.

Phase Two involves the 5159, 586 and 218 and the same proactive and on-demand reporting will be available for these reports. The SME’s and vendor have been meeting to delve into any reporting inaccuracies and the Data Validation Population failures (Pop 1 and Pop 4). Several “quick fixes” have been identified and are being worked on. Technical assistance has been requested of the Regional Office regarding clarification of intrastate vs interstate vs CWC claim and payment reporting to ensure accurate reporting and validation assessment. Phase Three involves the 227. New Hampshire has worked on the 227 over the years and improvements have been made, but more must be made to be able to pass involved Populations and ensure accurate reporting. The same proactive and on-demand reporting will be available for the 227 as this project proceeds. A request to extend the expenditure of SBR funds will be submitted as
competing priorities and limited NHES and DOIT resources will not allow this project to be completed by September 2017.

**Addressing Worker Misclassification**

Misclassification of workers is a significant national and state focus. The State of New Hampshire has an established Task Force on the Misclassification of NH Workers that includes members from the Departments of Employment Security, Labor, Revenue Administration, Insurance and the Governor’s office.

New Hampshire receives the 1099 file from IRS and utilizes that to target audits to employers with multiple 1099 workers. This has proven to be a successful method of identifying unregistered employers and misclassified workers. Tips from the Task Force website are also investigated. Blocked claims are also a source of identifying unregistered employers and/or misclassified workers. (Claims where the claimant has listed an employer that is not registered in New Hampshire are referred to as “blocked” and sent to a Field Auditor to investigate. The Field Auditor determines whether the listed employment is subject to New Hampshire unemployment tax law and whether wages paid are properly reported as taxable or not.)

UIPL 18-14 allowed NH to hire two (2) additional Field Auditors and increase audit penetration through 9/30/2016. UIPL 18-15 allowed us to extend these positions through 9/30/2017. Without additional SBR funds, these positions will be eliminated on 9/30/2017.

New Hampshire passed the Effective Audit Measure for CY2016 in all Factor categories. Audit results are carefully monitored and adjustments made as needed to ensure these measures continue to be met.

**B. Federal emphasis (GPRA goals 2017)**

1. **Make Timely Benefit Payments:** 87% of intrastate first payments for full weeks of unemployment will be made within 14/21 days from the week ending date of the first compensable week.

New Hampshire has been removed from the “marginally at risk” designation for first payment timeliness and is successfully meeting timeliness goals. New Hampshire accomplished this by moving to a proactive approach versus the reactive approach of reviewing a report showing late payments. Adjudication Unit supervisors were required to review every single issue assigned to their unit to determine its impact on first payment. They then educated each Certifying Officer individually on the process and required an explanation for each and every late payment. This is an incredibly time-consuming and tedious task but was successful and served multiple purposes. Not only has it enabled New Hampshire to meet expectations, but it has served to educate the supervisors and adjudicators in the intricacies of determining which issues impact the first payment timeliness measure better than any previous training has ever done.

Timeliness is also measured as part of QCRP (Quality Control Review Program) and AQUIP (Adjudication Quality Improvement Program).
2. Detect Benefit Overpayments: Overpayments established will be at least 61.9% of the estimated detectable, recoverable overpayments.

New Hampshire continues to meet goals for this standard with 75.43% as of the issuance of the FY2018 SQSP Call Letter.

3. Establish Tax Accounts Promptly: 89.0% of status determinations for new employers will be made within 90 days of the end of the first quarter in which liability occurred.

New Hampshire’s computed measure per FY2018 SQSP Call Letter was 88.4%. QE 3/31/2017 remained steady at 88.3% and preliminary calculations for QE 6/30/2017 show an increase to 90.1%.

New Hampshire implemented an on-line Employer Status Report in October 2016, with validations for required information. The paper form is still being used by some employers and is often received with incomplete or missing information, requiring follow-up and delaying a timely determination.


New Hampshire’s reemployment rate was 63.9% in-state and 9.8% out-of-state, a total of 73.7% for the reemployment period of measurement 3/31/2016 to 12/31/2016. This is the most recent data available.

As previously discussed in Section A, New Hampshire has numerous initiatives in place that focus on keeping people employed and/or finding those unemployed new jobs, including WorkShare, WorkReady, Return to Work and Pathway to Work.

New Hampshire continues to operate BRI, ERI, Profiling and RESEA programs where individuals are seen in all twelve (12) local offices and three (3) satellite offices each week.

