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Workforce System Overview

The public workforce system is an important resource for individuals seeking access to training and employment services and to businesses who are in search of the skilled workforce they need to succeed and grow. This system is a network of federal, state, and local offices that implement publicly funded employment and training programs, the most notable of which are the programs authorized and funded by the Workforce Innovation and Opportunity Act (WIOA).

State Workforce Innovation Boards (SWIBs) operate within this system to provide oversight of local workforce service delivery, provide strategic direction and guidance to the state’s workforce efforts, and to ensure continuous improvement of the workforce system. SWIBs can positively impact the workforce systems in their state by taking a regional view of economic development, by focusing on sector areas and partnerships, and by creating strong career pathways.

This guide provides an overview of federal workforce requirements, local service delivery structure, SWIB requirements and responsibilities, and high-impact strategies boards can pursue to ensure high quality workforce development within their states.

Workforce Innovation and Opportunity Act (WIOA)

- The Workforce Innovation and Opportunity Act, commonly referred to as WIOA, was enacted on July 22, 2014.
- Congress passed the Act by a wide bipartisan majority and it was the first legislative reform in 15 years of the public workforce system.
- WIOA is designed to help job seekers access employment, education, training, and support services to succeed in the labor market and to match employers with the skilled workers they need to compete in the global economy.
- It outlines the vision, goals, objectives, and requirements for how the public workforce system is structured and operates and brings together the core employment and training programs funded by the federal government.
**Why WIOA?**

The WIOA vision\(^1\) seeks to improve job and career options for our nation’s workers and job seekers through an integrated, job-driven public workforce system that links diverse talent to businesses. It aims to support the development of strong, vibrant regional economies where businesses thrive, and people want to live and work. WIOA is based on the idea of the public workforce system supporting, through its programs and services, the development of a talent pipeline that has the skills and expertise that local businesses need to thrive – thus driving economic and community prosperity.

**WIOA Guiding Principles**

WIOA is the foundation for each state’s publicly funded workforce system. As the foundation, there are key principles\(^2\) upon which the system is to be built:

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**Integrated Service Delivery** – Programs do not duplicate each other, but, instead, work collaboratively to deliver the best outcome for the customer.

**Focus on Strategy** – Boards focus on the big picture of workforce development to ensure the supply side is meeting the needs of the demand side.

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\(^1\) Training and Employment Guidance Letter (TEGL) 19-14

\(^2\) TEGL 19-14
Regional Economic Development – Meeting workforce needs is critical to economic growth. Workforce development boards – in partnership with workforce, economic development, education, and social service organizations at the state, regional and local levels - align education and training investments to regional civic and economic growth strategies, ensuring that all jobseekers and businesses can access pathways to prosperity.

High Quality Services – The system must be focused on high quality services. To do this, stakeholders must increase coordination of programs and resources to support a comprehensive system that seamlessly provides integrated services that are accessible to all jobseekers, workers, and businesses.

Accountability and Transparency – Decisions about the system should be informed by analyzing data and evaluating performance standards. This means making purposeful decisions about the system and how it will operate as well as operating within Open Meetings Laws and procuring service providers.

Hallmarks of Excellence

When the system is built upon the five principles, the outputs of the system will be what the U.S. Department of Labor (USDOL) calls the Hallmarks of Excellence. WIOA envisions a workforce system that is quality focused, employer driven, customer centered, and tailored to meet the needs of regional economies. The vision is one of collaboration and customer focus with business driving the system’s agenda and range of services. This vision is embodied in three Hallmarks of Excellence.³

³ TEGL 19-14
American Job Centers (AJCs)/NH Works

AJCs are the physical centers where job seeker and business customers access employment and training services. They were formerly referred to as “one-stop” centers and are designed to provide a full range of assistance to job seekers under one roof. The centers offer training referrals, career counseling, job search assistance, access to supportive services and training, and related employment services for job seekers. Customers can visit a center in person or connect to the center’s information online. Staff working with business customers often travel to their place of business or events to engage in consultation around their talent needs, but services such as job fairs, applicant screening, and industry sector partnership meetings may be held at AJCs.

In New Hampshire, the centers have the brand name “NH Works”. There is one comprehensive NH Works center and eleven affiliate centers.

