



New Hampshire (NH) WIOA Matrix

Employment First State Leadership Mentor Program (EFSLMP)

No specific disability related information found.

Customized Employment

No specific disability related information found.

Braiding/Blending Resources

No specific disability related information found.

Section 188/Section 188 Guide

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); 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. (Page 84)

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DEI/Disability Resource Coordinators

No specific disability related information found.

Other State Programs/Pilots that Support Competitive Integrated Employment

Since the agency began developing a comprehensive approach we have worked with several vendors on pilots to assist this population. The primary services that were provided were coaching and personalized services. The agency is still examining whether these pilots are being more successful with our customers. In May 2012 New Hampshire Vocational Rehabilitation was recognized by Business New Hampshire Magazine and the NH Association of Chambers of Commerce as the "2012 Business Assistance Organization of the Year." This was a great honor for the agency. Through the nomination process the agency was able to highlight the extensive number of employers the agency works with to achieve successful employment opportunities for customers with disabilities. 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. All parties having the same and updated information allow the customer and the team to have more success in obtaining job retention. It also allows for any communication issues that could be occurring in the team, so that the customer has the best chance of success. In 2011, NDHHS sought the participation of NHVR in a project that was facilitated by the National Association of State Directors of Special Education (NASDSE) to review the NASDSE Guidelines for the Education of Deaf and Hard of Hearing Students, and to then utilize those Guidelines in the development of NH specific Guidelines which would serve as best practice for school districts in NH. The year-long project has resulted in the New Hampshire Educational Service Guidelines for Students who are Deaf and Hard of Hearing, which will be presented to the New Hampshire Association of Special Education Directors in April 2012, for use in the development of 2012–2013 Individual Education Programs. (Page 147)

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. (Page 197)

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Financial Literacy/Economic Advancement

No specific disability related information found.

Benefits

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 (Page 28)

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Post-Traumatic Stress Disorder and Traumatic Brain Injury. In an effort to continue discussing these important issues and determine how, as a community, we can better serve our veterans, service members and their families. Mr. Hinson was re-appointed by Governor Margaret Hassan to serve on the Commission on PTSD and TBI. During FY 15, two internal benefits counselors (Portsmouth and Manchester Regional Offices) provided benefit counseling to 386 customers. Seventy-six of those customers who had received internal benefits counseling during the vr process were closed status 26. Our internal benefits counseling staff also continue to jointly partner with the Institute on Disability with respect to the Real Study, a National Institute on Disability and Rehabilitation Research (NIDRR) research project designed to provide money coaching and benefits counseling to job seeking and employed individuals with disabilities.

Extension. A baseline was determined utilizing FY 09 data. Fiscal year 2011 data on this item was measured against this baseline. In FY 09 eligibility was determined in 60 days or less from application for 89% of the customers who applied for services. In FY 15, the average days to determine eligibility was 34 days. 2.3 Percent of accurate presumptive eligibility decisions for persons eligible for SSI or SSDI. A baseline was determined utilizing FY 09 data. Target set for 2010 was 90%. During an FY 11 case review the agency achieved a rating of 76% in this area. The Agency is working to reinforce documentation in this area. Case review of FY 12 cases revealed that only relatively small sample of the cases reviewed received SSA benefits and were reviewed on this criterion. Of those 51% of the cases reviewed demonstrated that the presumption of eligibility was documented in case notes. The 2013-2014 review of FY12 cases is the most recent case review to assess this area. In 2014 the Agency began work on changing its case management system to Alliance's AWARE system. At that time, the Agency decided to revamp case management practices to match the new system. Staff have been learning the new system and strategies and a case review is planned for the end of FY 2016 to determine any additional training needs to help staff meet the requirements of the program. (Page 188)