The Employer Service Representatives in the local offices have an excellent rapport with the employers in their labor market area. They attend Chamber of Commerce meetings and other employer gatherings, disseminating information and informing members of what NH Employment Security offers to assist employers in finding employees. Thousands of job orders are listed in our Job Match System and numerous large and small job fairs are coordinated all over the state. The charts below indicate Job Fair activity in CY 2016 and January to June 2017.

<table>
<thead>
<tr>
<th>Job Fairs CY 2016</th>
<th>Job Fairs Jan – June 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Job Fairs Conducted</td>
<td>13</td>
</tr>
<tr>
<td>Job Seekers Attended</td>
<td>1557</td>
</tr>
<tr>
<td>Employers Participated</td>
<td>773</td>
</tr>
</tbody>
</table>
C. Program review deficiencies

No narrative required in this area.

D. Program deficiencies

Improper Recording of Detection Dates (87.61%)

New Hampshire has levied considerable resources to the accuracy of detection dates. The importance of detection dates is included in new staff training and reminders are sent regularly. The Quality Control Unit provides feedback about any claim picked for BAM or BTQ for which the detection date is incorrect and the error is reviewed with the individual adjudicator. Checking the accuracy of the detection date is part of the QCRP and AQUIP quality programs that the training unit and supervisors use to assess staff performance and provide direction and training.

New Hampshire has worked closely with the Regional Office on numerous occasions to request technical assistance and discuss what detection date should be used in various circumstances. No feedback has been received from the inquiry in 2015 regarding if/when the detection date criteria would be reviewed and updated to more closely match today’s claims filing methods. Claims filed on-line 24-7 and automated systems requiring batch processes before issues are available to staff impact timeliness.

E. Reporting requirements

All Federal reports have been filed timely. The UI Reporting and Data Validation Project currently underway is expected to address deficiencies in the reports and bring New Hampshire into compliance with reporting accuracy. The Average Age of Pending Higher Authority Appeals report was found to be impacted by 16 cases all for the same employer – Verizon. There was a work stoppage and all claimants were denied benefits. The first level appeal affirmed the certifying officer’s denial and the second level appeal was filed. Very aggressive attorneys on both sides (the employer and the union representing the claimants) making multiple and conflicting arguments regarding the complicated circumstances surrounding the work stoppage have resulted in the delay in resolution and thus impact the average age of the total higher level appeal universe. Great care is being taken in reviewing all information presented to ensure a thorough and detailed response to the appeal, which is very likely to continue until it reaches the level of the Supreme Court.

Removing these cases from the calculation, New Hampshire is well within the expected threshold of less than or equal to 40 days.

F. Customer Service Surveys
Optional section. No customer service surveys were conducted in FY 2014 or planned for FY 2015.

G. Other (approach to maintaining solvency, requests for technical assistance)

New Hampshire’s trust fund is solvent and no monies are owed for funds borrowed.

H. Assurances

New Hampshire’s UI IT Contingency Plan was reviewed and updated in February 2017. The NHES Unemployment Insurance Operational Security Plan is currently being reviewed and updated.

While NH did not conduct a formal in-house Risk Assessment this year, the annual KPMG IT Security Audits was completed by an outside, independent review team and the NHES Information Security Officer (ISO) completed Internal Inspections of the NHES Data Center and NHES Administrative Building housing IRS Federal Tax Information (FTI) as required by IRS Publication 1075. The NHES ISO and NH DOIT IT Manager and key DOIT staff also completed and submitted the annual IRS Safeguard Security Report (SSR) on July 31, 2017.

New Hampshire’s annual KPMG IT Security audit was initiated in February 2017. This effort consists of an exhaustive review and test of the effectiveness of the IT Security Controls in place for New Hampshire’s Unemployment Insurance System (NHUIS). The audit requires providing extensive documentation to demonstrate the effectiveness of the security controls in place and includes an onsite review of the NHES Data Center as well interviews with key IT and NHES UI business staff to validate these controls. This year’s review includes some additional requirements and questions related to cyber security which are meant to gain an understanding of what NHES and New Hampshire’s UI Benefits System (NHUIS in this case) has in place from a risk assessment perspective relative to cyber security. The on-site walk-through meetings and reviews were conducted in March 2017 and May 2017. The review will be completed in August 2017.