- **Comprehensive center** – A physical location where job seeker and employer customers can access the programs, services, and activities of all required one stop partners. There must be at least one comprehensive center in each local workforce development area.
- **Affiliate center** – A site that makes available to job seekers and employers one or more of the one stop partners’ programs, services, and activities.

AJCs are one of the key places that the SWIB’s vision is operationalized. The staff running AJCs must follow the plan and policies as laid out by the Board, which includes design and implementation of services to drive talent pipeline development. WIOA requires the certification and continuous improvement of AJCs by Workforce Boards and elected officials. It is the responsibility of the SWIB to assist in developing the criteria and metrics by which the function of the AJCs will be measured, and that criteria and metrics should support the vision for talent pipeline development.

**One-Stop Operator (OSO)**

The OSO is an organization or consortium of organizations competitively procured to coordinate the service delivery of required one-stop partners and service providers. The OSO may also provide some services within a center or be the primary provider of services. The OSO is explicitly prohibited from performing certain other functions, including developing and preparing the local WIOA plan, providing oversight over itself as OSO, managing or significantly participating in the OSO competition, selecting or terminating OSOs or providers of career services or youth services, negotiating local performance accountability measures, or developing or submitting a workforce development board budget.
Elected officials, local board members, and staff should note that the OSO plays a role in operationalizing the vision, policy, and strategies defined by the LWDB (or SWIB in single-area states). As is made clear in the delineation of duties above, the OSO does not have a formal role in developing the plan where the vision, goals, and strategies are laid out, but is rather an implementer of those strategies. The vision, goals, and strategies to achieve talent pipeline development should be clearly outlined in the OSO MOU and aligned with expectations for the OSO.

The primary responsibility of the OSO is to coordinate all the activities and functions performed by the various one-stop partners, including:

- Job search, placement, recruitment, and labor exchange services
- Education and training services
- Employment and training activities
- Programs and activities carried out by one-stop partners
- Business services

### American Job Centers (AJCs)/One Stop Partners

The “Core” and “Required” partners for the AJC system under WIOA are outlined below.

**Core Partners**
- **Adult, Dislocated Worker, and Youth programs** (WIOA Title I - US Department of Labor)
- **Adult Education and Family Literacy Act** (AEFLA) Program (WIOA Title II - US Department of Education)
- **Wagner-Peyser Act Employment Services** (WIOA Title III - US Department of Labor)
- **Rehabilitation Act of 1973** (WIOA Title IV - US Department of Education)

**Required Partners**
- **Career and Technical Education** (Carl D. Perkins Career and Technical Education Act of 2006 – US Department of Education)
- **Senior Community Services Employment Program (SCSEP)** (Title V Older Americans Act - US Department of Labor)
- **Job Corps** (US Department of Labor)
- **YouthBuild** (US Department of Labor)
- **Native American programs** (US Department of Labor)
- **National Farmworker Jobs Program** (US Department of Labor)
- **State Unemployment Compensation Programs** (US Department of Labor)
- **Jobs for Veterans State Grant (JVSG)** (US Department of Labor)
- **Reentry Employment Opportunities (REO) Program** (Second Chance Act of 2007 – US Department of Justice)
- **Housing and Urban Development Employment & Training programs** (US Department of Housing and Urban Development)
- **Community Services Block Grant (CSBG) Employment & Training program** (US Department of Health and Human Services)
- **Temporary Assistance to Needy Families (TANF)*** (Title IV Social Security Act – US Department of Health and Human Services)
  *Governor may elect to exclude as a core program

### WIOA Governance

WIOA requires a formal governance structure with clearly defined roles. The following lays out that structure and each of the corresponding roles with an explanation of how that role should support talent pipeline development.

![WIOA Governance Diagram]

- **USDOL** – The federal funding for WIOA comes to each state through the USDOL. In turn, USDOL has compliance and oversight requirements with the states as well as providing technical assistance.
Governor – The Governor receives the federal funding and it is housed administratively in the designated state entity. For New Hampshire this is the Department of Business and Economic Affairs (DBEA). The Governor, using criteria spelled out in the law, appoints the state workforce board and acts as the CLEO for a single state area.

State workforce board – The state workforce board sets the vision for the system statewide and is responsible for strategic planning and coordination of the system. Because New Hampshire is a single area state, the SWIB also functions as the local workforce development board (LWDB) and sets policy, engages in strategic planning, and procures the one-stop operator, who coordinates (and may provide) services to the customers.