School to Work Transition

Continue to assess business interest in work-based learning and the ideal engagement strategies from the businesses' perspectives. STRATEGY 4.2.C Determine the most appropriate way(s) to link resources from various programs and partners to offer full spectrum of work-based learning opportunities (e.g. Department of Labor School-to-Work Approved Unpaid Work Sites, Vocational Rehabilitation Work Based Learning program, On-the-job training resources from WIOA and TANF, Office of Apprenticeship services, etc.) This could be a digital infrastructure that offers the ability for businesses and emerging workers to be connected for work-based learning opportunities online. But, it may also be clarifying the message, resources, and roles/responsibilities among partners to support work-based learning connections in New Hampshire. Much mapping of the various assets has already been done and will provide a foundation for Strategy 4.2. (Page 47)

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;

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- providing advocacy for students and youth with disabilities to a variety of constituents;
- improving connections between NHVR and other transition service agencies;
- providing information and guidance regarding Labor Laws as they relate to job shadow, internships and work experience for students and youth with disabilities;
- marketing to school staff, students and families, adult service agencies, etc. in a variety of areas, e.g., employment issues as a result of disability, transition of students with disabilities, availability of adult services, best practices in transition of youth with disabilities, accessing adult services, employer perspectives; develop relationships with other agencies providing services to students and youth with disabilities to maximize services offered;
- providing technical assistance on grants as they are developed with multiple agencies and programs to ensure the inclusion of all students and youth with disabilities.
- providing continued support of transition programs for students and youth such as the Earn and Learn program, Project INCOME and Project SEARCH 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. (Page 150)

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

- working with NHVR counselors to improve access and services provided to students and youth with disabilities;
- working with NHVR counselors to develop best practices and examples of best practices to students and youth with disabilities;
- providing training on activities occurring across the state as a result of implementation of WIOA.
- coordinating efforts with NHVR counselors, school district staff, school-to-work staff (Page 151)

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.

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- 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. (Page 178)
- 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, in its RFP process, has asked potential bidders to provide regional consortium responses that will outline how “potentially eligible” students shall be identified and how the services shall be provided. These responses will focus on enhancing NHVR’s relationship with the Bureau of Developmental Services, through its area agencies, and the Bureau of Behavioral Health, through its community mental health centers, and School Administrative Units (SAU’s) to better serve students with disabilities. (Page 179)

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.

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- 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. (Page 181)

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.
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- Seek strategies to improve service for persons with severe and persistent mental illness.
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Data Collection

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. It was identified that current case review data collection did not include this element. It was further identified that this is a training need area for staff. In-service training has included assistive tech services and devices and will continue to target this area as a training need in FY 12 through FY 15. Case review of FY 12 cases identified that that 70% of the time the case documentation showed evidence of an assessment of the need for assistive technology services and devices. (Page 193)

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. (Page 219)

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Small Business/Entrepreneurship

The Governor established and certified the Workforce Opportunity Council (Council) as the State's Workforce Board under WIA on September 22, 1999. The Council name was changed to State Workforce Investment Board in 2009 with the creation of the Office of Workforce Opportunity (OWO) in the NH Department of Resources and Economic Development (DRED). Recently 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) (Page 72)

Career Pathways

ABE staff participate 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 receive referrals from workforce partner agencies for customers who do not have a high school diploma or are basic skills deficient. (Page 27)

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. (Page 31)

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Within this MOU we will seek to partner with agencies participating with Medicaid (The Bureau of Developmental Services and the Bureau of Behavioral Health) to assist in enhancing services to customers needing supported employment and competitive integrated employment. We are very fortunate in New Hampshire to have legislation that prohibits subminimum wage payments to individuals with disabilities (SB 47, 2015). We are proud to work with our business partners to ensure at least minimum wage employment for our mutual customers. In the agreement we will weave in our work on career pathways and work-based learning to expand current sectors (Project SEARCH) and increase employment opportunities. (Page 157)

Employment Networks

Section identified but no detailed information specifically to disability or implementation. (Page 206)

* All enclosed information is cited directly from final state plan as of February 23, 2017

Find your local state plans here: <https://www2.ed.gov/about/offices/list/osers/rsa/wioa/state-plans/index.html>