IRS 2017 Safeguard Security Report (SSR)

NHES submitted the 2017 IRS Safeguard Security Report (SSR) to the IRS Office of Safeguards in July 2017. 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. NHES is scheduled for an IRS On-site Safeguard Review in June 2018.
Cybersecurity Awareness Training

The State of New Hampshire kicked-off its annual state-wide Cybersecurity Awareness Training Program on April 3, 2017. The program is designed to ensure state employees have an awareness of the potential cyber threats that could put their organizations and the sensitive data they work with at risk and provide the information needed to ensure employees understand their individual responsibilities and how to consistently apply best practices with regard to cybersecurity.

Maintaining ongoing security awareness training is required to maintain compliance with the security requirements outlined in the information exchange agreements between NHES and a number of federal partners including the Social Security Administration, the Internal Revenue Service and the Office of Child Support Enforcement.

The training is provided through a web-based application, called “Securing the Human” which was developed by the SANS Institute. The program consists of (23) mandatory modules that have been designated as baseline training needed by all state employees.

NHES kicked off its agency-wide training program on April 3rd 2017. A total of (295) NHES employees and partner-agency staff co-located in the Job Centers completed the program as of July 2017. This year, the contract staff supporting the NH Unemployment Insurance System (NHUIS) also participated in the program.
October 14, 2015

Lisa Hazeltine
Workforce Development Program Director
Community Action Program, Belknap-Merrimack Counties, Inc.
2 Industrial Park Drive
P.O. Box 1016
Concord, NH 03302-1016

Dear Lisa:

I appreciated the opportunity to participate in the planning process for the SCSEP State Coordination Plan on September 17, 2015 at the Community Action Program, Belknap-Merrimack Counties, Inc. office.

Our agency has utilized the SCSEP program to help out in our senior centers as well as in our administrative office. It was helpful to be part of the planning process, make suggestions and to hear from others about their experiences with the SCSEP program.

Thank you for including Easter Seals NH in this important discussion.

Thank you,

Judy Allen CESP
Coordinator Easter Seals Employment Services
Easter Seals NH
1 Garvin Falls Road
Bow, NH 03304
September 21, 2015

Lisa Hazeltine
Workforce Development Program Director
Community Action Program, Belknap-Merrimack Counties, Inc.
P.O. Box 1016
Concord, NH 03302-1016

Dear Lisa:

I appreciated the opportunity to participate in the planning process for the SCSEP State Coordination Plan last Thursday, September 17, at the Belknap-Merrimack CAP office. Our agency has greatly benefited from the SCSEP program with trainees assisting us in most of our senior centers as well as in our administrative office. It was helpful to be part of the planning process and to hear from others about their experiences with the SCSEP program.

Thank you for including me as a representative of Grafton County Senior Citizens Council, Inc. in this discussion.

Sincerely,

Carole Zangla
September 22, 2015

Lisa Hazeltine, Director  
Workforce Programs  
Community Action Program, Belknap-Merrimack Counties, Inc.  
2 Industrial Park Drive, P.O. Box 1016  
Concord, New Hampshire 03301

Dear Lisa:

Thank you for the opportunity to participate in the planning process for the SCSEP State Plan. As an administrator in the New Hampshire Department of Health and Human Services (DHHS), Elderly and Adult Services, our work is focused on the needs of older and/or disabled adults. I found the meeting and the discussions to be very informative. It was especially helpful to learn more about the SCSEP Program and its collaboration with many other community agencies.

New Hampshire now ranks as the third fastest-growing state in terms of its population of older adults. With this increasing population, it is anticipated that an increasing number of older adults will be remaining in or re-joining the workforce. The SCSEP Program has been and will continue to be a valuable and critical resource to support older workers.

Thank you so much again for including me, as a representative of DHHS, to participate in the SCSEP State Planning process.

Sincerely,

Tracey Tarr, Administrator II  
NH Department of Health and Human Services, Elderly and Adult Services

The Department of Health and Human Services' Mission is to join communities and families in providing opportunities for citizens to achieve health and independence.
September 22, 2015

Senior Community Service Employment Program-New Hampshire
Lisa Hazelline, Workforce Development Director
Community Action Program, Belknap-Merrimack Counties, Inc.
2 Industrial Park Drive
P.O. Box 1016
Concord, New Hampshire 03302-1016

Dear Lisa,

Thank you for the opportunity for New Hampshire Employment Security to attend your focus group on September 17, 2015. This was not only informative, but provided a venue for many community partners to discuss the future workforce needs, trends, and issues.

New Hampshire Employment Security (NHES) has often utilized SCSEP volunteers in our NH Works office. They provide vital support to the office staff both with customer service and with various clerical functions. This program is a positive experience not only for the SCSEP participant, but for our staff and our customers. They have also provided much appreciated support to existing staff.