The state agency, DBEA, has oversight for the administrative functions of the state and local system.

The LWDB is the governing body for the local workforce development area and sets policy and does strategic planning. In NH the LWDB is the State workforce board.

The LWDB in conjunction with the CLEO (Governor in this instance) procures the one stop operator who coordinates, and may provide, services to the customers.
State Workforce Innovation Board (SWIB)

The SWIB is established by the Governor to help develop and continuously improve the state workforce system. Essentially the SWIB establishes, in coordination with the Governor, the vision for full implementation of WIOA in the state and oversees local implementation of that vision. The Governor appoints members from across the state that represent business, labor organizations, state agencies that administer the programs within the public workforce system, chief elected officials, and community-based organizations.

Membership Categories

Governor (or designee) and a member from each chamber of the state legislature

- Legislative members are appointed by the presiding officer of each chamber
  - Governor - voting member
  - One State Senator - voting member
  - One State Representative - voting member

Business Representatives:

- Must be at least 51% of the board
- Must be owners of businesses, chief executives or operating officers of businesses or other business executives or employers with optimum policy making or hiring authority
- Must provide employment opportunities that include high quality, work relevant training and development in in-demand industry sectors or occupations in New Hampshire
- Must be nominated by state business organizations and business trade associations

Workforce Representatives:

- Must be 20% of the board
- Must include representatives of labor organizations nominated by State labor federations
- Must include a representative of a labor organization or a training director from a joint labor management apprenticeship program, or if no such joint program exists, a representative of an apprenticeship program
- May include representatives of community-based organizations that have demonstrated experience and expertise in addressing the employment, training or education needs of individuals with barriers to employment, including organizations that serve veterans or that provide or support competitive, integrated employment for individuals with disabilities
May include representatives of organizations with demonstrated experience and expertise in addressing the employment, training or education needs of WIOA-eligible youth, including representatives of organizations that serve out of school youth.

**Government:**

- Must include a representative from the agencies which implement the four titles of WIOA:
  - Title I - Adult, Dislocated Worker and Youth programs
  - Title II - Adult Education
  - Title III - Wagner Peyser Act
  - Title IV - Vocational Rehabilitation

- May include other representatives and officials such as:
  - Agencies which administer programs designated as mandatory one stop partners (other than the core partners listed above) and that are included in the state plan
  - Economic development, juvenile justice, tribal organizations
  - State agencies responsible for education programs, including community colleges and other institutions of higher education

**Single-area State Workforce Development Boards must also include:**

- Registered Apprenticeship
- Higher Education (including community colleges)
- Economic and Community Development

**The Governor may designate other representatives and officials, including those from:**

- Other One-Stop partners
- Economic development
- Juvenile justice programs
- State education programs, community colleges, and other institutions of higher education
- Community-based organizations addressing the employment needs of individuals with barriers to employment
- Organizations serving veterans
- Organizations providing or supporting competitive integrated employment for individuals with disabilities
- Organizations addressing the employment, training, or education needs of eligible youth, including those serving out-of-school youth
Roles and Responsibilities of the State Workforce Development Board

The purpose of the State Workforce Innovation Board (SWIB) is to develop and continuously improve New Hampshire’s workforce system. The SWIB establishes the vision for full implementation of WIOA in the state and oversees local implementation of that vision.

In a single-area state like New Hampshire, the SWIB performs the functions WIOA requires of a state board and also assumes the responsibilities of a local board. In a single-area state, the SWIB guides the workforce system to develop policies and investments that support strategies that drive regional economies, including sector partnerships, career pathways, and high quality, customer-centered service delivery. As a member of the SWIB, you have a unique opportunity to ensure strategic investments in talent development that meet local businesses’ needs.

Broadly, the roles and responsibilities of the state board can be summarized as:

- Enhance the capacity and performance of the workforce system
- Align and improve the outcomes of programs
- Promote economic growth through these efforts
- Engage businesses and other stakeholders to achieve the WIOA vision
- Development and implementation of WIOA state plan
- Make recommendations to streamline the system
- Ensure continuous improvement of the system

Below is a more comprehensive look at the roles and responsibilities of the state board:

1. Development, implementation and modification of the State plan

2. Review of statewide policies of statewide programs to align workforce programs in a manner that supports a comprehensive and streamlined workforce development system in the state
   - Providing comment on state plans of partner programs not identified as core partners

3. Development and continuous improvement of the workforce development system in the state, including:
   - Identification of barriers and means for removing barriers to better coordinate, align, and avoid duplication among programs and activities carried out through the system
   - Development of strategies to support the use of career pathways for individuals with low skills and youth with barriers to employment
   - Development of outreach strategies

4WIoa§101(d)
Development and expansion of strategies for meeting the needs of employers, workers, and job seekers particularly through industry or sector partnerships related to in-demand industry sectors and occupations.

Development and continuous improvement of the one-stop delivery system in local areas, including providing assistance to local boards (in states with local areas), 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, job seekers, and employers.

Development of strategies to support staff training and awareness across programs supported under the workforce system.

4. Development and updating of comprehensive state performance accountability measures, including state adjusted levels of performance, to assess the effectiveness of the core programs.

5. Identification and dissemination of information on best practices, including best practices for:
   - 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.
   - 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. Development and review of statewide policies affecting the coordinated provision of services through the state’s one stop delivery system, including the development of:
   - Objective criteria and procedures for use in assessing the effectiveness and continuous improvement of one stop centers.
   - Guidance for the allocation of one stop center infrastructure funds.
   - Policies relating to 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 the system.

7. 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:
   - Enhance digital literacy skills.
   - Accelerate the acquisition of skills and recognized postsecondary credentials by participants.
   - Strengthen the professional development of providers and workforce professionals.
Ensure such technology is accessible to individuals with disabilities and individuals residing in remote areas

8. 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 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. Development of allocation formulas for the distribution of funds for employment and training activities for adults and youth

10. Preparation of annual reports

11. Development of statewide workforce and labor market information system

12. Development of policies as may promote statewide objectives for and enhance the performance of the state’s workforce system

Fiscal Agent

A fiscal agent may be appointed by the CLEO (Governor) to act on his or her behalf to assist in the administration of grant funds. If a fiscal agent is designated, the Governor must ensure its roles and responsibilities are clearly defined. The roles the Governor may designate to the fiscal agent generally include accounting and funds management functions. Fiscal agents have no independent authority under WIOA beyond what is granted to them by the Governor and the SWIB. If the Governor does not designate a fiscal agent, the CLEO’s unit of government (The Department of Business and Economic Affairs, in New Hampshire) serves in the role. Additionally, the CEOs maintain liability for funds and cannot designate away that responsibility. Although not strategic in focus, fiscal agents are critical to successful implementation of WIOA as they ensure that funds are used appropriately, which allows other members of the system to focus on strategy and innovation.
High-Impact Board Strategies

Regionalism

Regionalism is based on a geographically cohesive network of economic activity including trade in goods and services and labor. Within the workforce system, it includes two or more local areas and can cross state boundaries. Regionalism allows stakeholders to function more effectively as one unit and allows businesses to request similar services from all partnering entities. Two basic realities form the foundation for regional approaches:

- Employers and job seekers tend to ignore political boundaries as they, respectively, seek workers and employment.
- When industries are clustered in a region, there are economic efficiencies that impact service delivery, the supply chain and the labor market.

Why is it important to local elected officials and Workforce Development Boards for these activities to be shared over a wider geographic area?

- Financial efficiencies develop and resources are spared
- Communications and marketing strategies can be coordinated to reach regional target industries and sectors
- Knowledge, skills, abilities, and competencies can be analyzed based on the qualifications required by high-growth sectors across the region
  - This can help identify skills gaps and streamline how and where students and workers are trained for the workforce
- For WIOA State Planning purposes, the State of NH is considered to be a region.

Sector Partnerships

Sector partnerships are led by businesses—within a critical industry cluster—working collaboratively with workforce areas, education and training, economic development, labor, and community organizations. Sector partnerships are the vehicles through which industry members express critical human resource needs and where customized regional solutions for workers and businesses are formed.
**Effective Sector Partnerships**

1. Put businesses at the middle of the conversation, brought together at scale by industry. At this level, partners discover pressing and often broader workforce challenges from businesses, which are driving the conversation.

2. Treat businesses as partners, no longer just the end customer. In this model, community partners work with businesses to build customized solutions, rather than provide off-the-shelf program-based solutions.