Through the SCSEP program, the volunteers have had the opportunity to meet new people and gain access to employment tools and opportunities, often leading them to new employment. They have an opportunity to enhance existing skills or learn new skills. By being in the NH Works offices, they have first-hand opportunities to apply to new job orders entered into the Job Matching System and to participate in recruiting events held in the offices. Participants have been hired for positions to which they have applied.

New Hampshire Employment Security is pleased to say that on several occasions we have hired a SCSEP participant into either part time or full time positions.

Sincerely,

Pamela Szacik
Employment Service Bureau Director
NH Employment Security, Manager
45 So. Fruit Street
Concord, NH 03301
September 30, 2015

Senior Community Service Employment Program - New Hampshire
Lisa Hazeltine, Workforce Development Director
Community Action Program, Belknap-Merrimack Counties, Inc.
2 Industrial Park Drive
P.O. Box 1016
Concord, New Hampshire 03302-1016

Dear Lisa:

Thank you for the opportunity to attend your focus group on September 17, 2015. This was not only informative, but provided a venue for a cross section of community partners to have input on future workforce needs and issues specific to the older adult population.

The Elder Services Department, CAPBMCI has had the opportunity to work with several Senior Community Service Employment Program participants over the last several years. Their training and community service opportunities included both administrative support and food service responsibilities. They were dependable, willing to learn and significant in their contributions to senior centers under our umbrella. The centers are extremely busy offering a wide array of services for older adults and the SCSEP participants were greatly appreciated!

The demographic forecast for the state of New Hampshire indicates that the number of elderly in the state are increasing and will continue to increase as the baby Boom generation ages. Projections indicate that the number of people over 65 will nearly triple by 2030. At the same time the workforce in New Hampshire will be decreasing. The Senior Community Service Employment program is essential in assisting this population in ways that help with re-entering the workforce. They may need on the job training experience or simply a little confidence building. The SCSEP has an important role with New Hampshire’s workforce issues by demonstrating that seniors are part of the solution!

We look forward to our continued relationship with SCSEP!

Sincerely,

[Signature]
Pam Jolyette
Elder Services Director

2 Industrial Park Drive, P.O. Box 1016
Concord, New Hampshire 03302-1016
September 30, 2015

Senior Community Service Employment Program-New Hampshire
Lisa Hazeltine, Workforce Development Director
Community Action Program, Belknap-Merrimack Counties, Inc.
2 Industrial Park Drive
P.O. Box 1016
Concord, New Hampshire 03302-1016

Dear Lisa,

Thank you for the opportunity to attend your September 17th focus group. This was not only informative, but provided a venue for many community partners to discuss the future workforce needs, trends, and issues. I also appreciated the update regarding how the program has changed to meet the evolving needs of new older adults.

NH’s State Committee on Aging (SCOA) members advise the Commissioner of NH Department of Health and Human Services on issues that impact older citizens. SCOA members also identify and offer ideas and recommendations about policies and programs that enhance the well-being and quality of life and protect the rights of all citizens as they age.

SCOA is concerned with the well-being and security of all older adults in NH. We are aware that more people will be looking to work, long past the traditional retirement age. Your program provides a needed resource to assist both those in need of economic security, as well as elders who find personal fulfillment through workforce participation.

Workforce Development Programs are so critical for persons re-entering the workforce. By providing a little training and bolstering self-confidence, these older workers can re-enter employment and a future of independence. We welcome the work ethics of older adults and find that they sometimes set an example for younger workers. They truly are an asset. We look forward to our continued relationship with the SCSEP program.

Feel free to contact us in the future if we can be of further assistance.

Sincerely yours,

Mark M. E. Frank
Chairman,
NH State Committee on Aging
Dear Ms. Hazeltine,

Great to see you and your Team last Thursday. Thank you for the opportunity to attend your focus group on September 17th. This was not only informative, but provided a venue for many community partners to discuss the future workforce needs, trends, and issues. It will be great to see how all this information comes together to help share SCSEP in NH going forward.

The Senior Community Program is so critical for older persons re-entering the workforce. By providing a little training and bolstering self-confidence, these older workers can re-enter employment and a future of self-sufficiency. We welcome the work ethics of older adults and find that they sometimes set an example for younger workers. They truly are an asset. We look forward to our continued relationship with you and Community Action Program.

Sincerely,

Daniel Hobbs
State Director, National Able Network, Inc - New Hampshire
228 Maple St, Suite 300
Manchester, NH 03103