3. Align partners- sector partnerships are driven by solutions; solutions that often require multiple partners collaborating and leveraging programs and funding.

4. Require a credible third party “convener.” The convener acts as a neutral body, ready to guide the partnership, and align partners.

5. Are convened on a regional scale. Because labor markets and industry clusters cross county and service area lines, so too must sector partnerships.
Career Pathways

Strong and business-driven industry partnerships are the foundation for career pathways development, and career pathways development is often a key strategy promoted in a sector partnership. Career pathways are connected systems of education and training programs that build upon one another to help a person enter and advance in his/her career in an industry. Pathways are business-defined and business-driven and aligned to the skill needs of targeted industry sectors and are explicitly focused on helping people more easily and quickly enter into and advance in their careers. In many cases, career pathways are an example of a priority strategy pursued by sector partnerships.

**Key features of career pathways include:**

- Connect and articulate the full range of K-12, adult education, post-secondary, and other education and training, with seamless transitions between “levels” and no “dead ends”
- Multiple on- and off-ramps to make it easy for individuals to start, stop, and re-enter education and training
- Embed “stackable” industry-recognized credentials
- A central context for learning, through on-the-job training, Registered Apprenticeship, work-based internships and mentorships, and other avenues
- Accelerate educational and career advancement through assessment of prior learning and experience, integrated “basic” education and technical training, and other strategies
- Provide integrated supports like coaching and advising and services like childcare and transportation assistance, especially at education and career transition points

Put simply, career pathways identify the career opportunities in an industry, entry-level to advanced, and show how an individual can grow his/her career in the industry.

The career pathways model offers significant benefits for business and student/job seeker/worker customers, as well as for public partners in workforce development, education, and related systems.

**For businesses, the pathways approach provides:**

- A process for thinking comprehensively about their expectations for each of their positions and clearly defining both necessary and realistic requirements
- An opportunity to ensure that education and training are aligned to actual industry and company needs
- A ready talent pipeline with the right education, skills, and credentials
- A strategy for increasing employee retention
- A model for supporting career advancement, succession planning, and back-filling
- A process for connecting to new and more diversified talent pools in tight labor markets facing worker shortages
For students, job seekers, and workers, career pathways offer:

- A career development “roadmap” that takes the mystery and guesswork out of understanding what careers and career progression look like in various industries and what the real requirements are for career advancement
- A way for customers, particularly those with multiple barriers to employment and advancement, to see themselves in careers and have access to career development information and experience they might not otherwise be exposed to
- Education and training that is aligned to “real-world” occupational progressions and workforce needs
- More opportunities to learn on the job
- Accelerated career advancement opportunities
- New career entry and advancement opportunities, particularly for individuals with barriers to employment and career development
- Integrated supports and career coaching

For public partners in the workforce development, education, human services, and related systems, the career pathways model offers:

- A process for better aligning and integrating services and resources
- Reduced duplication of efforts and investments
- Improved outcomes for a variety of customer groups
- Improved access to and engagement of previously disengaged populations
- Better connections to business and industry partners and alignment with their workforce needs
- Stronger relationships with other public partners
- Increased opportunities for better service utilization and coordinated service planning and delivery
From Vision to Strategy to Operations: Roles and Strategies for Success

Based on the principles in WIOA, the U.S. Department of Labor-Employment and Training Administration developed a vision for the impact of workforce boards in transforming and improving the workforce system and building a sustainable system for board excellence. It outlines four strategic roles that all high performing boards will play. Working together, board members ensure that the board has the capacity to perform the functions associated with each of these roles.

**THE STRATEGIST: Understanding Trends, Setting the Vision**

The Strategist ensures that the work of the partnership is strategic not aspirational. The role of Strategist requires boards to smartly plan for and implement regional talent pipelines, understanding the demand picture and responding through an integrated set of services focusing on the long-term success of students and job seekers. Board members bring to the table their knowledge about real time industry information and trends that will impact businesses in their regions and are charged with developing the vision of a nimble and responsive talent delivery system that meets current needs and anticipates future challenges.

As the Strategist, the state board becomes the backbone of the entire workforce system, helping to create a collective vision and coordinating statewide organizations to implement it.
Data is central to understanding the economic, demographic, and workforce trends that will determine these workforce strategies. Using current and robust labor market intelligence and other relevant data provided by staff and partners (e.g. from customer feedback, business surveys, economic development, and labor market information) will be the key to knowing which industries are growing in your region, which occupations and skill sets are in demand, and where gaps in service lie. Great data will help many of your constituencies: jobseekers looking for information on occupations and training programs; policymakers who want to make informed decisions; business leaders who want to understand where to find a skilled workforce; and educators who want to know how their graduates are faring after they leave the educational system. Great data serves another critical function: as the foundation for setting your vision and making resource decisions.

THE CONVENER: Bring Partners Together, Align Services and Vision

The role of Convener requires boards to build and nurture strong partnerships with organizations, including business, education, one-stop partners, and economic development. Implied in the Convener role is the premise that the SWDB will bring together other entities with a similar mission of building a world-class workforce system. The Board’s power lies in being able to set the vision and convene the right partners together to broker a more comprehensive set of strategies.

Collaborative and consensus-driven boards increase engagement around the key foundational priorities of sector strategies, career pathways, and integrated services - all of which require cross-stakeholder coordination to effectively implement.

THE MANAGER: Design and Manage the Customer-Centered Service Delivery System

The role of Manager requires the Board to make sure the system—including American Job Centers— are responding to local and regional workforce needs, by putting customers’ needs at the center of service delivery, processes and customer flow.

THE OPTIMIZER: Use Data to Drive Decisions and Continuous Improvement

The role of Optimizer empowers boards to continuously monitor performance and adjust the system in anticipation of the trends or in response to them, in order to foster continuous improvement. Boards as Optimizers use data to examine macroeconomic trends, looking for patterns that will impact the workforce system and ensure outcomes. Data should come from many sources for a comprehensive analysis. This may include feedback from businesses, along with reviewing economic trends, labor market data, program performance outcomes, workforce and educational indicators, and other information relevant to the community.
Data-driven decisions can ensure that workforce, educational, and economic development strategies are based on accurate assessments of regional labor markets and can inform improvements to customer experiences. The one-stop system and partner agencies have program performance measures that evaluate the success of programs individually, as well as those delivered on an integrated basis. These measures provide an initial and common understanding for national performance results.
# Appendix: List of Acronyms

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<th>Definition</th>
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<tr>
<td>AE or ABE</td>
<td>Adult Education or Adult Basic Education</td>
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<td>AJC</td>
<td>American Job Center</td>
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<td>CBO</td>
<td>Community Based Organizations</td>
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<td>CCSNH</td>
<td>Community College System of NH</td>
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<tr>
<td>CEO</td>
<td>Chief Elected Official</td>
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<td>CFR</td>
<td>Code of Federal Regulations</td>
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<td>DED</td>
<td>NH Division of Economic Development</td>
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<td>DOE</td>
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<td>DOL</td>
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<td>Department of Labor-Employment and Training Administration</td>
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<td>Local Workforce Development Area</td>
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<td>MOU</td>
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<td>National Dislocated Worker Emergency Grant</td>
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<td>NHWIB</td>
<td>New Hampshire Workforce Innovation Board</td>
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<td>OJT</td>
<td>On-the-Job Training</td>
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<td>OSO</td>
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<td>Office of Workforce Opportunity (NH)</td>
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<td>PY</td>
<td>Program Year</td>
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<td>RR</td>
<td>Rapid Response</td>
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<td>TA</td>
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<td>Temporary Assistance for Needy Families</td>
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<td>Training &amp; Employment Guidance Letter</td>
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<td>Training &amp; Employment Notice</td>
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<td>VR</td>
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<td>WIOA</td>
<td>Workforce Innovation and Opportunity Act</td>
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Appendix B: Resources

- **Strategic Boards Toolkit** – resources in four critical areas of Board action and responsibility
- **Understanding Board Requirements** for WIOA
- **Advancing Vision, Creating Strategy, and Partnerships** – Align work with partners, career pathways, and sector strategies
- **Implementing Effective System Operations** – Identify customer-driven solutions through strategic partnerships and collaborative services. Information on structuring effective Board meetings.
- **Roberts Rules for Fair & Orderly Meetings**
- **Quick Start Action Plans** – Access interactive, self-paced assessment tools designed to identify areas of strength and focused areas for improvement in the workforce system
- **Training and Employment Guidance Letter (TEGL) 19-14** – Vision for the Workforce System
- **High-Performing Workforce Boards** – National Governor’s Association